

REMOTE LEARNING: GCSE MEDIA YEAR 11 2020 – 2021

Year 11	AUTUMN 1 - 8 WEEKS	AUTUMN 2 – 8 WEEKS
<p>STUDENTS IN SCHOOL WEEKS 1-8</p> <p>9-16</p>	<p>The first 4 weeks of this term involve the completion of the Production Coursework Component 3 that is begun in Year 10. Students can work on this independently meeting criteria set out in the brief. They can email their work to their teacher for further direction and advice.</p> <p>Key Assessment in Component 3 Production Coursework</p> <p>Weeks 5-8 students will be completing revision of Component 1A.</p> <p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE'</p>	<p>During this term, students will begin their study of the Crime Drama. The following tasks will coincide with the work being completed by students in class.</p> <p>Key Assessment in Component 2A Luther</p> <p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE'</p>
<p>REMOTE LEARNING</p>	<p>WK 1 – COURSEWORK COMPLETION</p> <p>The brief, advice and exemplar work for Component 3 coursework can be found here:</p> <p>Go to the shared drive called Media GCSE Student Resources → Component 3.</p>	<p>WK 9 - Component 2A: TV - Introduction to TV Crime Drama genre conventions.</p> <p>Research stills/google images from these detective shows: C.S.I. N.C.I.S., Waking the Dead, Bones, Silent Witness, Criminal Minds, Law and Order, Luther, Wallander, Rebus, The Killing, Dexter, Sherlock Holmes, True Detective, Happy Valley, Morse, The Sweeney,</p> <p>Make detailed notes of common conventions that you can find in relation to: Characters, Narrative, Iconography/Props, Settings, Technical codes Try to watch a variety of examples of either segments or full episodes of the above dramas. Build a detailed bank of notes.</p> <p>Go through this Prezi powerpoint. https://prezi.com/sox5gwopmzot/media-studies-what-are-conventions-of-tv-crime-drama/ Think about how your notes about the Crime Drama genre compare with the information. Add any new information that you find.</p>
	<p>WK 2 – COURSEWORK COMPLETION</p>	<p>WK 10- Analysis of Luther – Viewing Season 1 Episode 1. Codes and Conventions.</p> <p>Watch Season 1 Episode 1 of Luther on either Netflix or by following this link to Iplayer https://www.bbc.co.uk/iplayer/episode/b00sbjbv/luther-series-1-episode-1</p>

Make notes, or write detailed paragraphs, describing what conventions of the Crime Genre can be seen in this episode. Please find a framework here:
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/pdf/luther/3a-activity-handout-miseenscene.pdf

Test your knowledge of key terminology so far by completing this task
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/eng/introduction/revising-key-terms.html

Check your knowledge of the Set Luther episode by completing this quiz
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/eng/luther/luther-multi-choice.html

WK 3 – COURSEWORK COMPLETION

WK 11 - Representation gender and ethnicity in Luther.

<p>Last year, you studied Vladimir Propp's 7 character archetypes.</p> <p>Look back through your notes or research to write a definition of each archetype.</p>	Character	Definition	Example?
	THE HERO		
	THE VILLAIN		
	THE DONOR		
	THE HELPER		
	THE PRINCESS		
	THE FALSE HERO		

Make notes of how characters in Luther adhere or subvert Propp's character archetypes.

Read through the different types of crime detective archetypes by following this link. Which archetypal characters do we see in Luther?
<https://www.slideshare.net/KStockwell/tv-crime-drama-stock-characters>

Read through the information by following this link.
<https://www.slideshare.net/ellesullivan310/luther-ms4-wjec-media-case-study-genre-narrative-and-representation>

		Write a detailed response about how the characters in Luther are represented in relation to gender and ethnicity. You can also talk about how they are stereotypical of the Detective Crime Genre.
	WK 4 – COURSEWORK COMPLETION	WK 12- Audience and Industry issues in Luther https://www.slideshare.net/ellesullivan310/luther-ms4-wjec-media-case-study-industry-and-audience Go to the shared drive called Media GCSE Student Resources → Component 2 → Section A → Luther and then open up the powerpoint called Luther Industry.ppt Read the information then answer the questions at the end.
	WK 13 - Revising Component 1A - Advertising Go to the shared drive called Media GCSE Student Resources → Component 1 → Section A → Advertising and then open up the document called ‘#1 Quality Street.pdf’ and the ‘#2This Girl Can.pdf’ Read through information, annotate adverts, answer these questions: <ul style="list-style-type: none"> • how is gender represented in the adverts? • how have the adverts been influenced by contexts? 	WK 14 - Media Language - Analysis of key scenes in Luther Go to the shared drive called Media GCSE Student Resources → Component 2 → Section A → Luther and then open up the powerpoint called ‘Lesson 8 – Technical Codes in Luther.ppt’ Work through the tasks and activities. You should watch the episode of Luther again and break down the episode into sections according to this resource. You should then have a go at http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/pdf/appendix-1-luther-scenes.pdf
	WK 6 - Revising Component 1A - Marketing Go to the shared drive called Media GCSE Student Resources → Component 1 → Section A → Marketing and then open up the #3 Bond-OHMSS.pdf #4 Bond-Spectre.pdf and Read information and answer these questions: <ul style="list-style-type: none"> • how is gender represented in the posters? • how have the posters been influenced by contexts? 	WK 15 - The Sweeney – Representation, Characters, Audience. Use this link to watch The Sweeney Episode 1 first 10 mins (watch here: https://www.dailymotion.com/video/x3o9umx) Go to the shared drive called Media GCSE Student Resources → Component 2 → Section A → Luther and then open up the document called Analysis of Luther and The Sweeney. Use this sheet as a guide to creating comparisons between the two Crime Dramas.
	WK 7 - Revising Component 1A - Magazines Go to the shared drive called Media GCSE Student Resources → Knowledge Organisers→ and then open up the ‘2020-2022 Knowledge Oganiser GQ.pdf’ and ‘2020-2022 Knowledge Organiser Pride Magazine.pdf’ Read information, annotate the front covers and answer these questions: <ul style="list-style-type: none"> • how is gender/ethnicity represented on the magazine front covers? • how have the front covers been influenced by contexts? 	WK 16 - Industry issues – TV and the BBC – Link to The Sweeney. Go to the shared drive called Media GCSE Student Resources → Component 2 → Section A → Luther and then open up the document called Component 2 Revision Booklet. Read all information on Luther and The Sweeney. Summarise what the similarities and differences are between the Industry for Luther and The Sweeney and the audience appeal.
	WK 8 - Revising Component 1A - Newspapers	WK 17 - Representation in The Sweeney in comparison with Luther.

	<p>Go to the shared drive called Media GCSE Student Resources → Component 1 → Section A → Newspapers and then open up the '2021 Guardian.pdf' and '2021 The Sun.pdf' Read information and answer these questions:</p> <ul style="list-style-type: none"> • how is the idea of Brexit represented on the newspaper front cover? • how have the front covers been influenced by contexts? 	<p>Go to the shared drive called Media GCSE Student Resources → Component 2 → Section A → Luther and then open up the document called Context: Luther and The Sweeney. Read the information.</p> <p>Answer this question in as much detail as you can: how have contexts influenced both The Sweeney and Luther? (Tip – you may want to talk about how the historical contexts have influenced how the representations of characters have been constructed.)</p>
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Year 11	SPRING 1 - 6 WEEKS	SPRING 2 – 5 WEEKS
<p>STUDENTS IN SCHOOL WEEKS</p> <p>17-22</p> <p>23- 27</p>	<p>Component Two Section B: Music video.</p> <p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE' (Please note: we will not be studying Taylor Swift or Michael Jackson as part of Component 2 Section B. We are studying Bruno Mars, Katy Perry and Duran Duran)</p>	<p>Students will be continuing their study of component Two Section B for the first two weeks before moving onto revision of Component 1 Section B.</p> <p>Key Assessment: Music Video Comparison</p> <p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE' (Please note: we will not be studying Taylor Swift or Michael Jackson as part of Component 2 Section B. We are studying Bruno Mars, Katy Perry and Duran Duran)</p>
<p>REMOTE LEARNING</p>	<p>WK 17 – Component Two Section B: Music video. Overview of topic & music industry.</p> <p>Follow this link. Go to the assignments for Component 2 Section B. Complete assignment 5.1.1 and 5.1.2</p> <p>https://app.senecalearning.com/classroom/course/7bfa17fa-b6f3-4aee-9478-94e880675c42</p> <p>After you finish, write up as many facts as you can remember.</p>	<p>WK 23 - Duran Duran's Rio, analysis and comparison with contemporary videos.</p> <p>Follow this link to watch the Rio music video. https://www.youtube.com/watch?v=rhvVYFMOBsw</p> <p>Complete this task. http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-36/pdf/_eng/unit3/1a-analysis-of-sound.pdf</p> <p>Read this fact sheet.. http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-36/pdf/_eng/unit3/1f-duran-duran-rio-factsheet.pdf</p> <p>Complete this task. http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-36/_eng/unit3/1d-camera-shots-duran-duran.html</p>
	<p>WK 18 – Analysis of contemporary video #1 Katy Perry – Roar.</p>	<p>WK 24 - Comparison of Duran Duran with contemporary videos.</p>

	<p>Research Katy Perry’s marriage to Russell Brand. Watch Katy Perry’s music video for ‘Roar’ Is this concept or performance? How has the video been influenced by the real life context of Katy Perry’s marriage? https://www.youtube.com/watch?v=CevxZvSjLk8</p> <p>Go to the shared drive called Media GCSE Student Resources → Component 2 → Section B → Music Video → Katy Perry and then open up the document called ‘Copy of Lesson 2 - Katy Perry - Roar Analysis.pdf’ Annotate the frames from the music video for technical codes, thinking about how they contribute to the representation of gender and ideas. Also include annotations of how the video has been influenced by real life contexts.</p> <p>If you are stuck or want to check your ideas, you can also open up the document called ‘KP Factsheet.pdf’.</p>	<p>Write detailed paragraphs comparing this historic music video to the contemporary ones we have studied. How similar are the representations? How does the use of media technology compare? How have the contexts of the music videos influenced them?</p> <p>Email your work to your teacher for feedback.</p>
	<p>WK 19 – Analysis of online, social and participatory media for Katy Perry. Industry and audience issues. Conventions of website.</p> <p>Watch these three videos and make notes.</p> <p>https://www.youtube.com/watch?v=dwa7Y4T28bU https://www.youtube.com/watch?v=xhby7s9OJv0 https://www.youtube.com/watch?v=qZUUjq4ZEFY</p> <p>Visit Katy Perry’s official website and social media platforms. https://www.katyperry.com/ https://www.facebook.com/katyperry</p> <p>Make notes about how the website and social media is appealing to audience psychometric profiles and demographics.</p>	<p>WK 25 - Revision C1B The Sun</p> <p>Complete the tasks by following these links to resources.</p> <p>http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_3-24/public/_eng/media-industries/06-general-digital-technology.html</p> <p>http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_3-24/public/_eng/media-industries/09-general-fill-in-the-blanks.html</p>
	<p>WK 20 – media for Katy Perry. Industry and audience issues. Conventions of website.</p> <p>Follow this link to think and complete the task on the importance of websites to the music industry.</p> <p>http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-36/_eng/unit1/4a-artists-websites.html</p>	<p>WK 26 - Revision C1B Fortnite</p> <p>Re-read and highlight this document. http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/18-19_3-4/Fortnite.pdf</p>

	<p>Go to the shared drive called Media GCSE Student Resources → Component 2 → Section B → Music Video → Katy Perry and then open up the document called 'Lesson 6 - Why music websites are important to the music industry.' Complete the tasks.</p>	<p>Make notes about ownership, social and cultural contexts, funding models, regulation, how the game appeals to audiences and new media technology and convergence.</p> <p>Write a couple of paragraphs answering this question: How does Fortnite fulfil Uses and Gratifications?</p>
	<p>WK 21 - Analysis of online, social and participatory media for Bruno Mars. Industry and Audience issues. Conventions of website.</p> <p>Follow this link to learn about website conventions. https://www.slideshare.net/johndf562/website-codes-and-conventions-42180667</p> <p>Visit Bruno Mars' official website and social media platforms.</p> <p>https://www.brunomars.com/ https://www.facebook.com/brunomars</p> <p>Using correct terminology related to websites, write a comparison of how Bruno Mars and Katy Perry's website and social media is used by the Music Industry.</p> <p>If you need some hints to help you with ideas, you can find some by using this resource. http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/wjec18-19_3-3/eng/unit01/1f-website-analysis-mars.html</p>	<p>WK 27 - Revision C1B The Archers</p> <p>Follow this link. Go to the assignments for Component 1 Section B. Complete assignment 3.3 on Radio</p> <p>https://app.senecalearning.com/classroom/course/7bfa17fa-b6f3-4aee-9478-94e880675c42</p> <p>Listen to the set episode for the exam: https://www.youtube.com/watch?v=LreifWt6zos</p> <p>Complete these tasks. http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_3-24/public/eng/gcse-media-industries/unit02/02-the-archers-contexts.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2017-18/17-18_3-24/public/eng/gcse-media-industries/unit02/03-the-archers-unique-radio-soap.html</p>
	<p>WK 22 - Comparison of Katy Perry with Bruno Mars, video and website.</p> <p>Watch 'Uptown Funk' official video https://www.youtube.com/watch?v=OPf0YbXqD</p> <p>http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/wjec18-19_3-3/eng/unit01/1e-representations-mars.html</p> <p>Go to the shared drive called Media GCSE Student Resources → Component 2 → Section B → Music Video → Bruno Mars and open up the document called 'BM Discussion.pdf. Complete the boxes with your analysis. How does the video compare in terms of Representation to Katy Perry's? Write a summary of the differences and similarities.</p>	<p>N/A</p>



Year 11	SUMMER 1 - 7 WEEKS	SUMMER 2 - 5 WEEKS
STUDENTS IN SCHOOL WEEKS 28 - 34 34 - 39	<p>Key Assessment Complete C2 paper</p> <p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE'</p>	<p>As you progress through this half term, use Seneca Learning to test yourself. The relevant SENECA course is called 'Media Studies Eduqas GCSE'</p>
REMOTE LEARNING	<p>WK 28 – Revision Exam Focus 2A TV Crime Drama</p> <p>Work through all resources available by following this link. You can continue with this next week too.</p> <p>https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1054</p>	<p>WK 35 - Component 1 Exam</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 1 Section A and Component 1 Section B for a variety of resources.</p> <p>There are exam prep powerpoints here for you to go through.</p>
	<p>WK 29 – Revision Exam Focus 2A TV Crime Drama</p> <p>https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1054</p>	<p>WK 36 - Component 2 Exam</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 2 Section A and Component 2 Section B for a variety of resources.</p> <p>There are exam prep powerpoints here for you to go through.</p>
	<p>WK 30 – Revision Exam Focus 2B Music Video</p> <p>Work through all resources by following this link.</p> <p>https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1053</p>	<p>WK 37 - Course complete</p>
	<p>WK 31 – Revision Exam, Focus Section 1A</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 1 Section A and open the document called 'Component 1 Section A Revision Sheet' . Use the fact sheets for all the set texts to help you complete this task.</p>	<p>WK 38 - N/A</p>



	<p>WK 32 - Revision Exam Focus Section 1B</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 1 Section B and open the document called '2021 Component 1 Section B Revision Sheet' .</p>	<p>WK 39 - N/A</p>
	<p>WK 33 - Revision Exam Focus Section 2A</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 2 Section A and open the document called 'Luther Revision sheet.'</p>	<p>N/A</p>
	<p>WK 34 - Revision Exam Focus 2B</p> <p>Go to the shared drive called Media GCSE Student Resources → Exam Revision → Component 2 Section B and open the document called 'Music Video Revision sheet.'</p>	<p>N/A</p>