



SJBC

A Level Media Studies – Transition booklet

What is the media, why should you study it and where will it take you?



MEDIA STUDIES

WHY STUDY THE MEDIA?



We live in an age of **Post-Truth** fake news where old is new, new is old, everyone has a voice and fear surrounds us. An age where stories of celebrity sit at the same table as 1000's migrant deaths. Presidential election campaigns snipe, poke fun and **twist facts** to gain traction with voters and audiences. **Power is invisible**, distant and yet right in your face.

An age where digital media is fully entwined into the menus of our world. We dine out on a full fat diet of saturated media consumption. The chalked

specials board is provided by **corporations** and brands desperate to claim every inch of space on every screen you own. Whatever you want whenever you want it is the mantra of media producers insatiably looking for new trends, new directions, new profits. Your **data** is farmed, analysed and fed back to open paralysed mouths as ads, pop ups, ideas and suggestions for you.



An age where TV series cost £100 **million** to make and yet, if your savvy enough, can be downloaded for free. Traditional bloated systems of

ownership and control have been ruptured and burst. The sharpened pin of the **millennial**, tech-centric super picky audience is primed and thrust at their will. **Cinema is dead**—long live the binge!



Don't wait just stream, don't think just do, don't read the terms and conditions—Just accept.



An age where **tabloid** newspapers grasp and claw at audiences. Flicking a page is sent to **trash** and the swipe is your new backdrop. Moving swiftly and smoothly through information only stopping when the eye is caught. Print media stands on the edge of a precipice and stares its digital death in the face.

Editors stir up their bubbly broth of sensationalism and panic offering their cup to whoever will **pay the price**—but at what cost?



An age where **social change** and revolutions ride

roughshod on the back of **social media**. Opinions are loud, crass and heartfelt. Politically and morally driven through endless streets of comments,



re-tweets, like, and shares. **Identities** shift from fluid and flexible to fixed and stubborn. You're the main part in your own **reality TV show**—pick and choose, whatever floats your boat, each to their own. Choose your platform, its there for you, it will support you. It is who you are now and who you will become.

THIS IS WHY WE STUDY THE MEDIA



Where can A Level Media Studies take you?

Working in the media is fast-paced and extremely competitive. What's more, there are literally thousands of different roles you can explore. This page from Target Careers looks at the different opportunities in the Media and the average pay:

<https://targetcareers.co.uk/career-sectors/media/136-jobs-in-the-media-what-options-do-you-have>

Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. A GCE in Media Studies helps you to progress to these courses, as well as to those in other areas such as English, Humanities and Social Sciences. There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. According to accountancy giant

PwC's latest Global Entertainment & Media Outlook 2018-2022, the entertainment and media sector will be worth £76 billion by 2021² and the video games sector is currently valued at more than half the UK's whole entertainment industry³. If you are looking for a job in this area, **studying Media at A Level and at degree level is a route into careers such as TV and film production, advertising, journalism, interactive media, and digital marketing**. It could help to provide you with the foundation to secure roles in technical production, special effects, web design and postproduction.

Not interested in university? This page looks at the different apprenticeships available within this industry:

<https://www.allaboutschoollleavers.co.uk/articles/article/161/media-apprenticeships-what-could-i-do>

What skills will I develop?

Media Studies will help you to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, essay writing skills and more. Your studies will complement and assist your learning in other subjects such as English Language and Literature, Humanities, Sociology, Film, ICT and the Extended Project.

What is the Media?

'The media' refers to the different channels we use to communicate information in the everyday world.

'Media' is the plural of *medium* (of communication), and the main media are

- Television
- Magazines
- Film
- Radio
- Advertising
- Music
- Newspapers
- Internet

Why study the media?

1. **The mass media is very powerful.** Advertisers and politicians use it to influence society. To be media literate is part of being an educated citizen.
2. Education has traditionally concentrated on literacy. **In today's society, the visual image is as important as the printed word.** Students of media studies learn to construct visual images.
3. **The ability to design, construct and edit media products are relevant, modern, practical skills.** Skilled media studies students are employable.
4. **The media is an expanding industry.** A Level Media Studies can help start students on the road to careers in the media.
5. **A Level Media Studies develops critical thinking, analytical skills and creativity.**
6. **A Level Media Studies develops group work skills and independent evaluative skills.**
7. **We spend a large proportion of our time exposed to the media.** A Level Media Studies helps us examine the impact the media has on our lives.
8. **A Level Media Studies helps us to understand the impact of media on the development of western society today.**
9. **Because the media studies us!**

Why Media Studies?

Write a paragraph or two (approximately 100 words) telling me why you chose to take Media Studies at A Level.

Include answers to the following questions:

1. What sort of things do you expect to do during the course?
2. What do you hope to gain from it?

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Tell me about your use of media.

Put a tick or cross in the appropriate box to show what types of media you use regularly.

Type of media	Yes	No
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Watch TV when it's broadcasted on air (not using streaming sites e.g. Netflix, iPlayer etc.		
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Watch TV shows and films available on streaming sites e.g. Netflix and iPlayer.		
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Go to the cinema to watch recently released films		
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Read magazines?		
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Read blogs?		
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Watch YouTube content such as vlogs, hauls, tutorials, 'play with me' video streams		
---	--	--

Use social media such as Twitter, Instagram, Snapchat		
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Read Newspapers (printed, hard copies)		
--	--	--

Read newspapers online?		
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Have an app for a newspaper or news site downloaded?		
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Play video games?		
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Listen to the radio?		
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Listen to podcasts?		
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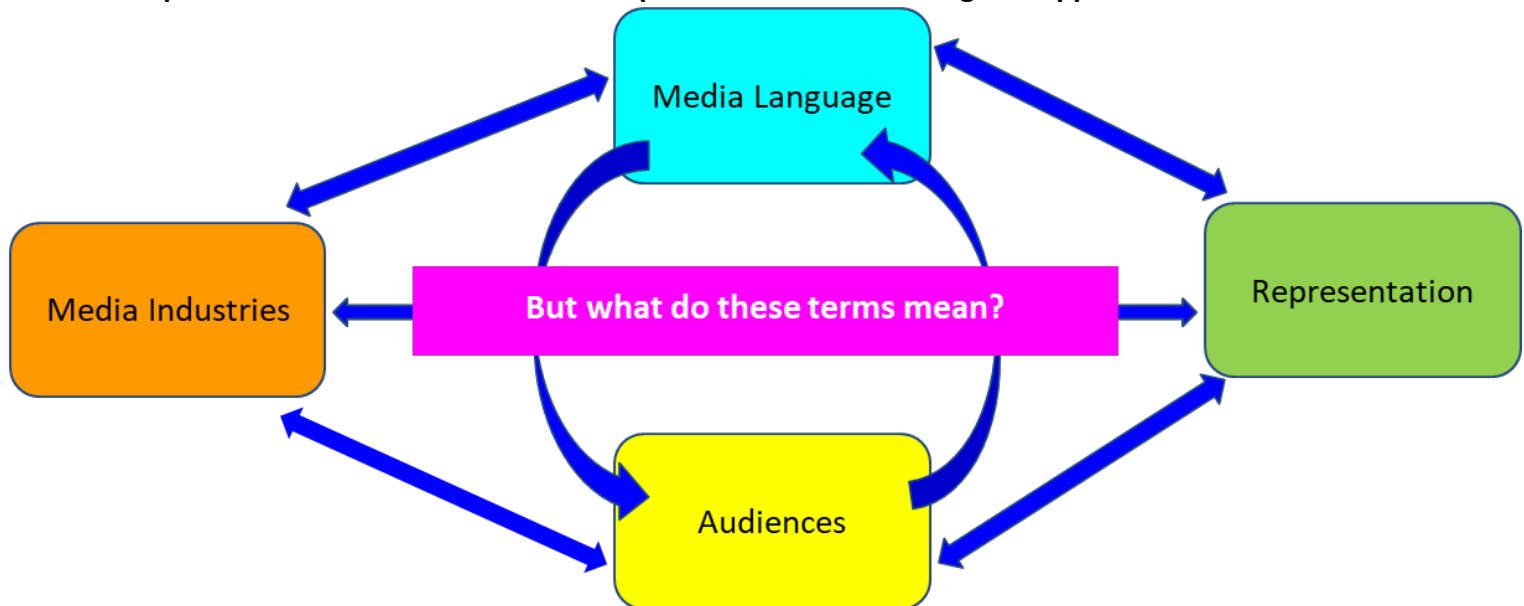
Stream music from services such as Spotify, Apple Music, Tidal etc.		
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Media theoretical framework:

Over the course you will be expected to know and apply the theoretical framework to the set text that we study.

What do we need to know?

The theoretical framework refers to the method of analysing and creating media. It provides us with the tools to develop a critical understanding and appreciation of the



media. The framework consists of four inter-related areas:

An easy way to remember this is RAIL:

R= Representation

A= Audience

I= Industry

L= Language
Language)

(Media

But what do these terms mean?

Representation

Audiences

Media Industries

How the media industries (companies) processes of production, distribution and circulation affect media forms and platforms.

Media Language

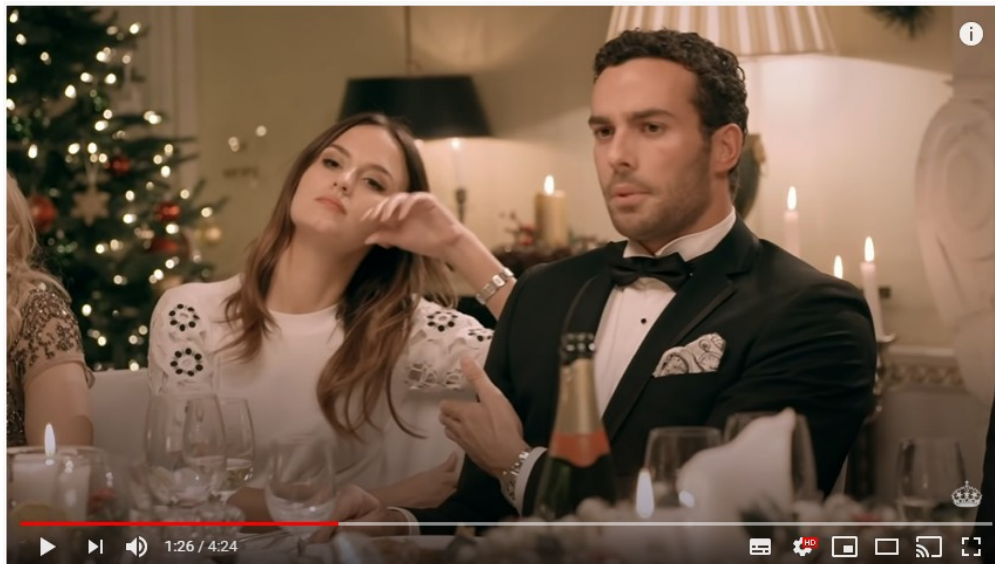
How the media through their forms, codes, conventions and techniques communicate meaning.

Applying RAIL:

Let us practice applying the RAIL theoretical framework to two different TV shows.

First is Made in Chelsea a structured British reality TV show about the lives of residents of Chelsea in London a seemingly exclusive and wealthy area. The reality show was first broadcast in May 2011 and is now in its ninth season and has had six spin off shows. The TV show is often criticised in the media for its lack of diversity; negative representations of romantic relationships → and genders and unrealistic depictions (portrayal) of London.

Watch this scene from season 10 of the show featuring the majority of the cast at a Christmas dinner: <https://www.youtube.com/watch?v=ZiO4SY-5xvQ>



#MadeInChelsea #MarkFrancis #MIC

"How Dare You" - Ollie Locke & Mark Francis KICK OFF During Dinner Party | Made in Chelsea S10

Representation:

1. How is London represented?

Imagine showing this scene to someone who has never visited London before.
Would it represent most London homes or parties?

2. Re-watch the clip and choose two female characters to focus on, **how are women represented in this scene?** What message might this send to the audience? Consider their choice of clothing, makeup, facial expressions, speech and accent.
3. Re-watch the clip and choose two male characters to focus on, **how are men represented in this scene?** What message might this send to the audience?

In the *Made in Chelsea* clip the setting is represented as _____
(upper-class, wealthy, elegant, luxurious). This can be seen through
_____ in the background of
the scenes. This reinforces the idea that the London based setting is luxurious
and the cast members are from an upper-class context.

_____ and creates an
In the *Made in Chelsea* clip the women are represented as _____ (upper-
class, wealthy, elegant, fashionable, arrogant, impolite, rude, exclusive). This can be seen through
their choice of clothing as some women are dressed in _____
which has connotations or suggestions of _____
and makes them appear _____.

In addition to this, the speech and accent of the women also represents them as _____
_____ (formal, polite, superior, arrogant, rude) which is evident when one says
“ _____ ”. This
comment and the speech and accent used reinforces the initial connotation that the women are
_____.

A member of the audience watching from outside of London may receive the message that women in
Chelsea, London are _____
_____.

Whereas an audience member watching the show and living in London may feel the show

_____.

Consider their choice of clothing, makeup, facial expressions, speech and accent

In the *Made in Chelsea* clip the men are represented as _____
(upper-class, wealthy, stylish, handsome, arrogant, superior, rude). This can be seen through
their choice of clothing as some men are dressed in

_____ which has connotations or
suggestions of _____ and makes them
appear _____.

In addition to this, _____

A member of the audience watching from outside of London may receive the message that
men in Chelsea, London are

_____.

Whereas an audience member watching the show and living in London may feel the show

_____.

- If you don't know or would like to revise the British class system this video provides a brief but good explanation: <https://www.youtube.com/watch?v=kN66jJWFGNk>

[illegible]

5. **How are White British people represented?** If an audience member from China or India watched this scene what perception or belief would they receive about White British people?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.