

Media Studies Revision RAG sheet

Component 1 – Exploring the Media

Specification Content	Red	Amber	Green
Section A: Exploring Media Language and Representation			
Question 1: Language/Image/Layout/Narrative			
Advertising (Quality Street, This Girl Can)			
Magazines (Vogue, GQ)			
Newspapers (The Guardian, The Sun)			
Film Posters (MWTGG, NTTD)			
Question 2a: Media Contexts			
Question 2b: Unseen Comparison			
Advertising (Quality Street, This Girl Can)			
Magazines (Vogue, GQ)			
Newspapers (The Guardian, The Sun)			
Film Posters (MWTGG, NTTD)			
Section B: Exploring Media Industries and Audiences			
Question 3 (stepped question) – Media Industries			
Radio (The Archers)			
Film (NTTD, MWTGG)			
Video Games (Fortnite)			
Newspapers (The Guardian, The Sun)			
Question 4 (stepped question) – Media Audiences			
Radio (The Archers inc website)			
Film (NTTD, MWTGG inc James Bond website)			
Video Games (Fortnite inc website)			
Newspapers (The Guardian, The Sun)			

Component 2: Understanding Media Forms and Products

Specification Content	Red	Amber	Green
Section A: Television			
Question 1 – Media Language or Representation (e.g gender, race)			
Luther			
The Sweeney			
Question 2 – Media Industries, Audiences, and Contexts			
Luther			
The Sweeney			
Section B: Music (Music Videos and Online Media)			
Question 3 – Media Language or Representation (e.g gender, race)			
Taylor Swift (The Man)			

Justin Bieber (Intentions)			
Duran Duran (Rio)			
Question 4 – Media Industries, Audiences, and Contexts			
Taylor Swift (inc website, social media)			
Justin Bieber (inc website, social media)			
Duran Duran (inc website, social media)			

Component 3 – NEA – Creating Media Products (30%)

Question Guidance

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Paper 1A – Germany, 1890-1945: Democracy and dictatorship

Questions	Marks	Minutes
<p>1. Read Interpretations A and B in the Interpretations Booklet. How does Interpretation B differ from Interpretation A about _____. Explain your answer using what it says in Interpretations A and B.</p> <ul style="list-style-type: none">• Use only content (give clear examples).• One paragraph.	4	5
<p>2. Why might the [authors/painters] of Interpretations A and B have a different interpretation about _____. Explain your answer using Interpretations A and B and your contextual knowledge.</p> <ul style="list-style-type: none">• Use only provenance and contextual knowledge.• One paragraph.	4	5
<p>3. Which interpretation do you find more convincing about _____. Explain your answer using what is says in Interpretations A and B and your contextual knowledge.</p> <ul style="list-style-type: none">• Use only content and contextual knowledge.• Pick out aspects of the content that you know are <i>accurate</i>.• Two paragraphs and a short conclusion.	8	10
<p>4. Describe two _____.</p> <ul style="list-style-type: none">• Develop and explain in detail (give specifics).	4	5

<ul style="list-style-type: none"> • Make sure to mention two (no more, no less). • One paragraph (or two smaller ones). 		
<p>5. In what ways were _____ affected by _____.</p> <p>Explain your answer.</p> <ul style="list-style-type: none"> • Make sure to give <u>at least two</u> separate ways. • Add specific detail/examples. • Two paragraphs and a short conclusion. 	8	10
<p>6. Which of the following was the more important reason why _____:</p> <ul style="list-style-type: none"> • _____ • _____? <p>Explain your answer with reference to both reasons.</p> <ul style="list-style-type: none"> • Make sure to talk about both bullet points. • Make sure to decide which is most important and why (link/hierarchy for the higher marks). • Give specific examples and focus on the tail. • A short intro, a section (a paragraph or two) for each bullet point and a developed conclusion. 	12	15
Total	40	50

Question	Marks	Minutes
<p>1. Study Source A in the Sources Booklet. Source A [opposes/criticises/supports] _____. How do you know? Explain your answer using Source A and your contextual knowledge.</p> <ul style="list-style-type: none"> • Use content <u>and</u> provenance <u>and</u> contextual knowledge. • Make sure to focus on the tail. • Give clear examples, supported by contextual knowledge. • One large paragraph. 	4	5
<p>2. Study Sources B and C in the Sources Booklet. How useful are Sources B and C to a historian studying _____? Explain your answer using Sources B and C and your contextual knowledge.</p> <ul style="list-style-type: none"> • Use content <u>and</u> provenance <u>and</u> contextual knowledge. • Make sure to focus on the tail. • Consider how <u>useful</u> they are – remember something can be biased but also useful! • Give ways each source is useful, using content and provenance supported by contextual knowledge. • Make sure to decide whether they are useful and why (link/hierarchy for the higher marks). • Short intro, one section (a paragraph or so) on each source and then a developed conclusion. 	12	15
<p>3. Write an account about how _____ [became/led to/caused/changed] _____ in [time period(s)].</p>	8	10

<ul style="list-style-type: none"> • 'Write an account' means EXPLAIN. • Make sure to give <u>at least two</u> separate ways, ideally separated by time (e.g. short- and long-term). • Add specific detail/examples. • Focus on the tail and the time period specified. • Two paragraphs and a short conclusion. 		
<p>4. "The main reason why _____ was because of _____."</p> <p>OR "_____ was the main cause of _____."</p> <p>How far do you agree with this statement? Explain your answer.</p> <ul style="list-style-type: none"> • Make sure to pick out the named factor and the tail. • Pick two other factors to discuss (three overall). • Add specific details/examples. • Focus on the tail. • Make sure to decide which was most important/the main reason/main cause and why (link/hierarchy for the higher marks). • A short intro, a paragraph per factor and a developed conclusion. • If running out of time do just two factors but ensure a developed conclusion. (A conclusion is more important than a third factor). 	<p>16 [+ 4 SPAG]</p>	<p>20</p>