

Please write clearly in block capitals.

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Surname

Forename(s)

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signature

GCSE MEDIA STUDIES

Paper 1 Media One

Tuesday 16 May 2023 Afternoon Time allowed: 1 hour 30 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 84.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 09 requires an extended response. You will be assessed on the quality of your written response, including the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

For Examiner's Use	
Question	Mark
1	
2	
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7	
8	
9	
TOTAL	

Looking At Media Studies For Gcse

**Ross Parker, David Coniam, Peter
Falvey**



Looking At Media Studies For Gcse:

Looking at Media Studies for GCSE Julian Bowker, 2003 AS & A2 Media Studies: The Essential Revision Guide for AQA Antony Bateman, Sarah Casey Benyahia, Claire Mortimer, Peter Wall, 2013-10-23 AS A2 Media Studies The Essential Revision Guide for AQA is a comprehensively updated new edition offering advice and guidance to help students pass AS and A2 Media Studies Written by a team of experienced teachers and examiners the book offers clear and engaging pathways through all the areas covered in the Media Studies curriculum providing students with Revision Activities Exam Tips and reminders Definitions of key terms Past paper questions References to examiners reports The authors also offer essential background information to help Media Studies students understand wider contexts and theoretical perspectives as well as giving the lowdown on how exams are marked how to manage self study and approaching final examinations **Which GCSEs? 1st edition** Alison Dixon, 2020-03-03 Making the right choice of GCSE subjects is one of the first major decisions you will make about your future Some subjects will be compulsory but you will have a choice of other options Which GCSEs is full of information to help you make the best choice for you It also tells you about the other qualifications that you can take at Key Stage 4 as well as outlining other pathways such as apprenticeships Each subject area covers What and how you study Careers related to your GCSE choices Your options after your GCSEs **Fandom Culture and The Archers** Cara Courage, Nicola Headlam, 2022-05-18 Fandom Culture and The Archers looks beyond the popular success of the Archers to explore how the program and the themes it discusses are used in teaching learning research and professional settings and how the Academic Archers fandom helps shape these real life impacts The Media Teacher's Handbook Elaine Scarratt, Jon Davison, 2012-03-15 The Media Teacher's Handbook is an indispensable guide for all teachers both specialist and non specialist delivering Media Studies and media education in secondary schools and colleges It is the first text to draw together the three key elements of secondary sector teaching in relation to media study the theoretical the practical and the professional in order to support media teachers throughout their careers Section One Contexts explores the history of rationale for and justification of studying the media from 1900 to the present day and considers the tensions implicit in the subject caused by opposing views of culture Section Two Curriculum comprises seven chapters that focus on studying the media from Key Stages 3 and 4 in English through GCSE and A Level Media Studies It also explores approaches to teaching the Creative and Media Diploma media and citizenship and practical media production Section Three Career Development is designed to support those establishing and leading Media Studies departments and those who are charged with the initial preparation and professional development of teachers Written by experts involved in the teaching training and examination of Media Studies this one stop resource is packed with illustrative case studies and exemplar schemes of work which can be easily adapted for your own needs Suggested Reading and Recommended Resources sections at the end of each chapter list additional books films DVDs groups agencies organisations contact details websites and other materials which will support

your teaching even further The Media Teacher s Handbook is an essential guide to the theory pedagogy and practice of media education that will enable you to teach your subject expertly and with confidence **Media Studies** Sarah Casey Benyahia, Abigail Gardner, Philip Rayner, Peter Wall, 2013-12-13 Bringing together key writings with original textbook material the second edition of Media Studies The Essential Resource explains central perspectives and concepts within Media Studies Readers are introduced to a range of writing on media topics promoting an understanding of the subject from both contemporary and historical perspectives The text is split into three parts covering Analysis and Perspectives Media Audiences and Ecologies and Creativities The key areas of study are discussed with accessible readings from essential theoretical texts and fully supported with an author commentary Theoretical perspectives are used to analyse contemporary media forms and activities direct students to interrogate readings further and apply their learning Encouraging critical and analytical study Media Studies The Essential Resource helps students to understand the main theories and theorists within Media Studies *Free Learning* Ross Parker, David Coniam, Peter Falvey, 2021-11-29 This edited volume explores investigates and analyses Free Learning an innovative approach to student directed learning which seeks to challenge educational norms from within The volume is framed by a recognition of the urgent need for transformation of our educational systems In traditional education students work through a teacher directed linear syllabus at a pace dictated by the teacher with summative assessment hurdles at too frequent intervals Progression and direction are determined solely by the teacher In Free Learning students determine their own learning pathway through a non linear syllabus which can be visualised as a mind map Students may then complete as many units as they either have time for or are interested in moving from one unit to another on the basis of having formatively satisfied the demands of each individual unit This volume showcases the value and potential of Free Learning in contemporary practice and is intended to bridge theory and practice The structure of the book reflects this complementary fit with contributions from practitioners describing Free Learning as a learning and teaching tool in a range of educational settings subjects and age ranges It also contains qualitative and quantitative analyses by researchers exploring the uptake of Free Learning and students responses to the methodology Researchers and educators who are interested in student directed methodologies especially in Asia will find that the practical accounts and analyses of Free Learning contained within provide much food for thought with regard to redefining student learning **The Complete Guide to Becoming an English Teacher** Jo Westbrook, 2009-12-01 Praise for the previous edition This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Geoff Barton Times Educational Supplement Teacher Magazine This essential companion for aspiring

secondary English teachers has been extensively reworked to help students meet the very latest professional and academic standards while also equipping them with the knowledge and skills they will need for the beginning of their teaching career. Focusing on the essentials needed to be a successful English teacher, the authors combine subject knowledge with ideas, examples and approaches for creating an effective vibrant learning environment and real examples of lesson plans and schemes of work. Each chapter clearly links practice to theoretical and critical perspectives on teaching, making this an ideal text for students working towards M level credits or a Masters in Teaching and Learning. There are also brand new chapters which explore in greater depth specific areas of contention and challenging issues including Diversities including global perspectives on teaching English. The application and implications of using ICT. Multi agency provision in personalising learning. Research methodologies. Transition from the training year and the first year as a teacher. The latest requirements for Qualified Teacher Status are clearly signposted throughout and activities at the end of each chapter help to reinforce knowledge and encourage reflection. Written by a team of highly respected authors, this new edition should be on every secondary English student's bookshelf.

Meeting the Standards in Secondary English Michael Fleming, Frank Hardman, David Stevens, John Williamson, 2003-09-02. Meeting the Standards in Secondary English provides detailed subject knowledge including the detailed pedagogical knowledge needed to teach English in secondary schools, support activities for work in schools and self study and information on professional development for secondary schools. This practical, comprehensive and accessible book should prove invaluable for students on secondary initial teacher training courses, PGCE students, lecturers on English programmes and newly qualified secondary teachers.

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22. The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading, writing, speaking and listening but also the multiple ways through which learners gain access to knowledge and skills. It forefronts as central to literacy education the visual, communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young. A project of the International Reading Association, published and distributed by Routledge/Taylor & Francis. Visit <http://www.reading.org> for more information about International Reading Association books, membership and other services.

Teaching English Andrew Goodwyn, 2005. This authoritative and comprehensive text provides a source of advice and guidance for trainee and practising English teachers at both primary and secondary level.

Disciplinary Literacy and Explicit Vocabulary Teaching: A whole school approach to closing the attainment gap Kathrine Mortimore, 2020-12-15. Firmly rooted in research evidence of what works within the classroom for our most disadvantaged students, Disciplinary Literacy and Explicit Vocabulary Teaching offers teachers and school leaders practical ways in which those students who are behind in their

literacy capabilities can make excellent progress Building on the work of Geoff Barton in his influential book *Don't Call it Literacy* Kathrine Mortimore outlines the unique literacy challenges posed by specific subject areas for those with weaker literacy skills and more importantly how these challenges can be addressed and overcome A student's GCSE results are vital in giving them the choices they deserve in order to go on to the next stage of their academic careers This book draws on the success stories of schools and subjects that have made significant improvements in the outcomes of the children they teach regardless of their starting points From the inevitable success of Michaela Community school to the gains made by the English department at Torquay Academy and the rapid reading improvements at Henley Bank this book draws on both whole school initiatives and subject specific strategies which have had proven success This book places a wide and balanced knowledge rich curriculum at the centre of any school improvement strategy designed to improve literacy and illustrates the role that all subjects must combine to play in building the vital background knowledge and vocabulary that young people need in order to read independently This curriculum must then be delivered using those teaching methods that have had the greatest impact on disadvantaged learners and this book sets out how the methodology of direct and explicit instruction can be adopted within each subject area Alongside this is a useful summary of staff development and inset which offers practical ways in which teachers adoption of these effective strategies can be facilitated There are also useful sections on creating a whole school dictionary of essential vocabulary creating a culture of reading and writing and also those key literacy barriers experienced by those students with some of the most common special educational needs

The Toxic Classroom Richard Steward, 2020-06-09 The Toxic Classroom offers a wide ranging look at education today and explores in detail the pressures children experience as a result of constant change digital technology and political interference Beginning with what it is like to be a child in the classroom the book goes on to provide a detailed analysis of the curriculum assessment and accountability school structures educating for global citizenship and the plethora of social issues schools are now expected to solve Written from the perspective of a successful headteacher with over 30 years teaching experience the book considers what needs to be done to put things right and outlines a more equitable and effective school system Each chapter outlines the steps schools can implement immediately and the longer term policy changes that are needed to detoxify the classroom and facilitate a genuine love of learning Offering a challenging yet compelling argument for putting education back into the hands of teachers this book will be of great interest both to the general reader and to those working within education such as teachers and professionals who wish to improve the ways in which children learn and develop

Children & Television Barrie Gunter, Jill McAleer, 2005-07-05 Does violence on TV lead to violent behaviour How can parents influence children's viewing Fears over the effect of television on children have been around since it was invented The recent explosion in the number of channels and new multimedia entertainment lends a new urgency to the discussion This completely revised second edition of *Children and Television* brings the story of children and television right up to date In addition to presenting the latest

research on all of the themes covered in the first edition it includes a discussion of the new entertainment media now available and a new chapter which examines the role of television in influencing children's health related attitudes behaviour Barrie Gunter and Jill McAleer examine the research evidence in to the effects of television on children and their responses to it They conclude that children are sophisticated viewers and control television far more than it controls them

Language, Literacy, and Learning in Educational Practice Barry Stierer, Janet Maybin, 1994 Language and literacy are highly contested areas of the curriculum Questions of what should be taught how it should be taught and who should control such decisions are increasingly subjected to public scrutiny debate and challenge in a manner which is often more reflection of competing social and political values than of theory and research evidence In recent years there has been a rapid development of new conceptual frameworks for understanding language literacy and learning from such diverse fields as anthropology cultural studies social psychology and critical linguistics The papers in this collection have been chosen because they will help readers to consider ways in which these new developments in theory and research may be applied to everyday practice BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Learning to Teach English in the Secondary School Jon Davison, Jane Dowson, 2009-05-12 How do you approach teaching English in the modern classroom What is expected of a would be English teacher This best selling textbook combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter explains the background to debates about teaching the subject and provides tasks practical teaching approaches and further reading to explore issues and ideas in relation to school experience Already a major text for many university teacher education courses this new edition has been thoroughly updated in the light of recent revisions to the National Curriculum for English examination syllabuses and the Standards for Qualified Teacher Status As well as containing critical explorations of the history and definitions of the subject and policies such as the Secondary National Strategy that are appropriate to Professional and Masters level PGCE study other chapters present a broad range of effective innovative approaches to teaching such crucial areas as reading and writing speaking and listening drama media studies and information and communications technology grammar poetry and language study Shakespeare post 16 English language and literature Written particularly with the new and student teacher in mind this book offers principles and practical examples of teaching and learning within a 21st Century context in which new notions of literacy compete with demands of national assessment Taking these changing principles as a starting point the text also addresses questions about the nature of initial teacher preparation and raises issues concerning standards based teacher education mentoring in schools and monitoring the development of a student teacher

Developing Effective 16-19 Teaching Skills John Butcher, 2004-11-25 This book aims to enhance the competence of trainee teachers in secondary schools and FE colleges as they confront 16-19 teaching for the first time

British Book News British Council, 1991 Includes no 53a British wartime books for young people **The**

Slightly Awesome Teacher Dominic Salles, 2016-08-15 Most books on teaching ask teachers to be inspirational to operate at 100 miles an hour with creativity oozing out of every pore Dominic Salles says that's unsustainable But you can get brilliant results using some simple practices taken from the myriad of educational research on classroom practices It isn't a guide to all the extra stuff you should do to become cool and awesome It is a book that will get you to forget about teaching and think about learning another way of saying it will help you to stop stressing about what you do and get the students to work harder and smarter at what they do Dominic Salles believes that every teacher can be slightly awesome And here he shows you how

Constructing History 11-19 Hilary Cooper, Arthur Chapman, 2009-07-09 This book describes and exemplifies strategies for teaching history across the 11-19 age range in rigorous and enjoyable ways It illustrates active learning approaches embedded in pupil-led enquiries through detailed case studies which involve students in planning and carrying out historical enquiries creating accounts and presenting them to audiences in ways that develop increasingly sophisticated historical thinking The case studies took place in a number of different localities and show how practising teachers worked with pupils during each year from Y6-7 to Y13 to initiate plan and implement enquiries and to present their findings in a variety of ways Each case study is a practical example which teachers can use as a model and modify for their own contexts showing how independent learning linked to group collaboration and peer assessment can enhance learning Social constructivist theories of learning applied to historical thinking underpin the book with particular emphasis on links between personalised and collaborative learning and e-learning

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