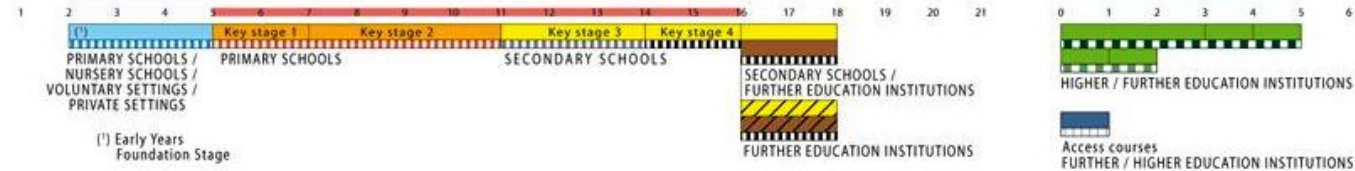


MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile UNITED KINGDOM				Resources; other usable datas																																															
Context – educational system	Overview	<p>(England) Central government has overall responsibility for the education system in England but responsibility for the provision of education is decentralised, lying with local authorities, voluntary providers including churches, the governing bodies of educational institutions and the teaching profession.</p> <p>Education is compulsory between the ages of 5 and 16 years. The great majority of young people continue with full-time education after the age of 16. The Government is committed to raising the participation age in England to 17 in 2013 and 18 in 2015, so that all 16 and 17 year-olds participate in education or training. Many post-compulsory secondary programmes are of two years' duration, i.e. for 16- to 18-year-olds however the funding framework applies to 16- to 19-year-olds and for this reason the age bracket 16–18/19 is adopted throughout this description.</p> <p>Publicly-funded schools comprise maintained schools, funded through the local authority, and academies, which are legally independent schools but are funded directly from central government. All publicly-funded schools enjoy a high level of autonomy and are responsible for their own budgets and staffing decisions. All education institutions have a governing body, responsible for the general direction of the institution, which includes representatives from a range of stakeholders. Strategic and financial planning at school level is shared between the school governing body and headteacher, whilst the day to day management of schools is the responsibility of the headteacher. Decentralisation and autonomy in the education system is balanced by a high degree of accountability, including the publication of performance and inspection data.</p> <p>Schools are responsible for planning the whole curriculum experienced by pupils, taking into account the school's particular needs and circumstances. This must be a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Maintained schools must by law include the National Curriculum and religious education in the whole curriculum. Although academies are not required by law to follow the National Curriculum, under the terms of their funding agreements they must teach English, mathematics and science and religious education. Teaching hours for particular subjects are not centrally prescribed. Grade repetition is not a feature of the school system.</p> <p>(Scotland) The Cabinet Secretary for Education and Lifelong Learning has overall responsibility for Scottish education. The Scottish Government Directorates for Learning (SGLD), for Children and Families (SGCFD) and for Employability, Skills and Lifelong Learning (SGES&LLD) are the key bodies implementing policy.</p> <p>Organisation and staffing of Early Childhood Education and Care, Primary Education (ages 5-12) and Secondary Education (ages 12-16 (end of compulsory education); 16-18) are the responsibility of local government councils, which receive government funding and local tax revenues. They make their own decisions about the proportion of their funding to spend on education. There is a small amount of private educational provision in the schools sector.</p>			<p>Overview of educational phases, years, ages and ISCED levels (England)</p> <table><tr><th></th><th></th><th>Years</th><th>Ages</th><th>ISCED</th></tr><tr><td>Early years</td><td>Foundation stage</td><td>-</td><td>3–5</td><td>0</td></tr><tr><td>Primary</td><td>Key stage 1</td><td>1–2</td><td>5–7</td><td>1</td></tr><tr><td>Primary</td><td>Key stage 2</td><td>3–6</td><td>7–11</td><td>1</td></tr><tr><td>Secondary</td><td>Key stage 3</td><td>7–9</td><td>11–14</td><td>2</td></tr><tr><td>Secondary</td><td>Key stage 4</td><td>10–11</td><td>14–16</td><td>3</td></tr><tr><td>Post-compulsory secondary</td><td>-</td><td>12–13</td><td>16–18/19</td><td>3</td></tr></table> <p>Overview of educational phases, years, ages and ISCED levels (Wales)</p> <table><tr><th></th><th></th><th>Years</th><th>Ages</th><th>ISCED</th></tr><tr><td>Early years/primary</td><td>Foundation phase</td><td>Up to year 2</td><td>3–7</td><td>0/1*</td></tr></table>					Years	Ages	ISCED	Early years	Foundation stage	-	3–5	0	Primary	Key stage 1	1–2	5–7	1	Primary	Key stage 2	3–6	7–11	1	Secondary	Key stage 3	7–9	11–14	2	Secondary	Key stage 4	10–11	14–16	3	Post-compulsory secondary	-	12–13	16–18/19	3			Years	Ages	ISCED	Early years/primary	Foundation phase	Up to year 2	3–7	0/1*
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Primary and lower secondary education	<p>Primary education forms a separate level of compulsory education, generally covering pupils who have reached, or are approaching, the compulsory school starting age of 5, up to the age of 11. Many children start in the reception class of primary school at age four. Virtually all primary schools are mixed gender.</p> <p>The basic principle underlying compulsory school education is that it should provide a balanced and broadly based curriculum which is suitable to a child’s age, ability, aptitude and to any special educational needs (SEN) which he/she may have (see the topic on ‘Educational Support and Guidance’). As established under earlier legislation, Section 78 of the Education Act 2002 defines a balanced and broadly based curriculum as one which:</p> <ul style="list-style-type: none">• promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society• prepares pupils for the opportunities, responsibilities and experiences of later life. <p>Most primary schools are maintained schools funded through the local authority, however there are also primary academies and free schools which are independent schools funded by central government.</p>																																																														
Upper secondary education	<p>The first five years of secondary education, for pupils aged 11 to 16 years, fall within the period of compulsory education. The institutions that cater for this age range are known as secondary schools.</p> <p>Many secondary schools also provide post-compulsory secondary education for students aged 16 to 18/19 years in units known as ‘sixth forms’. 16- to 18/19-year-olds can also attend separate sixth form colleges. 14–16 secondary education leads to combinations of single subject qualifications, provided by external awarding organisations within a qualifications system common to England, Wales and Northern Ireland.</p> <p>16–19 secondary education is characterised by subject specialisation and a range of providers: sixth forms in secondary schools (11 to 18/19), sixth-form colleges (16 to 19) or further education colleges (16+). The landscape of providers varies according to local arrangements but all areas provide young people with a wide choice of programmes leading to general/academic, pre-vocational or vocational qualifications. Qualifications are provided by centrally regulated awarding organisations, external to the school or college within a qualifications system common to England, Wales and Northern Ireland.</p>																																																														
Structure of the national education system 2012/13	 <p>The diagram illustrates the structure of the national education system for 2012/13, mapping educational stages and institutions against age ranges from 1 to 21. Key stages 1 through 4 are highlighted in yellow. Primary schools cover ages 4 to 11, secondary schools cover ages 11 to 16, and further education institutions cover ages 16 to 19. Higher and further education institutions cover ages 19 to 21. Access courses for further/higher education institutions are shown for ages 16 to 19.</p>	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries																																																													
Media literacy in the curriculum	ML education in top level curriculum	<p>There is some provision for media education in the National Curriculum for English courses at Key Stage 4 (14-16) typically contain a media component. There is also (somewhat marginal) mention of the media in the National</p>																																																													

		<p>Curriculum specifications for areas such as Citizenship, Modern Languages and History; although there is very little emphasis on media education in the relevant curriculum documents for primary schools.</p> <p>(„The current state of affairs is that the programmes of study for English at Key stages 3 and 4 have been 'disapplied' and schools are free to invent their own curriculum, until new curricula are introduced for 2014-15 - see http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english); It is likely that the present government will reduce the media element still further - though as an increasing number of schools become academies, they will not be required to follow the national curriculum” – Andrew Burn, 09.2013)</p> <p>Formal media courses also exist in Northern Ireland (about a fifth of schools offer GCSE Media Studies, and there is growing support for media education from the CCEA); and in Scotland, media education forms part of the 5-14 Art and Design curriculum, as well as leading to specialist post-16 exam courses</p> <p>The UK has a national curriculum, and each subject is outlined in a document that sets out the legal requirements of the National Curriculum in England, as well as provides information to help teachers implement the subject in their schools. The curriculum is divided into four key stages, of which key stage 1-2 relate to pupils aged 5 to ~11 years of age.</p> <p>Initially, the curriculum documents briefly outline how the subject in question relates to promoting pupil’s spiritual, moral, social, and cultural development, as well as how key skills, such as IT, are promoted through the studies in the subject.</p> <p>The main part of the curriculum contains the programme of study, and sets out two sorts of requirements: Knowledge, Skills and Understanding; and Breadth of Study. These are outlined for each key stage and area of the subject. The curriculum document, for instance, in the English subject outlines what pupils should be taught in the areas (~strands) of Speaking and Listening, Reading, and Writing. In addition, each key stage has non-statutory information, for example, information that relates to specific ICT opportunities.</p> <p>The UK curriculum also includes a comprehensive part outlining general teaching requirements, discussing for example inclusion principles, use of the subject across the curriculum, and the use of information and communication technology (ICT) across the curriculum. The curriculum concludes with specific attainment targets for the subject.</p> <p>Media education in UK is integrated across the different subjects. We however find more frequent and more explicit references to media literacy across the UK curriculum. Naturally, media literacy is contained in the English subject and we find many explicit references also in subjects such as Arts & Design, and Music. Since the UK curriculum additionally has a specific curriculum for Information and Communication Technology (ICT), which is referred to, and integrated, across all other subjects, there is a clear distinction between media literacy and the use of technology apparent in media.</p> <p>In UK, in key stage 3-4 at the age of 11-16 years, the media literacy aspect is explicitly covered when specific sub-sections for “Media and moving image texts” is included as part of the Reading strand in the English language subject.</p> <p>In the UK the main qualifications which pupils study for between the ages of 14 and 16 are known as GCSEs (General Certificate of Secondary Education). GCSE specifications in Media Studies must enable learners to:</p> <ul style="list-style-type: none"> • develop enquiry, critical thinking and decision-making skills through consideration of issues that are important, 	
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		<p>real and relevant to learners and to the world in which they live;</p> <ul style="list-style-type: none"> • develop their appreciation and critical understanding of the media and its role in their daily lives; • develop their practical skills through opportunities for personal engagement and creativity; • understand how to use the key media concepts to analyse media products and their various contexts. 	
	resources	<p>Media studies within the compulsory National Curriculum ages 5 to 16</p> <p><i>English</i></p> <p>Key stage 1 age 5 to 7 (ISCED 1): http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/ks1</p> <p>Key stage 2 age 7 to 11 (ISCED 1): http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/ks2</p> <p>Key stage 3 age 11 to 14 (ISCED2): http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english/ks3</p> <p>Key stage 4 age 14 to 16 (ISCED 3): http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english/ks4</p> <p><i>ICT</i></p> <p>Key stage 1 age 5 to 7 (ISCED 1): http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199028/ict/ks1</p> <p>Key stage 2 age 7 to 11 (ISCED 1): http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199028/ict/ks2</p> <p>Key stage 3 age 11 to 14 (ISCED2): http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199065/ict/ks3</p> <p>Key stage 4 age 14 to 16 (ISCED3): http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199065/ict/ks4</p> <p>Media studies and relates subjects as optional subjects ages 14 to 19 (ISCED 3)</p> <p>At key stage 4 (ages 14 to 16) pupils study optional subjects alongside their compulsory subjects. At post-compulsory level (16 to 18/19) there are no compulsory subjects. Study at these levels of education normally leads to external qualifications, and there is a wide range of qualifications in media studies and film studies. Many but not all schools and colleges offer one or more of these qualifications, although there has been some debate recently as to their value as preparation for higher education. Qualifications include:</p> <p>GCSE in media studies, targeting 14 to 16-year-olds</p> <p>There are centrally defined subject criteria for each subject which all GCSEs must conform to. The subject criteria for media studies are available here: http://www.ofqual.gov.uk/downloads/category/192-gcse-subject-criteria.</p> <p>For the specifications of the GCSEs themselves see the following awarding organisation links:</p> <ul style="list-style-type: none"> • AQA GCSE in media studies: http://www.aqa.org.uk/qualifications/gcse/media-studies/media-studies-overview.php • OCR GCSE in media studies: http://www.ocr.org.uk/qualifications/type/gcse/amlw/media_studies/ • WJEC GCSE in media studies: http://www.wjec.co.uk/index.php?subject=22&level=7 <p>GCE A levels, targeting post-compulsory learners aged 16 to 18</p> <p>The centrally defined GCE A level subject criteria are here: http://www.ofqual.gov.uk/downloads/category/191-gce-as-and-a-level-subject-criteria. For the specifications of the A levels themselves see the following awarding organisation links:</p> <ul style="list-style-type: none"> • AQA A level in media studies: http://www.aqa.org.uk/qualifications/a-level/media-studies/media-studies-overview.php • OCR A level in film studies: http://www.ocr.org.uk/qualifications/type/gce/amlw/film_studies/ • OCR A level in media studies: http://www.ocr.org.uk/qualifications/type/gce/amlw/media_studies/ <p>For the number of entries for these qualifications in comparison to the number of entries for other subjects, see the Joint Council for Qualifications (JCQ) combined results lists: http://jcq.org.uk/national_results/index.cfm</p>	
	Media literacy in education from a historical view	<p>By comparison with many other countries, media education has a relatively long history in the UK. In England and Wales, there have been specialist publicly-examined media courses in secondary schools since the late 1960s, and provision at AS and A2 levels is currently expanding at a remarkable rate; although it should be noted that such courses are followed by only around 4-5% of the age cohort.</p> <p>However, it is important to distinguish between the approach typically adopted in the UK and that which is prevalent in the USA (where media education has a much shorter and more uneven history). Some (though by no means all) practitioners in the US conceive of media education as a form of preventative or protective measure: it is primarily seen as a means of reducing or counteracting the impact of what are seen as 'harmful' media messages, for example relating to violence, drugs and alcohol, and sex. As this implies, much of the emphasis appears to be on issues of health and personal morality. This approach is generally characteristic of countries where media education is still at a relatively early stage of development. By contrast, the approach in the UK is based more on the notion of <i>cultural understanding</i>. The origins of media education lie in English teaching; and it is</p>	<p>David Buckingham with contributions from Shaku Banaji Andrew Burn; Diane Carr; Sue Cranmer; Rebekah Willett</p> <p>The Media Literacy of Children and Young People</p> <p>A review of the research literature on behalf of Ofcom 2005; from http://eprints.ioe.ac.uk/145/1/Buckingham_medialiteracy.pdf</p>

		<p>possible to find instances of English teaching that address aspects of the media as far back as the 1930s (Leavis and Thompson, 1933). Furthermore, the majority of media teachers are initially trained as English teachers, and many teach in both areas. As a result, many of the practices developed in media education reflect existing approaches to the teaching of literary texts, particularly that of close textual analysis, and the analysis of representation. However, most media courses combine this with a more sociological emphasis on the study of the media industries, and of media audiences. While there are a few media teachers who continue to see their role as one of 'inoculating' students against media influence, most tend to adopt a less judgmental approach, emphasising pleasure and appreciation as a necessary complement to critical analysis. Furthermore, media education now increasingly involves an element of media production, in which students will typically create small-scale media products and reflect on the production process. In this respect, media education addresses both the 'understand' and 'create' dimensions of Ofcom's definition of media literacy.</p> <p>It is often argued that the time allocated to media education in UK schools is patchy and insufficient. However, there is little by way of empirical findings that demonstrate specific benefits of devoting more time than is usually the case, and designing a curriculum which develops a sequential and coherent experience of media education. Nevertheless, four general points can be made in this respect. Firstly, there is some evidence that English teachers who make the most of the limited but mandatory media element in the English National Curriculum secure specific benefits in terms of students' achievement, such as a deeper conceptual grasp of narrative and visual imagery, grammar, and even poetry. Secondly, it is clear that programmes of work which integrate analytical work with forms of creative production produce more secure conceptual learning as well as greater expressive opportunities for students. Thirdly, it is also fairly well established that curriculum design needs to strike a balance between making room for young people's extensive experience of media culture, and the sensitive introduction of new texts, ideas and techniques. Fourthly, recent work points to the benefits of sustained programmes of media literacy at Key Stage 3 being pioneered in media specialist arts colleges also point to the specialist media arts colleges as a valuable site of experiment and innovation. On the other hand, efforts in media education can be hindered by a range of factors. These include: restrictive models of literacy in school curricula; insufficient attention to popular culture in school curricula; and the lack of specific attention to media education in general, specifically in English curricula. Perhaps the most often cited issue here is the lack of sustained training for teachers. As Kirwan et al. (2003) and Grahame and Simons (2004) have shown, a high proportion of specialist media teachers have little or no training in the area, even when they are teaching to A-level standard. Hart and Hicks (2002) identify the overemphasis in media teaching on activities of analysis and interpretation, which they argue is largely due to teachers' unfamiliarity with technologies and practices of production. Reid et al. (2002) emphasise the direct relation between the quality of video production by pupils and the ability of the teacher to teach aspects of moving image 'language' explicitly. These findings clearly point to the lack of specialist training for teachers as a key obstacle to effective practice. This is a situation that would be most unlikely to be countenanced in any other area of the curriculum, particularly in relation to examination courses.</p> <p>Grand claims are often made for the value of media education, but it is fair to conclude that relatively little is known about its <i>effectiveness</i>. Some studies claim that using media-based approaches can lead to significant advances in print literacy. Parker (1999), for example, found an improvement in levels of print literacy (as measured by National Curriculum tests) after the parallel experience of literature and moving image text (although the methodology of this study is questionable). Beavis (2001) found explicit classroom attention to computer</p>	
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	<p>games a valuable ingredient in the teaching of narrative writing to secondary school children, especially boys. McClay (2002) also found that games can influence narrative writing, concluding that language arts teachers (in this case in Canada) need to work with an expanded model of literacy if they are to fully exploit students' creative potential. Burn (2003a, b) found that moving image production complements and expands the creative and communicative possibilities of poetry writing with secondary school students in the UK. Yet while these studies provide evidence about how media work can increase students' motivation, they provide little conclusive proof of its value in terms of developing levels of print literacy.</p> <p>Of course, it is possible to point to examination results for specialist Media Studies courses – which, despite claims that the subject is merely a 'soft option', are actually significantly poorer than for more traditional curriculum subjects (Grahame and Simons, 2004). Yet assessment is generally seen to be a problematic area in media education; and the assessment of young people's practical production work is particularly problematic. Two main reasons have been identified here: the unsuitability of languagebased examinations to evaluate work in visual media; and the inconsistent criteria that tend to be employed, despite an apparent clarity on the part of examination boards. Buckingham, Fraser and Sefton-Green (2000) found that the emphasis on writing as the main mode for students' evaluation of their own work in A-level Media Studies was often restrictive, and failed to do justice to the work; while Buckingham et al. (1995) found a similar problem with written evaluation more generally. In the context of the informal sector, Harvey et al. (2002) found that video work produced by young people in community arts projects was almost impossible to evaluate because of the lack of any consensus about how to judge it; and the study called for the development of an 'evaluative matrix' to help educators judge what was successful or otherwise.</p> <p>For many years in the UK, media education was a 'movement', searching for a space on the timetable in schools and colleges. From the 1960s onwards a growing number of teachers and lecturers became interested in studying mass media forms, especially film, television, radio and newspapers and magazines. Some teachers argued that learning about these important elements of popular culture would be best achieved through students producing media products themselves. Distinct qualifications in media theory and media practice emerged from the 1970s onwards and the 'movement' has now become an established part of UK education.</p> <p>The move to a National Curriculum in the England and Wales in the late 1980s squeezed the space available for media education in primary schools (5-11) and secondary schools (11-16), but at the same time the range of qualifications in the 16-19 age range expanded dramatically and by 2000 some 18,000 students were sitting Advanced Level examinations in Media Studies, Film Studies and Communication Studies and a further 5,000 or so were being assessed on media courses in vocational education. A further 25,000 students were assessed on intermediate courses (GCSE and equivalent) in Media Studies. There have been attempts to get media education 'written in' to various subjects in the National Curriculum, such as Art and English and since 1998 a distinct 'media' element has been added to the specification for English 14-16, so that all students now undertake an analysis of a media product.</p> <p>Media education in the UK is characterised by the development of a set of 'Key Concepts' that can be found in the specifications for all media qualifications. These refer to any media product such as a film, television programme, audio recording etc. (often referred to as 'media texts'). The concepts are:</p> <ul style="list-style-type: none"> • Media Language (the formal properties of media texts) • Genre (the classification of texts) • Representation (the ways in which ideas and values or specific groups or types of people are constructed in 	<p>Roy Stafford: UK http://mediaed.org.uk/media-literacy/media-literacy-in-the-uk</p>
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		<p>media texts)</p> <ul style="list-style-type: none"> • Institution (the organisation of media production and issues of ownership and control over communication) • Audience (the target audience for media products and the range of audience behaviour in 'reading' texts) <p>In addition, most media courses will see the acquisition of basic skills, knowledge and understanding about media production itself as a 'core' element of provision. Typical questions that a media education course might set out to answer are:</p> <p>What is the meaning of produced by this film, television programme etc.?</p> <ul style="list-style-type: none"> • How is the meaning produced? • How might the text be classified as a genre? • What kinds of representation are found in the text? • Who produced the text and for what purpose? • How might different audiences understand and respond to the text? • What kinds of skills and understanding are required to produce such a text? <p>Media education in the UK has attracted a fair amount of 'bad press', partly because it is often popular with students and diverts their interest from other more well-established subjects. Critics have also argued that media education lacks academic rigour. In reality, media education challenges students and develops critical skills rarely practised in more traditional disciplines. Media education is perhaps misunderstood because of its multi-disciplinary nature. Arguably this is one of its strengths with a creative tension that comes from mixing a 'text-based' approach derived from English and a more 'people and process' approach derived from the social sciences. A similar tension exists between theory and practice in media education.</p>	
	Media literacy in the curriculum – recent view	<p><i>Media Education in Language Arts</i></p> <p>The UK curriculum for the English subject includes media, both explicitly and implicitly. The media aspect is integrated across the strands: Speaking and Listening, Reading, and Writing.</p> <p>When outlining the importance of English in the introduction, it is stated "In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers for stories, poetry and dram as well as non-fiction and media texts." The curriculum is specific when it comes to what pupils should be taught, listing, for each strand, several areas of importance and specific requirements, in some cases including examples of suitable objects of study.</p> <p><i>Media Education in Arts</i></p> <p>In the UK, the two subjects of Arts & Design and Music integrates media literacy aspects into the subject. Similar to the Ontario curriculum documents, media literacy is more covered in the English subject, although we find explicit references also in Arts & Design and Music. In the introduction to Arts & Design, is an explicit statement related to media literacy "recognise how images and artefacts can have influence on the way people think and feel, and to understand the ideas, beliefs behind their making... relating art, craft and design to its cultural context... for example advertising..."</p> <p>In the curriculum for Music, media literacy aspects are more implicitly included, for example "...music provides opportunities for pupils to develop the key skills of communication..."</p> <p><i>Media Education in other Subjects</i></p> <p>Of the other subjects in the UK curriculum we find the one covering Information and Communication Technology (ICT) the most interesting. UK is the only country that presents ICT as a subject on its own, and perhaps even more interesting, all other subjects include a section that states how ICT knowledge should be integrated into the subject. The following statement, taken from the ICT curriculum, is included in all other subjects as a statutory requirement from key stage 2: "use of ICT tools to support their learning in all subjects... find things out from a variety of sources, selecting and synthesising; the information to meet their needs and developing an ability to question its accuracy, bias and plausibility; ...using ICT tools to amend and refine their work ... exchange and share information, ... through electronic media; review, modify and evaluate their work, reflecting critically"</p> <p>From our perspective, this focus on ICT-knowledge strengthens, maybe contradicting, how media literacy is integrated into the subjects, by the fact that it explicitly delineates the use of technology as a means of teaching and the role of technology in the context of media literacy.</p>	Rosemarie Manalili, Johann Rehnberg: Media Education in the Swedish Compulsory School -a comparison of the Swedish school curriculum documents with the leading countries (2008) from http://uppsatser.jmg.gu.se/uppsats/mkv/Examensarb/666.pdf

This section provides the key concepts or aspects of media education that are manifested in the curriculum documents:

- Representation: that is, how reality is represented by the media - The UK has a relatively few explicit statement about "representation" and not all the aspects of this key concept are covered.

In the case of the UK, the inclusion of 'representation' in the national curriculum is fairly small. Its main focus is on accuracy, bias, or reliability of information while other aspects like stereotyping or point of view have been overlooked. Representation could be found in the statement on how ICT should be used across the different subjects studied, "Pupils should be given opportunities to support their work by being taught to find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias, and plausibility."

The above statement is more specified in the following formulation: "...distinguish between fact and opinion (for example, by looking at the purpose of the text, the reliability of information). And consider an argument critically."(Reading for information)

- Language: conventions and techniques used to convey meaning

UK English and Music subjects in the curriculum cover a more detailed formulation as to what knowledge are expected of the pupils to achieve in terms of the study of media language. For instance, in the English language under reading for information; "Pupils should be taught to: understand that texts about the same topic may contain different information or present similar information in different ways".Other phrases that indicate clearer guidelines are: "Pupils should be taught to draw on different features of texts, including print, sound and image, to obtain meaning"and"to look for meaning beyond the literal." Other supporting guidelines to the above mandated aspects of media language could also be found under non statutory information: "...pupils learn to ...read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works" (Reading for information) "Pupils could use moving image texts, for example, television, film, multimedia to support their study of literary texts and to study how words, images and sounds are combined to convey meaning and emotion..." Other explicit specific guidelines are found under knowledge, skills, and understanding Non-fiction and non literary texts: "To develop understanding and appreciation of non fiction and non literary texts, pupils should be taught to; Identify words associated with reason, persuasion, argument, explanation, instruction and description.", "Evaluate different formats, layouts, presentational devices (for example, tables, bullet, points, and icons)"

In Music, the inclusion of the use of ICT in studying how media elements are combined, are illustrated below: "...pupils should be taught the knowledge

- Audience: how the media attract and sustain interest

In the UK, the key concept 'audience' is only integrated in the ICT subject; however, this is not well exemplified and is broad in nature. "to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information." (Exchanging and sharing information)

- Production: forces behind the function of the media (e.g. economic, ownership)

The "production" concept is not explicitly covered in the UK curriculum documents.

Our view of how the UK curriculum documents express expectations on skills and competencies is expressed in the following main reflections:

- Good coverage of the vital media literacy skills.
- Detailed specific expectations that allow pupils to progress in accordance with age.
- Requires more than common knowledge of a teacher to be able to implement a good programme of study.

Ability to access media texts "...pupils should be able to...from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility...", "...opportunities to work on screen and with a variety of media and to communicate using e-mail and the internet...", "...

Many of the examples on how pupils should attain skills in accessing media texts are from the ICT curriculum. The UK curriculum documents are, as stated previously, very explicit and comprehensive with respect to ICT-knowledge and skills. Since all subjects include excerpts from the ICT curriculum, aspects of access to is widely covered, including access to media.

Similarly to the Ontario curriculum, the UK curriculum includes initial statements about the range of texts that should be studied, "The range should include...", and then there is an increasing level of complexity depending on what stage the pupils are at:

Key Stage 1	"opportunities for pupils to listen to recordings (for example radio, television)" "print and ICT-based information texts"
Key stage 2	"opportunities for pupils to listen to recordings (for example radio, television, film)"

"print and ICT-based reference and information materials (for example... CD-ROMs, internet), newspapers, magazines, articles, leaflets, brochures, advertisements"

Ability to understand, analyse, and evaluate media "...comment constructively...", "...take account of different listeners...", "...understand that text about the topic may contain different information...", "...develop their understanding...", "...how language varies...between standard and dialect forms, for example in drama...", "...look for meaning beyond the literal", "...distinguish between fact and opinion...consider an argument critically...", represent important features of an argument, talk, reading, radio or television programme, film...".

The above examples are from the English and Arts & Design subjects, and illustrate how the UK curriculum encompasses many aspects of the ability to understand, analyse and evaluate texts. The curriculum is however not explicit in terms of skills in how media works, how audiences use and interpret media or in terms of how media represents reality. Again, the ICT curriculum complements by its additions to the other subjects. For example, in the English curriculum there are references to ICT-opportunities, including references to media literacy, e.g. "Pupils could use moving image texts (for example television, film, multimedia) ... to study how words, images and sounds are combined to convey meaning and emotion."

Creative production ability "...gain and maintain the interest and response of different audiences...", "...identify features of language used for specific purpose, for example to persuade, instruct or entertain...", "use language and style that is appropriate to the reader...", "...features of layout, presentation and organisation effectively...".

The UK curriculum is fairly weak in its expectations on skills and competencies when it comes to creative production of media texts and content. In most cases, the expectations are aligned to the use of the language and text, and since text in the English context encompasses also non-literary texts, these are somewhat implicit.

GCSE Subject Criteria for Media Studies November 2011 Ofqual/11/5080

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of media products and concepts, and the contexts in which they are produced and consumed.</p> <p>They use analytical techniques, underpinning concepts and a wide ranging critical vocabulary to evaluate and compare media representations. They demonstrate an ability to respond in a logical and structured way, with precise and accurate use of terminology, supporting ideas and arguments with evidence.</p> <p>They research and plan their production work effectively. They draw on relevant products, concepts and contexts. They use a range of presentational skills effectively, showing understanding of how audiences are identified and how production is tailored to audience needs and expectations.</p> <p>They construct their product(s) using a broad range of production skills appropriately and effectively. They confidently handle technology, including ICT, and use the techniques and conventions of the chosen medium and genre creatively.</p> <p>They evaluate their product(s), making critical connections between the experience of carrying out the production and the key concepts.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of media products and concepts, and the contexts in which they are produced and consumed.</p> <p>They identify the relationship between representations offered by media texts and the appeal of these texts to the audiences that they address.</p> <p>They demonstrate the ability to respond logically, with accurate use of terminology, supporting ideas and arguments with evidence.</p> <p>They research and plan their production work. They use a selection of presentational skills well, showing a sense of identifying and targeting audiences, and indicating how this has informed the production process.</p> <p>They construct their product(s) using appropriate production skills. They handle technology, including ICT, and use some appropriate techniques and conventions of their chosen medium and genre.</p> <p>They evaluate their product making against straightforward production criteria.</p>
F	<p>Candidates recall and communicate limited knowledge and understanding of media products and concepts.</p> <p>They show a limited understanding of media forms and conventions, and can describe some aspects of media representation using some media language and conventions.</p> <p>They show a limited awareness of connections between the representations offered by media texts and their intended audience.</p> <p>They use minimal research and planning to inform their production work. They use few presentational forms with little sense of identifying and targeting audiences.</p>

		They attempt to use practical processes, techniques and technologies, including ICT, to create a media product. They provide a simple review of the production.	
	Comments, annexes		
Ad Teacher profession development			
Specialized network for media educators	Media Education Association – group for support, networking, advocacy. http://www.mediaedassociation.org.uk/ http://blogs.educationscotland.gov.uk/glowscotland/2010/10/27/moving-image-education-glow-national-group/ http://www.aqa.org.uk/qualifications/gcse/media-studies/media-studies-useful-links.php http://scotlandonscreen.org.uk/ http://languagesonscreen.org.uk/ http://www.screeningshorts.org.uk/ http://www.movingimageeducation.org/ http://www.mediaedwales.org.uk/		