



ST. ANDREW'S
COLLEGE
Cambridge

Media, Film and
Communication Foundation
Syllabus

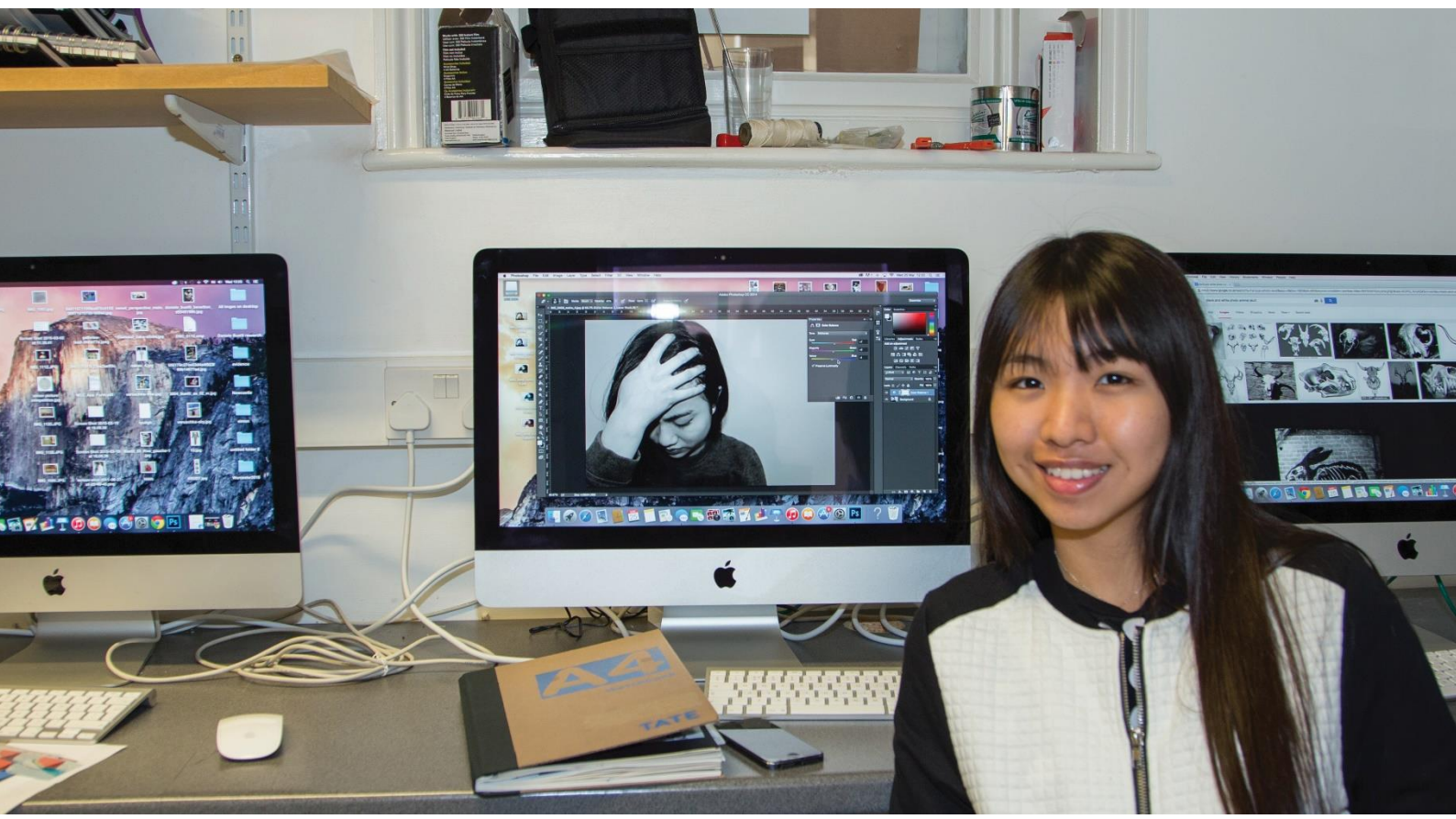


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St. Andrew's College, Cambridge Admissions Policy

This policy concerns admissions of students applying for University Foundation courses and should be read in conjunction with the St. Andrew's College, Cambridge prospectus and other policies. The policy applies to all students.

Characteristics of St. Andrew's College, Cambridge

St. Andrew's College, Cambridge is a co-educational independent Sixth Form College and provides both boarding and on the odd occasion, day places, for approximately 160 students per academic year. It offers two-year A-Level programmes, one-year GCSE, Pre A level and a ten month and seven month Foundation programme. It is a limited company owned by Mr Mervyn Martin, David Martin and Hanna Claydon and run on a day-to-day basis by the Principal and Director Mr Wayne Marshall. A percentage of the profit is reinvested in the college each year to improve the educational provision of the college.

St. Andrew's College, Cambridge is "international" in nature and is characterised by exceptional levels of academic and pastoral support at all stages. The age range is 14.5-21, although the college is pleased to admit several more mature students each year according to their individual circumstances.

The main entry point is in September. However, students are also accepted in January when we offer an 18-month A-Level programme and a 7 Month Foundation course. We do have students wishing to join at other times of the year as late joiners. In such circumstances, applications will be considered by the Registrar/Principal on a case-by-case basis. Where possible, such late joiners are integrated into appropriate groups and receive supplementary tuition to facilitate the transition.

Admissions Criteria

Subject to real limits on student numbers imposed by boarding places, the availability of host families and resources, the college will admit applicants who have the potential to achieve success through the curriculum offered. Applicants must:

- Demonstrate a strong commitment to further study and to the ethos of the college
- Satisfy the requirements for admission to an agreed programme of study
- Agree to adhere to the Rules of the College

The college aims to welcome students from all backgrounds, irrespective of nationality, race, religion, gender, sexual orientation or disability. However, we are not able to cater for all kinds of disability due to the nature of the facilities and any such requirements or needs must be declared to the college from the beginning so that proper assessment can be made.

Selection Process

The selection process has three elements:

Application. Applications must be made in hard copy on the official college form, as provided with the prospectus or electronically via the website. In both cases the relevant supporting documentation must be provided before the application can be processed.

To comply with UK Border Agency requirements, students requiring visas must provide copies of school reports and references, transcripts and any examination certificates. The originals will have to be presented for scrutiny as part of their visa applications.

Interview. Interviews are conducted by a senior member of staff, usually the Registrar, and on occasions the Principal. There may also be input from relevant teaching staff and other members of the senior management team. The purposes of the interview are to:

- Explain the academic, pastoral and extracurricular provision available at the college and provide advice on appropriate course choice.
- Assess the suitability of a prospective student for a place at St. Andrew's College, Cambridge and for his/her chosen courses. Entry criteria for courses are given at the end of this document.
- Provide an opportunity for a prospective student and parents / guardians / agents to look around the college.
- Provide advice about entry into Higher Education.
- Answer any questions a prospective student and parents / guardians / agents may have about the college.

Although we prefer to interview prospective students in person in Cambridge, it is not always possible for international students to attend. In such cases we will arrange to conduct Skype interviews on-line direct to the applicant, through the offices of an established agent or through any other portal that is workable and convenient for the applicant. If an interview is not possible, the college reserves the right to seek broader testimony to confirm an applicant's suitability for their intended course.

2. Testing and assessment (where required). The college undertakes testing and assessment with prospective students whose first language is not English. This is to determine their English and mathematic proficiency and to determine their ability to succeed with the academic demands of the courses they propose to take.

Disclosure. Parents or guardians / agents are required to disclose any known or suspected circumstances relating to their son/daughter from the beginning of the application process. These circumstances may relate to the following:

- The student's physical, mental or emotional health.
- The student's disability or disabilities.
- The student's learning difficulties.
- Any disciplinary issues at the student's previous school(s).

The college reserves the right to terminate the studies of a student for whom it becomes obvious that information pertaining to the above was withheld during the admissions process.

Registration and Enrolment

Offers and enrolment

On completion of the selection process, applicants will be advised of the outcome and, where appropriate, formal offers will be made. All offers will be conditional upon a satisfactory reference being obtained from a student's most recent school or college. Final enrolment will only be confirmed once all the necessary registration documentation and payments have been completed as detailed in the college's Terms and Conditions of Acceptance.

Grounds for rejection

The following list details possible grounds for not being offered a place at St. Andrew's College, Cambridge, but is not exhaustive:

- Insufficient academic ability for the programme applied for.
- Exclusion from the previous school.
- Unsatisfactory reference.
- Unsatisfactory disciplinary or attendance record.
- Insufficient capacity to accommodate a student's entry point or chosen courses.
- Failure to provide the necessary supporting documentation and evidence in reasonable time.

The college will write to rejected applicants explaining the reasons for rejection, if requested.

Special circumstances

We recognise that a student's academic history can be affected by circumstances, for example: If he/she has been unwell when sitting examinations or tests or has been absent for any significant period from the previous school; If there are family circumstances such as divorce or bereavement; If the student's first language is not English; If the student has a disability or specific learning difficulties. Where appropriate, these factors will be considered, and the college may request additional information to be provided such as an Education Psychologist's report, medical certificates or samples of work to assist us in the assessment of the student's suitability.

English Requirement

Those students enrolled on Foundation courses and for who English is not a first language, will be required to achieve a minimum IELTS score of 5.0 for September and 5.5 for January. Students who cannot provide satisfactory evidence of a pass at this level or proof of English level by means of an internal test and interview will not be allowed to join St. Andrew's College, Cambridge.

The 10 month Foundation Course Requirement

The 10-month Foundation programme is an intensive, fast-track programme and is suitable for students who have already completed one or more years of A-Level study, or who have graduated with good grades from a high school system abroad. Applicants will have to demonstrate a good level of academic ability. A pass at Grade A*-C in GCSE/IGCSE English Language, IELTS 5.0 or the internal mechanism will be required for non-native speakers of English.

[About the Programme](#)

Media, Communication and Film Foundation

St. Andrew's has designed this course to give students the ability to become creative producers, and sophisticated consumers, of media products. Our aim is to equip students to become active players in the world which they inhabit.

They will be taught the knowledge, skills, concepts and key debates relevant to contemporary media. They will study expert examples in each area of the course and will develop an analytical approach. This will include an introduction to the social, economic, political and business context of modern media, as well as to the technical, formal and aesthetic aspects of it.

A strong emphasis is put on our commitment to enabling our students to achieve an excellent academic basis for further study at University.

The four core subjects are taught as independent units but are also thoroughly inter-dependent. The aim is to deliver a theoretical and technical skills set that is transferable between subjects as well as an in-depth knowledge of each separate area of study.

Students will demonstrate their learning in the core subjects at the end of each Term in the production of a portfolio, which will increase in complexity as the year progresses.

This is an ambitious and rigorous programme. Students will be required to work consistently, as their work is evaluated through continuous assessment, not end of year exams. By the end of the year, students will be expected to be able to deliver work of a complex and highly competent nature in the making and understanding of: digital media platforms, advertising campaigns, films and other types of communication texts.

Students will be expected to work independently and collaboratively and to make full use of the resources offered to them. At St. Andrew's, this includes a range of extra-curricular activities to support student learning and peer engagement, such as: Termly Photography and Short Story competitions; Photography Club and the Business-oriented Young Enterprise scheme.

Learning Environment

The Foundation Course is studio and classroom based, through one to one and group tutorials. The student has access to the relevant workshop resources to support the activity being delivered. The student will need to have a laptop and digital camera for use during the course.

External visits for research, sourcing and observation, are integrated into the course and we take full advantage of the college's convenient location close to London and all its amenities.

Assessment

For full assessment criteria please see below.

All assignments are double marked and internally verified by a member of the course team.

Project Work

All the final assignments are either practical, i.e. answering a specific design brief responding to a given problem, or theoretical, i.e. have a written outcome.

They are designed to enable and encourage the student to develop individual, creative, academic potential and demonstrate individuality and insight in problem solving.

Hours of Study per Week

| Subject | Number of hours per week 10-month course |
|-----------------------------------|---|
| Media Studies (DK) | 4 hours |
| Applied Communication Theory (SG) | 4 hours |
| Digital Media (SO/NM) | 4 hours |
| Film Studies (SG) | 4 hours |
| English (IELTS / EAP) | 3 hours |

| | |
|--------------------------|-----------------|
| PSHE / Study Skills | 3 hours |
| UCAS application / Tutor | 1 hour |
| Total Hours | 23 hours |

Teachers: FJ – Fran Johnstone, SG – Sian Griffiths, SO – Susie Olczak and NM – Natalie McIntyre.

Please see the scheme of work at the end of the document for more details on areas covered by the course.

With the same work, students also have the opportunity to gain an AS-Level in Art (AQA) at the end of the course.

Assessment structure for the course:

The course consists of on-going classroom assessments and coursework. Each student is asked to compile a portfolio based on the course content, which is then graded on completion of the course in June. Awards of Pass, Merit, Distinction and Distinction with Honours are only awarded when students meet the following criteria:

- Achievement:
 - Fail/Resubmit: 0 to 49%
 - Pass: 50 to 59%
 - Merit: 60 to 69%
 - Distinction: 70 to 79%
 - Distinction with Honours: 80% and above
- Attendance: Students must have a 95% or above attendance rate in all subjects to receive an award.
- Completion of work: Students must complete all work on time and have handed in at least 90% of class work / portfolio work on time.

All students will go through a formal review by the Head of Department at the end of each term of each academic year. The review is to view the work to date and put together a learning plan if one is required and to assess the work completed to date.

Student Support and Guidance

Each student is given guidance in tutor groups and then individually for their university application through UCAS and assistance at the end of the year with university placements.

Each student has a personal tutor throughout the academic year to provide not only academic support, but also pastoral care.

Extra lessons are arranged when necessary to support the progress of students. The students can use 3 student common rooms and a computer lab area to facilitate study groups and a community atmosphere. The Department will have all relevant software on its PCs available for student use.

Students are provided with a social programme consisting of various opportunities to improve their social skills and to broaden their horizons through sport, the arts, travel and friendly competition. Students are encouraged to attend special talks and lectures in various places throughout the UK during the academic year.

Teaching Staff

The teaching staff on the Foundation programmes are all highly qualified and experienced teachers who strive to empower their students with the confidence and skills needed to achieve their best and to prepare for university and their future careers. The teachers set high standards and stick to them while assisting the students in their own individual needs and learning styles.

NCFE Accreditation

Our course has been accredited by NCFE, an awarding organisation recognised by the qualification regulators for England and Wales. NCFE's regulators are the Office of Qualifications and Examinations

Regulation (Ofqual) in England, and the Welsh Government in Wales. This course isn't regulated by Ofqual but has been accredited by NCFE under our IIQ Licence.

Certification

St. Andrew's, Cambridge provides the students with a certificate of completion and a full transcript of the course, with explanations to the calculations on the reverse of the transcript. Students will also receive a certificate and a transcript from the awarding body NCFE.

Summary of Syllabus Content for the Media, Communication and Film Foundation Course: Media

Studies

The Media Studies course offers a comprehensive and integrated coverage of media theory and practice. Students will study the social and political context in which the media operates and will consider audiences as both producers and consumers of texts.

The course offers an emphasis on contemporary issues and debates, allowing students to investigate what interests them. Students will discuss traditional questions, such as news values and the ownership and control of the media, alongside newer issues, such as developments in media technology and the digital revolution.

The course will also explore the role of the media in advertising, from the part played by social media to the debates over regulation and influence. Students will learn about the techniques used in mainstream advertising and how audiences are targeted.

Students will demonstrate their learning in a rolling programme of production briefs and pre-set topics. The briefs will allow students to develop their skills and knowledge through creative practical projects.

The teaching of Media Studies covers six modules:

1. The Press: Newspapers
2. Magazines
3. Portfolio 1: Magazine Cover
4. Newspapers and Magazines in the Digital Age
5. Portfolio 2: Same story, different angle
6. Advertising; Final Portfolio: Advertising Campaign

The course will allow students to explore a range of media concepts, such as media representation, institutions, genre, audience, regulation and censorship.

Media theories will include politics and the media, such as liberal pluralism and Marxism and hegemony, as well as forms of analysis, such as Structuralism.

Students will study the generation and reception of news and media effects, such as moral panics. They will also study the non-news elements of the media and its genres.

Students will consider the impact of the digital revolution on the media.

At the end of Term 1, students will design the front cover of a new magazine, demonstrating their command of key media concepts and theory.

At the end of Term 2, students will analyse and evaluate different angles on a sample news story.

At the end of Term 3, students will produce their own advertising campaign for an imaginary product.

Term I

Module I

The Press: Newspapers:

- How many people read them?
- What kinds of newspaper are there?
- What do papers contain, besides news?
- How are newspapers funded?
- How do they appeal to readers?
- What does the future of magazines look like?

Module 2

Magazines:

- Who reads magazines and why?
- What are the main kinds of magazines?
- What are the recent trends in magazine titles and circulation?
- How do magazines attract their readers?
- What are the elements that make up the typical magazine front cover?
- What is the future for magazines?

Module 3

Portfolio I: Magazine Front Cover

The portfolio will consist of four elements, each carrying equal marks:

- An analysis of the codes and conventions of chosen magazine genre.
- Planning the front cover of a magazine.
- The magazine cover.
- An evaluation of the magazine cover.

Term 2

Module 4

Newspapers and Magazines in the Digital Age:

- Where does news come from?
- Who selects the news that we see?
- How do the media differ in their coverage of news?
- What is an embargo? Who decides?
- What is a moral panic and how is one started?
- How is news controlled?
- How do we know if a news story is genuine?

Module 5

Portfolio 2: Same story, different angle

The Portfolio will consist of four elements, each carrying equal marks:

- Analysing the codes and conventions of two contrasting news sources.
- Planning two news articles for contrasting news sources, covering the same story from different angles.
- Writing two news articles for contrasting news sources, covering the same story from different angles.
- Evaluation of the articles.

Term 3

Module 6

Advertising:

- How are the media used to sell products?
- How are audiences targeted?
- How does social media advertising work?
- Who regulates advertising? Is regulation necessary or effective?
- What are the main techniques used in mainstream advertising?
- How influential is advertising?

Final Portfolio: Advertising Campaign

The portfolio will consist of four elements, each carrying equal marks:

- Analyse the key concepts, codes and conventions in an existing advertising campaign
- Plan your own advertising campaign for an imaginary product.
- Create an advertising campaign for an imaginary product.
- Evaluate the campaign.

Applied Communication Theory

This course introduces students to a range of communication theory and its practice in a way that allows students to relate their own life experiences to contemporary academic debates. The course requires the close examination of cultural practices, cultural products and the ways in which cultural meanings are communicated. In this way, this course underpins all the differing elements of the Business Communications Foundation Course.

There will be a focus on the understanding of communicative codes in a cultural context, as well as the application and critical evaluation of these codes. Students start with an investigation of their own cultural environment and will consider different forms of communication and interpretation within that culture.

The course will take students on an exploration of a wide range of subjects, from high culture and popular culture, through social theory to post-modernism and everyday ritual and practices.

The teaching of Applied Communication Theory covers six modules:

1. Key concepts in Communication
2. Process and Semiotic Theories
3. Portfolio I: Personal Communication
4. Ideology and Critical Perspectives in Communication Theory
5. Portfolio 2: Mass Communication
6. Final Portfolio: Creative Communication Artefact

The course will involve a discussion of personal and mass communication within a theoretical framework. Students will be required to develop their independence in learning, their research skills and their critical and analytical abilities.

At the end of Term 1, students will be required to produce an investigation into themselves as a Communication text, using key concepts and both process and semiotic theories. They will be required to give a presentation on their findings.

At the end of Term 2, students will be required to research, analyse and compare two mass communication texts and present their findings.

At the end of Term 3, students will be required to plan, produce and evaluate their own Communication Artefact.

Term I

Module I

Key Concepts in Communication:

-Identity

-Power

-Value

-Representation

-Code

-Context

Module 2

Process and Semiotic Theories:

-Process:

-Mechanical, Mass Media and Psychological approaches

-Semiotics:

- Multivalence; the reader as maker of meaning

Module 3

Portfolio I: Personal Communication The

portfolio will consist of one element:

-A presentation of the self as a communication text, demonstrating understanding of key concepts and theories.

Term 2

Module 4

Ideology and Critical Perspectives in Communication Theory

-Democratic market liberalism

-Capitalism

-Marxism and Neo-Marxism

-Feminism

-Post-Colonialism

-Post-Modernism

Module 5

Portfolio 2: Mass Communication

The portfolio will consist of two elements, each carrying equal marks:

-Identifying and collating two suitable contrasting mass communication texts for study

-Give a presentation, analysing and comparing the two chosen texts, with reference to appropriate theories.

Term 3

Module 6

Final Portfolio: Communication Artefact

The portfolio will consist of four elements, each carrying equal marks

-Identify and analyse the key concepts, theories and critical perspectives in an existing audio-visual communication artefact

-Plan an audio-visual artefact in the same genre

-Create the artefact

-Evaluate the artefact

Digital Media

The Digital Media course offers a creative environment for students to produce exciting, high quality websites, incorporating current best practice. Students will be threading together the fundamentals of digital media from animation, 2D and 3D graphics, scripting, video and media streaming, to creating their own digital media products.

Students will develop a foundation of the core knowledge, skills and understanding that the digital media sector requires. They will further develop their skills by completing their own productions. They will acquire knowledge of digital content for interactive media, for moving image and for audio production.

The course will provide a social, economic and business context for the development of digital media products. Students will develop an awareness of audience and genre through the teaching of media concepts.

The teaching of Digital Media covers six modules:

1. Social Media Platforms
2. Business Applications of Social Media
3. Portfolio 1: Integrated Social Media accounts for a new business
4. Website Design
5. Portfolio 2: Create a Website
6. Final Portfolio: Design a Digital Media platform for a new business

Students will develop their learning through a process of research and analysis. They will demonstrate their conceptual understanding and their skills in a series of practical assignments. They will be expected to develop creative and organisational abilities in pre-production, planning, execution and evaluation of digital media products.

At the end of Term 1, students will be able to set up integrated digital media platforms. At the end of Term 2, students will be able to design a website.

At the end of Term 3, students will produce a digital media platform for a new business.

Term 1

Module 1

Social Media Platforms:

- Twitter, Instagram and Facebook
- Introduction to key concepts and codes of communication
- Analysing non-verbal codes
- Analysing verbal codes
- Analysing representation, value, context and power

Module 2

Business Applications of Social Media:

- How social media are used as news channels
- Applications for advertising and business
- Regulation and best practice

Module 3

Portfolio 1: Integrated Social Media accounts for a new business

The portfolio will consist of four elements, each carrying equal marks:

- Research and analyse existing platforms for a business.
- Plan key verbal and non-verbal elements for your accounts.
- Create your accounts.
- Evaluate your accounts.

Term 2

Module 4

Website Design:

- Research a range of existing websites
- Key concepts: Genre, codes and conventions
- Aesthetic, formal elements of design

-Technical elements of design

Module 5

Portfolio 2: Create a website

The portfolio will consist of four elements, each carrying equal marks:

- Research and analyse an existing, relevant website
- Plan your own website
- Create your website
- Evaluate your website

Term 3

Module 6

Final Portfolio: Design a Digital Media Platform for a new business The portfolio will consist of four elements, each carrying equal marks:

- Research an existing, relevant platform
- Plan your platform
- Create your platform
- Evaluate your platform

Film Studies

The Film Studies course has been designed to explore film as an art form, a communication medium and an industry.

It offers students a flexible and creative approach to studying film, considering all the processes from concept through to screening. Students will develop the skills to critically evaluate and analyse films.

Students are encouraged to explore and appreciate a range of films in different languages and will have the opportunity to demonstrate their understanding in practical production.

The teaching of Film Studies covers six modules:

1. Macro-Elements of Film Analysis
2. Micro-Elements of Film Analysis
3. Portfolio I: Genre and Narrative in Contemporary English Language Film
4. Social, Economic, Political and Historical Issues in Contemporary Global Cinema

5. Portfolio 2: Messages and Values in Contemporary Global Cinema

6. Final Portfolio: Short Film

This course actively encourages students to study and appreciate a broad range of both English and non- English Language films and to examine the multitude of different issues facing contemporary film across the globe. Candidates are encouraged to develop a broad contextual understanding of these issues as well as evaluating films by using the frameworks for analysis.

The development of research, critical, analytical and independent learning skills is the foundation of this course. These skills offer a clear progression into higher education.

Students will be able to select their own choice of films for detailed analysis, following guidance from their tutor.

This course aims to offer a focussed yet rich and coherent area of study that seeks to enthuse and engage candidates' critical appreciation of film, encouraging a broader critical perspective of this area of study.

At the end of Term 1, students will be required to produce a comparative analysis of the use of Micro- Elements to convey Genre in two contemporary English Language films. They will use this as the basis for planning, producing and evaluating their own short film extract.

At the end of Term 2, students will be required to research and present a topic on Messages and Values in two examples of Contemporary Global Cinema.

At the end of Term 3, students will plan, make and evaluate their own Short Film.

Term I

Module I

Macro-Elements of Film Analysis:

-Genre

-Narrative

-Representation

-Messages and Values

-Theme

-Style

-Authorship

Module 2

Micro-Elements of Film Analysis:

-Sound

-Cinematography

-Editing

-Mise-en-Scene

Module 3

Portfolio I: Genre in Contemporary English Language Film

The portfolio will consist of four elements, each carrying equal marks:

-An analysis of how Micro-Elements are used to convey Genre in two Contemporary English Language Films.

-Planning a short film extract inspired by the above.

-A short film extract.

-An evaluation of the film extract.

Term 2

Module 4

Social, Political, Economic and Historical Issues in Contemporary Global Cinema:

-The crisis of modern identity

-How the past informs the present

-Social and economic differences

A range of Contemporary Non-English Language Films will be studied to explore these ideas.

Module 5

Portfolio 2: Messages and Values in Contemporary Global Cinema The

portfolio will consist of two parts, each carrying equal marks:

-A presentation analysing the messages and values in two contemporary films from Global Cinema.

-A short film extract inspired by the above in a language of your choice, with English subtitles.

Term 3

Module 6

Final Portfolio: Short Film

The portfolio will consist of four elements, each carrying equal marks:

- Identifying and explaining the key Messages and Values of your film and how Micro-Elements will be used to convey them.
- Planning a short Film
- A short film
- An evaluation of the film.

English:

English is approached on an individual basis, with each student being tested with in-house IELTS exams or based on previous achievements such as a C or above grade in GCSE or IGCSE English or a proven IELTS grade.

The IELTS classes are established by level and designed to meet the needs of the student at that level to enable progress at a satisfactory pace onto the next level in preparation for the IELTS exam.

Students who obtain a 6.5 in IELTS during their stay at the college or arrive with a 6.5 in IELTS or above will not be required to attend IELTS classes in college. If a student has gained 6.5 in IELTS but needs extra support for university this will be planned and reviewed by the IELTS coordinator on an individual student basis.

University Preparation Course (UPC):

Study Skills/General Studies/ Personal, Social, Health and Economic Education

There is a standalone specification, which explains the course in full.

UCAS:

The UCAS process is given very careful consideration with a lot of time and effort being put aside by the tutors to ensure all the students apply to the correct universities given their ability, potential and preferences.

Document review:

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|---|--------------------------------------|
| Issue No.: 01 | Document Number: STAN: AF/2017/WM |
| Issue Date: 1 st September 2017 | Originator: Wayne Marshall |
| Version: 02 | Responsibility: College Principal |
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