

Key Stage 4

English Career Resources for Teachers

(Career Education Guidance Objects 8, 9, 11 and 13)

Produce a media careers page for magazine/webpage

In this unit learners will address the following work related aims: they will:

- Identify, select and use a wide range of careers information and distinguish between objectivity and bias (8).
- Understand qualifications available post-16, and the similarities and differences between sixth form, further education (FE) and work-based training (9).
- Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering (11)
- Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance (13).

In addition they will have opportunities to meet learning objectives of the Framework for Secondary English at KS4 with particular emphasis on Speaking and Listening.

Speaking and Listening: pupils will explore, develop and respond to a range of skills and strategies in a variety of context, adapting language according to task, audience and purpose.

Strand	Substrands
1. Listening and responding	1.1 Developing active listening skills and strategies
	1.2 Understanding and responding to what speakers say in formal and informal contexts
2. Speaking and Presenting	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts
	2.2 Using and adapting the conventions and form of spoken texts
3. Group discussion and interaction	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts
	3.2 Taking roles in group discussion

They will also have opportunities to meet objectives in reading, writing and language.

Reading: pupils will engage with and respond to, a rich variety of print, electronic and multi-modal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.

Strands	Substrands
5. Reading for meaning, understanding and responding to print, electronic and multi-modal texts	5.1 Developing and adapting active reading skills and strategies
	5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts
	5.3 Reading and engaging with a wide variety of texts

Writing: pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact.

Language: Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.

Teachers' Notes.

This unit provides an opportunity for students to engage with careers in the media industry and also to develop skills required in for En1 Speaking and Listening and for GCSE English Language Paper 1, which consists of multi-part questions on reading unseen non-fiction and media texts and a writing task.

There are opportunities throughout the unit to assess the Speaking and Listening triplets

explain	describe	narrate
explore	analyse	imagine
discuss	argue	persuade

To model research for your students you will need an electronic whiteboard and a range of print material (e.g. media section of *The Guardian, Independent*). In preparation, you may be able to arrange visiting speakers, the visit could be used as an opportunity to assess responsive listening with students contributing prepared questions to a 'Questions and Answers' session.

1. Researching careers in class needs to be kept lively and engaging: you could follow a quick brainstorm by, in groups, compiling lists of jobs in different industry areas: creative, production, marketing. One person in each group should keep a record of questions that arise. Feedback to class should focus on those questions. What do they need to know?

What sort of jobs are we talking about? Jobs in the media industries comprise: publishing, telecommunication, broadcasting, music, film, computers, video games, cross media, advertising.

Explain that a research log and log of learning, together with plans for production and final self assessment are to be presented in a final portfolio.

2. Using the electronic whiteboard (EWB) show students the following web pages and invite class to compare: Who are they for? How can you tell?

<http://www.bbc.co.uk/blast/film/>

<http://www.skillset.org/careers/jobs/>

Discuss the visual impact of these web pages. You could provide students with printed copies to annotate, drawing attention to format, style, colour, images, fonts and styles. They could write a paragraph about each webpage comparing the two and giving an opinion about their relative effectiveness.

3. For guided research, students need internet access and a number of websites to access. Using the Skillset and Blast websites, they should complete the worksheet provided as they go along, to keep a record of their discoveries.

4. **Expert input** At this point it would be useful to have input from Connexions about jobs in media industries with relevant material: alternatively media professionals who are able to speak about and show their work. This would be followed by a Q&A to which students bring prepared questions: (Assess for Speaking and Listening: see above).

Students should continue their research using the websites suggested to collate information on progression routes to achieve qualifications and experience for the three jobs they have begun to research in their chosen media industry.

5. Focus on Language and Audiences: this could be developed to prepare students for writing to **advise** and to **explain**, with reference to writing triplets in GCSE English Paper 1 (argue, persuade, advise) and paper 2 (inform, explain, describe).

As part of the research for their production work they need to research the market. Provide them with three examples of descriptions of careers from magazines: this should provide an opportunity for students to distinguish objectivity and bias, fact and opinion. They should complete their analysis in pairs in preparation for developing their own magazine.

6. Students should be given A3 paper in order to design their flatplans for the magazine page. The final production could be done in Photoshop and/or linked to the school website in a special careers section.
7. Production work should be evaluated through a process of peer and self-assessment. To test whether it is fit for purpose, careers pages could be made available (anonymously) to KS3 classes to give approval ratings. The main criterion would be being fit for purpose i.e. delivering information appropriately to target audience.

Website references

<http://www.skillset.org/careers/jobs/>

<http://www.bbc.co.uk/blast/film/>

e-zines

<http://www.nextstepmagazine.com/nextstep/default.aspx>

<http://www.fazed.com/careers/index.html>

<http://www.etcmag.co.uk/articles/careers/Media.html>

careers and progression routes-useful advice

<https://mychoicelondon.co.uk/eilp/ldnEilp/home.aspx>

<http://www.bigambition.co.uk/>

<http://www.kent.ac.uk/careers/sitesmedia.htm>

<http://www.northernmedia.org>

courses

<http://www.bfi.org.uk/education/talkscourses/mediacourses/>

<http://www.he.courses-careers.com/media.htm>

job agencies

<http://www.careermovesgroup.co.uk/>

<http://www.reed.co.uk/>

<http://www.totaljobs.com/>

<http://www.majorplayers.co.uk/>

<http://www.digitalmediajobs.com/>

WORKSHEET 1

Website

<http://www.skillsset.org/careers/jobs/>

1. About the job

- What do you have to do?
- What qualities do you need for the job?
- What qualifications do you need?

2. About the website

- Is this website helpful – and if so, how?
- What audience is this website aimed at?
- What makes you think this? (Is it colourful? What about fonts, layout, language?)

WORKSHEET 2

Focus on magazines

What do you see?

Look at the ways in which the articles are presented, using this presentation checklist.

Extract	1	2	3
Pictures			
Colour			
Captions			
Headings			
Subheadings			
Logos			
Bold/underlining/italics			
Fonts			
Capital letters			
Bullets/numbers			
Graphs/maps			
Justification			
Layout of text/spacing of text – pictures			
Size of paragraphs			

What do you read?

When you read these extracts from advice columns, you will notice that the writers have different ways of speaking to you as their reader. They might be friendly, funny and informal. They could be patronizing or superior: or clear, factual and straightforward. Decide what tone the writers have adopted and discuss how it makes you feel as the audience. How **are** you being addressed?

Can you find examples of fact? Of opinion?

How do the writers emphasise their points? Do they use any special vocabulary e.g. rhetorical questions?

Which do you prefer and why?

Assignment

Produce a careers page for a teen magazine

You are going to be making a careers page for a teen magazine, which means that you have to find out about

- Careers
- Teen magazines

Research

Working in groups you will find out more about media industries. Complete a table like the one below to remind you of what these are and what they do.

Industry				<i>music</i>			
Example of products				<i>cd</i>			

(remember Advertising is cross-media)

Further Guided research

Choose three jobs that interest you in one media industry: visit websites to discover more.

Your teacher will give you a list of suggested websites - but you could start by using Google or by revisiting

<http://www.skillset.org/careers/jobs/>

<http://www.bbc.co.uk/blast/film/>

Complete the questions in Worksheet 1 as you visit each website: this will help you to log your learning and you will be able to use the information when you produce your careers page.

You will need to find information about each of the following

1. About the job

- what do you have to do?

- what qualities do you need?
- What qualifications do you need?

2. About the website

- Is this website helpful?
- What audience is this website aimed at?
- What makes you think this? (Is it colourful?, what about fonts, layout, language?)
- What techniques does the site use to interest you in this area of work?