



MED2 Television: Vigil and The Avengers

Personal learning checklist | 1 of 2

OCR GCSE Media Studies J200 | Components 1 · Specification 2c Section A

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Use actual teacher-selected issues, radio episode and news samples. Follow the certification-year live magazine brief. Quick checks do not certify extended analysis or original production.

I can	Red	Amber	Green
Reading television			
Identify and study the complete current set television episodes.	☐	☐	☐
Analyse camera, framing and movement in a located extract.	☐	☐	☐
Explain how mise-en-scène constructs setting, character and genre.	☐	☐	☐
Analyse editing relationships and pace in an actual sequence.	☐	☐	☐
Distinguish diegetic and non-diegetic sound and explain effects.	☐	☐	☐
Compare narrative organisation and genre hybridity in the set episodes.	☐	☐	☐
Representation and context			
Analyse how Vigil constructs institutional authority and conflict.	☐	☐	☐
Evaluate Amy Silva's agency, vulnerability and relationships.	☐	☐	☐
Evaluate Steed and Peel's roles using action, costume, framing and dialogue.	☐	☐	☐
Explain historical and contemporary contexts without universalising audiences.	☐	☐	☐
Compare representation using matched evidence from both episodes.	☐	☐	☐

My next revision priority _____



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Industry and audience			
Distinguish producer, commissioner and broadcaster for the set programmes.	☐	☐	☐
Explain BBC public-service and historical ITV commercial funding models.	☐	☐	☐
Compare original scheduled distribution with contemporary on-demand access.	☐	☐	☐
Explain broadcast regulation and scheduling in the relevant period.	☐	☐	☐
Apply audience pleasures and different readings to actual episode evidence.	☐	☐	☐
Analyse an unfamiliar extract through coordinated technical and representational evidence.	☐	☐	☐

My next revision priority _____