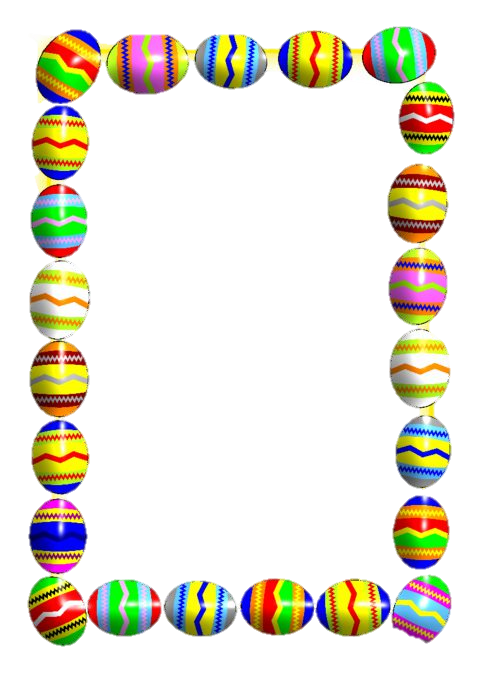
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| Watch interview with Ridley Scott https://www.youtube.com/watch?time\_continue=72&v=IpzFOHEO8Sc | Complete a full Analysing Media Content Paper from SQA Website in 2 hours and 15 minutes. | Rewatch End scene with Deckard and Batty and make notes on technical/cultural code | Rewatch ‘Nosedive’ |
| Complete 10 marker on the use of Categories in Blade Runner in 20 minutes. | Take Blade Runner Quiz on Kahoot. | Complete an unseen analysis on the film posters for ‘Scarface’ and ‘Goodfellas’ in 40 minutes | Complete a 10 marker on how language has been influenced by institutions/society contexts |
| Take Media Language quiz on Kahoot | Create flashcards stages of Todorov and how they can be seen in Blade Runner. | Complete 10 marker on how categories is influenced by institutional/society factors in 20 minutes | Create flashcards on the different representations seen in Blade Runner with evidence from film. |
| Write a paragraph on how ‘Nosedive’ and/or ‘Shut Up and Dance’ can be said to influenced our behaviours and attitudes in 20 minutes. | Complete a Role of Media question from the list in your revision pack in 60 minutes. | Pick two film posters and compare/contrast them. Develop your answers – don’t just write down what you see. Link between the posters. | Rewatch Meeting Batty at Chewie’s scene and make notes on representations |
| Rewatch ‘Shut Up and Dance’ | Complete a full Analysing Media Content paper from SQA Website in 2 hours and 15 minutes. | Complete a 10 marker explaining how language of Blade Runner conveys preferred/oppositional readings in 20 minutes. | Create flashcards for Levi-Strauss Binary oppositions in Blade Runner |
| Create flashcards for society contexts we can see in Blade Runner with evidence from the film that conveys the context | Complete 10 marker on representations in Blade Runner in 20 minutes. | Complete a Role of Media question from the list in your revision pack in 60 minutes. | Complete a 10 marker linking narrative with institutions and/or society contexts |
| Pick two film posters and compare/contrast them. Develop your answers – don’t just write down what you see. Link between the posters. | Create flashcards for Propp’s Narrative Theory and how the characters can be seen in Blade Runner with as many examples as possible from the film how they fulfil that role | Complete 10 marker on audience reactions to Blade Runner (preferred, oppositional readings & consumption) in 20 minutes | Rewatch Rachael’s interrogation scene again and make notes on how society contexts can be seen in it. |
| Rewatch the opening scene of Blade Runner and make notes on how it helps establish genre, style and tone of the film | Create flashcards on examples in ‘Nosedive’ and ‘Shut Up and Dance’ that help to meet the need of entertainment and explain why | Write a paragraph on how ‘Nosedive’ and/or ‘Shut Up and Dance’ can be said to achieve the purpose of promotion in 20 minutes. | Complete a 10 marker linking representations to audience. |



Higher Media Easter Revision Bingo

Full house between now and the exam + evidence = PRIZE!