

MED5 Music videos: Sk8er Boi and Teenage Dirtbag



Personal learning checklist | 1 of 2

OCR GCSE Media Studies J200 | Components 2 · Specification 2d Section A music videos

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
Music-video language			
Identify the selected pair and distinguish lyrics, visuals and promotional purpose.	☐	☐	☐
Analyse performance, narrative, lip-sync and their relationships.	☐	☐	☐
Explain camera, editing, costume, setting and musical rhythm with located evidence.	☐	☐	☐
Sk8er Boi			
Analyse Sk8er Boi's street performance and constructed spontaneity.	☐	☐	☐
Evaluate Lavigne's agency and gender representation through several dimensions.	☐	☐	☐
Explain rebellion, authority and possible audience responses.	☐	☐	☐
Apply identity and other audience pleasures to actual Sk8er Boi features.	☐	☐	☐
Teenage Dirtbag			
Analyse Teenage Dirtbag's school narrative, viewpoint and intertextual relationship.	☐	☐	☐
Evaluate outsider alignment, popularity and gender roles.	☐	☐	☐
Explain how fantasy and perspective qualify the narrative outcome.	☐	☐	☐
Explain the band's promotional identity alongside the narrative.	☐	☐	☐

My next revision priority _____

MED5 Music videos: Sk8er Boi and Teenage Dirtbag



Personal learning checklist | 2 of 2

OCR GCSE Media Studies J200 | Components 2 · Specification 2d Section A music videos

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
Comparison and interpretation			
Compare agency and youth belonging through paired located evidence.	☐	☐	☐
Explain relevant cultural context and possible changing audience readings.	☐	☐	☐
Write a substantiated comparative judgement about representation.	☐	☐	☐

My next revision priority _____