

# MEDIA STUDIES

## CURRICULUM MAP



### Our subject vision:

<p><b>Aspiration</b></p>	<p>We believe that Media Studies is a fascinating and important subject. The Media plays an integral role in the modern world and we aim to immerse our students in this world and encourage them to dissect everything they see, watch and listen to.</p> <p><b>Knowledge:</b> In Media Studies students are exposed to a wide range of texts from different time periods. They are encouraged to consider how media language, representation, institutions and audiences are involved in creating media texts.</p> <p><b>Skills:</b> Students will learn to write critically, analytically and with technical expertise, and to produce media texts that reflect the world around them.</p> <p><b>Understanding:</b> At the end of the course, students will understand how and why Media institutions produce texts, how they represent the world around them and the audiences they attract.</p>
<p><b>Opportunity</b></p>	<p><b>Within the classroom:</b> In Media lessons students will have access to a wide variety of texts from different places and people in society. They will use this study to shape their perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and generate significant global profit. The globalised nature of the contemporary media, ongoing technological developments and more opportunities to interact with the media suggest their centrality in contemporary life can only increase.</p> <p><b>Beyond the classroom:</b> Beyond the curriculum, students may participate in:</p> <ul style="list-style-type: none"> <li>• Consuming a wide range of media products</li> </ul>
<p><b>Integrity</b></p>	<p><b>Knowledge:</b> Students consume and analyse a diverse range of texts. They are encouraged to engage with these texts in a critical way and understand the representations that they promote.</p> <p><b>Skills:</b> Students are encouraged to respond sensitively to texts and form thoughtful opinions about their effects. There is ample opportunity for them to discuss and debate ideas and they are encouraged to consider how different audiences might respond to a text.</p> <p><b>Understanding:</b> The wide range of products that they view, helps students to understand the world around them and the perspectives of different people and industries. They are expected to understand the context of these texts and to consider how Media impacts on their own lives and experiences.</p>

# SUBJECT CURRICULUM MAP: KS5



Specific careers might include:

- Advertising and Marketing
- Broadcast Media and Journalism
- Promotion and PR
- Education

**Media at undergraduate level:**  
**Media A-Level will prepare students to study the following degrees: Media Studies, Journalism, Linguistics, Film Studies, Advertising and Social Studies.**

**Media as a facilitating subject:**

Media A Level is a facilitating subjects for a wide range of disciplines, including (but not limited to): Journalism; Business; Law; History; Politics; Film. The skills you will learn in Media will benefit study of any subject at undergraduate level.

## Terms 1 and 2

### Teacher 1:

With teacher 1, students will explore Component 2: Section B. This will look at Mainstream and Alternative Media.

### Teacher 2:

With teacher 2, students will be introduced to Section A: Crime Television and begin to study one of the texts: Peaky Blinders.

## Term 3:

### Teacher 1:

With teacher 1, students will study Section C: Media in the Online Age.

### Teacher 2:

With teacher 2, students will continue study of Section A and will study The Bridge.

## Terms 4 and 5: Revision

Both teachers will focus on Revision for Component 1 and Component 2.

This will include exploration of possible unseen texts as well as the set texts.

**Further study and career pathways**

**Year 13**

## Terms 5 and 6:

### Teacher 1:

With teacher 1, students will complete their Non-Examined Assessment by producing a cross-media production.

### Teacher 2:

With teacher 2, students will analyse Newspapers.

All analysis – including the NEA - will focus on Media Language, Representation, Industries and Audiences.

## Component 2:

In this unit, students will study:

- Section A: Television in the Global Age
- Section B: Magazines: Mainstream and Alternative Media
- Section C: Media in the Online Age

## Terms 3 and 4:

### Teacher 1:

With teacher 1, students will analyse Music Videos and Radio.

### Teacher 2:

With teacher 2, students will analyse Computer Games.

All analysis will focus on Media Language, Representation, Industries and Audiences.

KS5 trips and visits where possible.

**Year 12**

## Component 1:

In this unit, students will study:

- Advertising, marketing, music videos, newspapers, film, radio and video games
- Section A will analyse Media Language and Representation
- Section B will analyse Media Industries and Audiences

## Terms 1 and 2:

### Teacher 1: five hours per fortnight

With teacher 1, students will start to develop their production skills and analyse a range of advertisements.

### Teacher 2: four hours per fortnight

With teacher 2, students will be introduced to Media theory and explore film marketing products.

All analysis will focus on Media Language, Representation, Industries and Audiences.

## Non-Examined Assessment:

In this unit, students will:

- Plan, and produce a cross-media production based on a set brief from Eduqas

KS5 extra-curricular opportunities:



# Year 13

**1 Terms 1 and 2:**

Why this?	<ul style="list-style-type: none"> <li>Students are analysing key set texts from Component 2 and a range of related Unseen texts which will prepare them for the exam.</li> </ul>
Why now?	<ul style="list-style-type: none"> <li>Gives students the opportunity to be very familiar with the texts by the time they take the exam.</li> </ul>

**2 Term 3:**

Why this?	<ul style="list-style-type: none"> <li>Students will continue to study Component 2 texts for their exam.</li> </ul>
Why now?	<ul style="list-style-type: none"> <li>It makes sense to study the most dynamic industry at the end of the course so that they have the most up-to-date information.</li> </ul>

**3 Terms 4 and 5:**

Why this?	<ul style="list-style-type: none"> <li>Students will need to revise all aspects of the course.</li> </ul>
Why now?	<ul style="list-style-type: none"> <li>To prepare them for the final exam.</li> </ul>

# Year 12

**1 Terms 1 and 2:**

Why this?	<p>To introduce students to Media texts, theories and production.</p> <p>Advertising and marketing is an important starting point for all Media products.</p>
Why now?	<p>These skills will be developed and used for the rest of the course.</p> <p>Exploring marketing first allows students to really appreciate the role that Media has on their lives and consider the audience as a consumer of products. It also uses language and signs that they will be familiar with.</p>

**2 Terms 3 and 4:**

Why this?	<ul style="list-style-type: none"> <li>These products all have an audio element and are analysed in Section A of Component 1.</li> </ul>
Why now?	<ul style="list-style-type: none"> <li>To develop knowledge of a range of products for the exam and before students produce their NEA which will allow them to produce their own products.</li> </ul>

**3 Terms 5 and 6:**

Why this?	<ul style="list-style-type: none"> <li>Newspapers are the final element of Component 1.</li> <li>The production tasks will allow the students to demonstrate what they have learnt about Media products.</li> </ul>
Why now?	<ul style="list-style-type: none"> <li>Newspapers are quite a specific and unique industry so it makes sense to study them independently.</li> <li>The weather will be better so there will be more opportunity to consider Mise-en-scene carefully.</li> <li>Students will feel confident that they understand a range of products and so they will be able to produce their own.</li> <li>This will also alleviate some of the pressure that they may feel in Year 13.</li> </ul>