

Year 10 Media Curriculum Map

Introduction to Media Studies- Autumn 1

What is Media Studies and grasping an understanding of the media.

Introduction to a range of different texts as examples.

Contextualising the importance, impact and significance of the subject.

Niche vs mass, mainstream, audience, ACORN scale, psychographics, conglomerates and subsidiaries, camera angles, lighting, sound- diegetic and non-diegetic, editing techniques, stereotypes and shared ideologies, intrinsic and extrinsic values

Audience Topic (Paper 1 Section B and Paper 2) Exam content- Autumn 2

How is an audience targeted?

How and why media products are aimed at a range of audiences, from small, specialised audiences to large mass audiences.

The ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audiences.

How media organisations categorise audiences. The role of media technologies in reaching and identifying audiences, and in audience consumption and usage.

The ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences.

The ways in which people's media practices are connected to their identity, including their sense of actual and desired self.

The social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires, and the functions they serve in everyday life and society.

How audiences may respond to and interpret media products and why these responses and interpretations may change over time.

Active vs Passive audiences.

Theories to cover: Hypodermic Syringe Theory, Uses and Gratifications, Two Step Flow, Maslow's Hierarchy of Needs

Assessment: Teacher assessed. An extended response question (20 marks) using an unseen text as a stimulus focusing on the audience concept. Question taken from a paper 2 exam. Subject terminology must be relevant and applied consistently throughout response. Clarity of response and focus on question throughout, with discussion of wider contexts and issues.

Industries Paper 1 Section B and Paper 2 exam content- Spring 2a

Knowledge and understanding of how the media industries' processes of production, distribution and circulation affect media forms and platforms.

Knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

Understanding the nature of media production, including by large organisations, who own the products they produce, and by individuals and groups.

Production processes: The impact of production processes, personnel and technologies on the final product.

Similarities and differences between media products in terms of when and where they are produced.

Working practices in media industries.

The effect of ownership and control of media organisations.

The impact of the increasingly convergent nature of media industries across different platforms and different national settings.

The importance of different funding models. Government funded, not-for-profit and commercial models. How the media operate as commercial industries on a global scale and reach both large and specialised audiences. The functions and types of regulation of the media.

The challenges for media regulation presented by 'new' digital technologies.

Patterns of ownership: mergers, demergers, takeovers, media concentration. Vertical and horizontal integration.

Conglomerates. Diversification. Cross media ownership. Convergence of content providers, network providers and platform providers. Television licence. Advertising, sponsorship, product placement, direct sales. Independent and voluntary sector. Globalisation. Cultural imperialism.

Assessment: Teacher assessed. An extended response question (20 marks) using an unseen text as a stimulus focusing on the industries concept. Question taken from a paper 1 exam. Subject terminology must be relevant and applied consistently throughout response. Clarity of response and focus on question throughout, with discussion of wider contexts and issues.

Representation- Paper 1 Section A and Paper 2 examination content Spring 2b

Knowledge and understanding of how the media portray events, issues, individuals and social groups. Demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

The ways in which the media re-present (rather than simply present) the world, and construct versions of reality. Theoretical perspectives on representation, including processes of selection, construction and mediation. Theoretical perspectives on gender and representation and feminist approaches. An exploration of the distinction between essentialist views (that males and females are different categories with essential features, behaviours and attributes that define them) and social constructionist views that the same features, behaviours and attributes are constructed by society (including the media) and not by nature. The choices media producers make about how to represent particular events, social groups and ideas. The ways aspects of reality may be represented differently depending on the purposes of the producers. The different functions and uses of stereotypes: How stereotypes become established. How stereotypes may vary over time. Positive and negative stereotypes. How stereotypes enable audiences to interpret media quickly. A range of different stereotypes should be discussed and exemplified in order that students understand the problems with and usefulness of stereotypes.

How and why particular social groups may be under represented or misrepresented. How representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products. The social, cultural and political significance of particular representations in terms of the themes or issues that they address. How representations reflect the social, historical and cultural contexts in which they were produced.

The factors affecting audience interpretations of representations including their own experiences and beliefs.

Realism: reasons why some representations seem more truthful or realistic than others.

Critical exploration of views including the media is a window on the world and the media is the message.

The processes of selection, construction, mediation. Audience positioning.

Selective representation, biased and prejudicial representation. Advertising, marketing, political bias, propaganda.

Agenda setting. News values. Decoding. Audience positioning.

Assessment: An extended response question (20 marks) using an unseen text as a stimulus focusing on the representation concept. Question taken from a paper 2 exam. Subject terminology must be relevant and applied consistently throughout response. Clarity of response and focus on question throughout, with discussion of wider contexts and issues. Teacher assessed.

Revision on Industries and Audience topics in preparation for Year 10 PPE- Paper 1 Section b only- Spring 2b

Internal key vocab tests. Past papers provided as resources for students to take away. Revision checklists created for students.

Revision on previous key terms from when topics were taught originally.

Demonstrate knowledge and understanding of the theoretical framework of media, contexts of media and their influence on media products and processes.

Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

Assessment: Past paper used and modified- Section B only- 1 hour. Extended response and multiple choice questions. Marked internally and teacher assessed.

Non-Exam Assessment Practice (coursework)- Summer 3a

Apply their knowledge and understanding of media language and representations to create a media product using one of the following forms television, music video, radio, newspapers, magazines, advertising/marketing, online, social and participatory media and video games.

Use media language in a single media form to express and communicate meaning to an intended audience.

Ability to communicate their knowledge and understanding of language and representation to the reader. Demonstrate in using media language within the chosen media form. Ability to understand and create representations in the chosen media form. Communicates meanings and whether or not they have met the requirements stipulated in the brief

Audience, editing, sound, editing, effect, colours, layout, mise-en-scene, representation, brief, industries

Assessment: To produce a statement of intent and two practical pieces, which communicate meaning and have application of media language, representation and for a relevant audience. Tasks to respond to brief provided. The overall product needs to be realistic and effective. Brief changes annually, according to actual AQA brief release and to avoid overlap of content. Brief chosen to provide a range of different texts and tasks covered. Marked internally and teacher assessed.

Media Language- Paper 1 Section A and Paper 2 examination content- Summer 3b

Knowledge and understanding of how the media, through their forms, codes and conventions, communicate meanings. demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

Fundamental principles of semiotic analysis, including connotation and denotation. The various forms of media language used to create and communicate meanings in media products. How choice (selection, combination and exclusion) of elements of media language influences meaning in media products to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values. The 'rules' of media language: how signs are selected, deselected and assembled to conform to codes and make meanings.

The constructed nature of reality. Theories of narrative, including those derived from Propp (character types). The relationship between technology and media products. The codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time. Intertextuality, including how inter-relationships between different media products can influence meaning.

Codes and conventions, genre, narrative, camera angles, lighting, sound- diegetic and non-diegetic, editing, Binary Opposites, Todorov Equilibrium Theory, Narrative codes- enigma and action, connotations, denotation, signifier and signified. Intertextuality, hybrid, audience demand. Design, layout, typography, symbolic, verbal and non-verbal. User-generated content. Exposition, disruption, closure, climax resolution, complication. Sender, message, receiver. Code, anchorage, sign, icon.

Across these units of study, students will develop:

- Analysis of texts in detail,
- Understanding the subject's key concepts and have the ability to be able to apply and identify key terms.
- Start to explore the texts' relevance and explain their effects on the audience.
- Demonstrate knowledge and understanding of the theoretical framework of media
- Contexts of media and their influence on media products and processes.
- To make judgements and draw conclusions.
- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Year 11 Media Curriculum Map

Media Language- Paper 1 Section A and Paper 2 examination content- Autumn 1a

Knowledge and understanding of how the media, through their forms, codes and conventions, communicate meanings. demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

Fundamental principles of semiotic analysis, including connotation and denotation. The various forms of media language used to create and communicate meanings in media products. How choice (selection, combination and exclusion) of elements of media language influences meaning in media products to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values. The 'rules' of media language: how signs are selected, deselected and assembled to conform to codes and make meanings. The constructed nature of reality. Theories of narrative, including those derived from Propp (character types). The relationship between technology and media products. The codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time. Intertextuality, including how inter- relationships between different media products can influence meaning.

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Close Study Products/Context, Values and Ideologies- Paper 1 and 2 examination content. Preparation for Year 11 PPE.- Autumn 1b

The broad coverage of all nine media forms, students must engage in the in depth study of at least one audio-visual, one print and one online, social and participatory media form.

- possess cultural, social and historical significance in terms of critical acclaim and/or audience popularity
- reflect and illuminate the theoretical framework for the study of media
- demonstrate contrasts in terms of perceived quality, form and structure
- provide rich and challenging opportunities for interpretation and analysis, enabling students to develop a detailed understanding of how the media communicate meanings
- are from different historical periods
- are intended for different audiences
- demonstrate emerging, future developments of the media
- are not necessarily the type of products which students would normally engage.

audio-visual, print, online, social and participatory media. Zoella, Kim Kardashian, Lara Croft, The Daily Mirror, The Times, Reveal, Tatler, Galaxy, branding, Omo, advertising, patriarchal society, dominant ideologies, shared values

Assessment: Past paper used- a full Paper 2. Extended response questions and shorter responses. Tested on all key concepts and close study products taught in class so far. 1 hour 30 minutes. Marked internally and teacher assessed.

Non-examination assessment (coursework)- Spring 2a

Apply their knowledge and understanding of media language and representations to create a media product using one of the following forms:

- television
- music video
- radio
- newspapers
- magazines
- advertising/marketing
- online, social and participatory media
- video games

• use media language in a single media form to express and communicate meaning to an intended audience.

Ability to communicate their knowledge and understanding of language and representation to the reader. Demonstrate in using media language within the chosen media form. Ability to understand and create representations in the chosen media form. Communicates meanings and whether or not they have met the requirements stipulated in the brief.

Audience, editing, sound, editing, effect, colours, layout, mise-en-scene, representation, brief, industries

Assessment: To produce a statement of intent and practical piece, which communicate meaning and have application of media language, representation and for a relevant audience. Tasks to respond to brief provided from AQA. The overall product needs to be realistic and effective. Brief changes annually by AQA but chosen as a department to suit resources able to be provided. Marked internally and moderated by AQA externally.

Close Study Products/Context, Values and Ideologies- Paper 1 and 2 examination content. Preparation for Year 11 PPE.- Spring 2b

The broad coverage of all nine media forms, students must engage in the in depth study of at least one audio-visual, one print and one online, social and participatory media form.

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- demonstrate contrasts in terms of perceived quality, form and structure
- provide rich and challenging opportunities for interpretation and analysis, enabling students to develop a detailed understanding of how the media communicate meanings
- are from different historical periods

- are intended for different audiences
 - demonstrate emerging, future developments of the media
 - are not necessarily the type of products which students would normally engage.
- audio-visual, print, online, social and participatory media. Apple Beats, Radio 1, History One Direction, Arctic Monkeys 'Bet you Look Good on the Dancefloor', music industry, job roles within music and the film industry, 'Dr Strange' Trailer, 'I am Daniel Blake' trailer, NHS blood campaign, BAME

Revision of Paper 1 and Paper 2 examination content, revision of CSPs and unseen texts.- Summer 3a

Past exam questions given to students. Marked and feedback given. Recap of prior learning. Exemplar materials provided to analyse and compare against the marking criteria.

Internal key vocab tests. Past papers provided as resources for students to take away. Revision checklists created for students. Variety of unseen texts provided and close study products selected and questions given on these.

Revision on previous key terms from when topics were taught originally. Vocab lists constructed and provided. Glossaries constructed by students.

Assessment: Summer GCSE exam series- AQA- externally marked. Paper 1 and Paper 2 to be completed by students.

Across these units of study, students will develop:

- Analysis of texts in detail,
- Understanding the subject's key concepts and have the ability to be able to apply and identify key terms.
- Start to explore the texts' relevance and explain their effects on the audience.
- Demonstrate knowledge and understanding of the theoretical framework of media
- Contexts of media and their influence on media products and processes.
- To make judgements and draw conclusions.
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