

## SUBJECT: Media

### Key Stage 4: Curriculum Intent

	Year 10 Cambridge Nationals in Creative iMedia OCR	Year 11 EDUQAS GCSE MEDIA
Autumn 1	<p><b>Topic: R081 Pre-production</b></p> <p><b>Content covered, including knowledge and skills.</b></p> <p>For each part of knowledge, we learn, apply and create.</p> <ul style="list-style-type: none"> <li>• Mood boards</li> <li>• Mind maps</li> <li>• Storyboards</li> <li>• Scripts</li> <li>• Visualisation diagrams</li> <li>• Briefs</li> <li>• Research</li> <li>• Hardware/software</li> <li>• Health and safety</li> <li>• File formats</li> <li>• Pre-production reviews</li> <li>• Timescales</li> <li>• Production schedules</li> <li>• Legislation</li> <li>• Identify improvements</li> </ul> <p><b>This unit is externally assessed through a 1 hr 15 written exam.</b></p>	<p><b>Topic: TELEVISION</b></p> <p><b>Content covered, including knowledge and skills.</b></p> <p><b>Component 2 section A: Television</b></p> <p><b>Set Text: Luther, The Sweeney</b></p> <p><b>Framework:</b> Media language/Representation/Industry/ Audience /Context</p> <p><b>Theorist link:</b> : Propp/Genre/ Levis-Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p><b>Links to prior learning.</b></p> <p><b>Y8 Television SOL</b></p> <p><b>Theatrical framework</b></p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Comparison between Luther (2010) and The Sweeney (1975) is made which draws of previous knowledge between This Girl can and Quality Street. Media Language, representation, audience and industry is analysed here with comparisons made between ITV and BBC. Within this unit, students learn about the TV licencing fee which will help them understand money and real life finances.</p>
Autumn 2	<p><b>Links to British Values, SMSC and work-related learning</b></p>	<p><b>Topic: NEWSPAPERS</b></p> <p><b>Content covered, including knowledge and skills.</b></p> <p><b>Component 1 section A: Newspapers</b></p> <p><b>Set Text: The Sun and The Guardian</b></p> <p><b>Framework:</b> Media language/Representation/Context</p>

	<p>By investigating each part of the pre-production process, we analyse ourselves as consumers and reflect on contemporary and historical texts to enable us to understand the media process in planning. We look at the legislations around the work place and responsibility we have as media producers.</p> <p>By looking at texts from different ages and cultures we gain a better understanding of our own products meeting the needs of our diverse community.</p> <p><b>Careers:</b> we investigate a number of pre-production careers and experience creatively the job role to gain a better understanding of the variety of jobs available in the media industry.</p>	<p><b>Component 1 section B: Newspapers</b>  <b>Set Text: The Sun webpage</b>  <b>Framework: Industry/ Audience</b>  <b>Theorist Link:</b> : Propp/Genre/ Levis-Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p><b>Links to prior learning.</b>  Y7 Media and Me, Influencers, Theatrical framework</p> <p><b>Links to British Values, SMSC and work-related learning</b>  Students analyse both tabloid and broadsheet newspapers and recognise the differences in mode of address, representation, bias and presentation. The Guardian and The Sun are analysed in relation to media language and representation and terms such as sexism and xenophobia are discussed. Political contexts are taught as students learn about left and right wing parties and the alliance such papers form. This is relevant to real life in terms of voting, parliament and understanding Brexit. Audience and industry are investigated to support case studies and an investigation into online technology is undertaken looking at these newspaper websites in particular. Students understand the digital world in which they live by seeing how online presence and platforms can increase profitability. Careers: journalist, editors, production</p>
Spring 1	<p><b>Topic: R082 Creating Digital Graphics</b></p> <p><b>Content covered, including knowledge and skills.</b></p> <p>For each part of knowledge, we learn, apply and create.</p>	<p><b>Topic: Radio and Video Games/ Making Judgements and conclusions (unseen products)</b></p> <p><b>Content covered, including knowledge and skills.</b>  <b>Component 1 section B: Radio and Video Games</b>  <b>Set Text: Fortnite and Archers</b>  <b>Framework: Industry/ Audience /Context/ Media language/Representation</b></p>
Spring 2	<ul style="list-style-type: none"> <li>• Working to a brief</li> <li>• Uses and types</li> <li>• Legislation</li> <li>• File formats</li> </ul>	<p><b>Theorist link:</b> : Propp/Genre/ Levis-Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall/Dyers</p>

- Visualisation diagrams
- Version control
- Production reviews

This unit is moderated by OCR.

### **Links to British Values, SMSC and work-related learning**

Focusing on industry, students investigate ownership; funding, advertising and regulatory issues we create our own texts reflecting on what we learnt in R081.

**Careers-** we investigate what job roles there is in production on various platforms. We have visiting speakers to explain their roles.

### **Links to prior learning.**

Theatrical framework

### **Links to British Values, SMSC and work-related learning**

Focusing on industry, students investigate ownership; funding, advertising and regulatory issues surrounding the game Fortnite. Modern day concepts such as hyper reality and the advancements of online media is learned; apt for their generation with the evolution of online lessons and online banking leading to instantaneous expectations and false gratifications. Students understand how audiences too are evolving and quash stereotypical assumptions about the types of people who are usually gamers.

Students then apply this knowledge learned to the radio industry to understand podcasts and DAB. Students learn about The Archers and how this maximises audience through digitalisation.

### **Topic: ADVERTISING**

### **Content covered, including knowledge and skills.**

#### **Component 1 section A: Advertising**

**Set Text:** This Girl Can and Quality Street

**Framework:** Media language/Representation/Context

**Theorist link:** : Propp/Genre/ Levis-

Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall

### **Links to prior learning.**

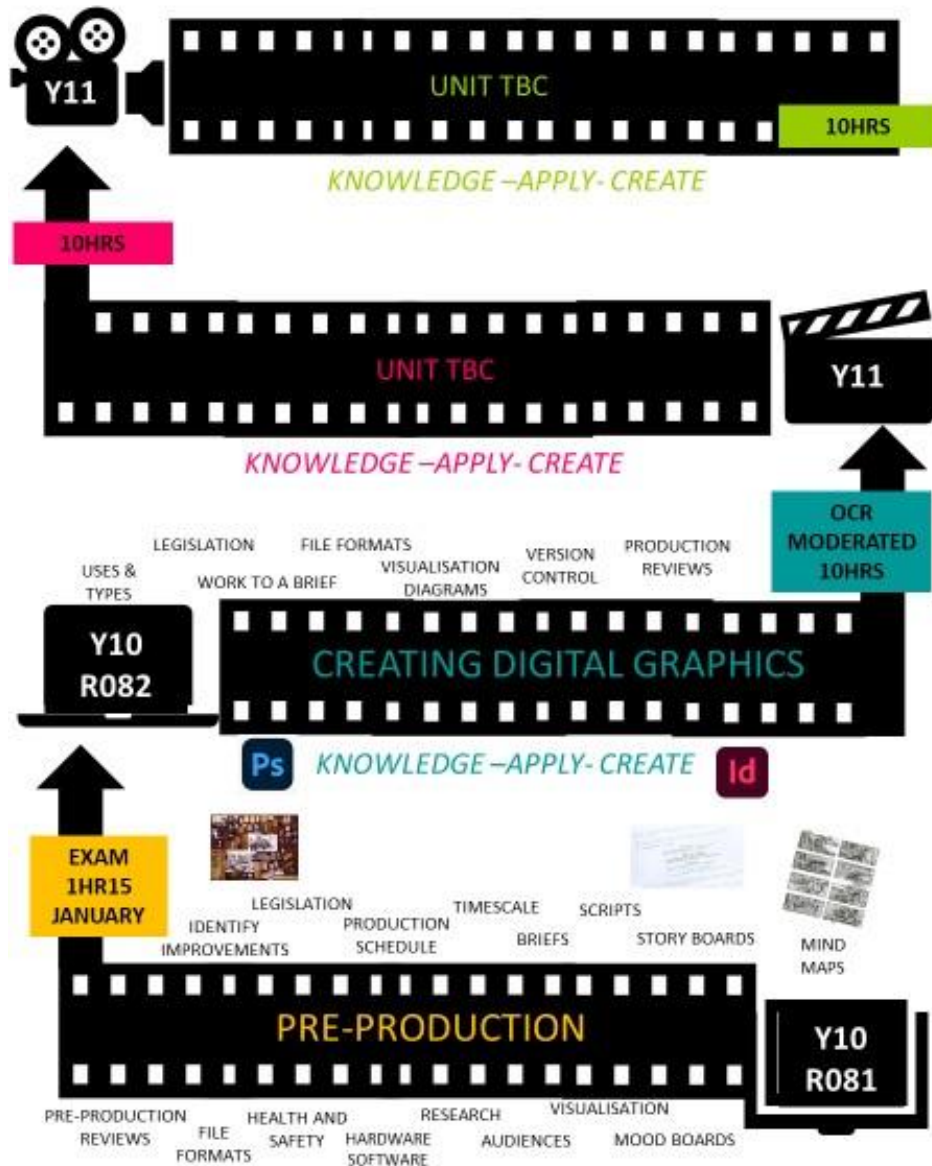
Y9 Advertising and Marketing SOL

Theatrical framework

### **Links to British Values, SMSC and work-related learning**

Students examine commercial print advertising with reference to the history and changes made over time. We analyse the 1950's Quality Street print advert focusing

		<p>on media language and representation and in particular, gender. This gives students an insight into wider social and cultural contexts concerning identity and fluidity.</p> <p>A direct comparison is then made to modern day and non-commercial print advertisement; This Girl Can print with attention paid to stereotypical gender subversion. These two texts give the students a broadened awareness of our changing world and taps into LGBT, gender performativity and postmodernism. Careers: Journalist/Graphic designer/ photographer/editor</p>
<p>Summer 1</p>	<p><b>Optional Unit TBC</b></p> <p>Students will (as a class) start another unit depending on the cohort's interests and aspirations. The optional units are:</p> <ul style="list-style-type: none"> <li>• R083: Creating 2D and 3D digital characters</li> <li>• R084: Storytelling with a comic strip</li> <li>• R085: Creating a multipage website</li> <li>• R086: Creating a digital animation</li> <li>• R087: Creating interactive multimedia products</li> <li>• R088: Creating a digital sound sequence*</li> <li>• R089: Creating a digital video sequence*</li> <li>• R090: Digital photography</li> <li>• R091: Designing a game concept</li> <li>• R092: Developing digital games</li> </ul> <p>*Unit R088 and R089 are a barred combination</p>	<p><b>Topic: Revision/ Practice questions</b></p> <p><b>Content covered, including knowledge and skills.</b>  <b>Component 1 Sec A&amp;B</b>  <b>Component 2 Sec A&amp;B</b>  <b>Set Text: All</b>  <b>Framework: Media language/ Representation/ Industry/ Audience /Context</b></p> <p><b>Theorists:</b> : Propp/Genre/ Levis-  Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p><b>Links to prior learning.</b>  <b>All Years SOL</b></p>
<p>Summer 2</p>		<p><b>COMPONENT 1 EXAM:</b>  <b>COMPONENT 2 EXAM:</b></p>



### COMPONENT 1

#### EXPLORING THE MEDIA

EXAM 1 ½ HOURS 40%

##### SECTION A

EXPLORING MEDIA LANGUAGE AND REPRESENTATION 45 MARKS

**MAGAZINES**

Media Language / Representation / Context

**ADVERTISING**

Media Language / Representation / Context

**MARKETING**

Media Language / Representation / Context

**NEWSPAPERS**

Media Language / Representation / Context

**Section A Exam content:**  
Q1: Will be based on one of the set texts above looking at media language  
Q2: will be assessed on context and representation in two parts: Part A: context to a set text above  
Part B: will assess a comparison between one of the above set texts and an unseen

##### SECTION B

EXPLORING MEDIA INDUSTRIES AND AUDIENCE 35 MARKS

**VIDEO GAMES: FORTNITE**

Media Industry / Audience

**RADIO: ARCHERS**

Media Industry / Audience / Context

**FILM: SPECTRE**

Media Industry

**NEWSPAPERS**

Media Industry / Audience

**Section B Exam content:**  
Q3: will be assessed on Industry for one of the above set texts  
Q4: will be assessed on audiences for one of the above set texts

### COMPONENT 2

#### UNDERSTANDING MEDIA FORMS AND PRODUCTS

EXAM 1 ½ HOURS 30%

##### SECTION A

TELEVISION 30 MARKS

**TELEVISION: CRIME DRAMA**

Media Language / Representation / Industry / Audience Context

**THE SWEENEY**

Media Language / Representation / Industry / Audience Context

**Section A Exam content:**  
Q1: Will be assessed on either media language or representation from an extract studied.  
Part A: analyse media product  
Part B: analyse, make judgements and draw conclusions  
Q2: will be assessed on industries, audience and contexts

##### SECTION B

MUSIC 30 MARKS

**MUSIC VIDEO AND ONLINE**

**KATY PERRY**

Media Language / Representation / Industry / Audience Context

**BRUNO MARS**

Media Language / Representation / Industry / Audience Context

**TLC**

Media Language / Representation / Context

**Section B Exam content:**  
Q3: Will be assessed on analyse, make judgements and draw conclusions for media language or representation from the set text  
Q4: will be assessed on industries, audience and contexts