

KS5 Curriculum Overview: Year 12 A-Level Media Studies

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| <p>1.Rationale: to include: In Year 12 learners will focus on how a media text communicates meanings to an intended audience through media language and representation through the study of a range of media texts. Learners will know how the media is run and how audiences respond to a variety of media texts. Learners will know all aspects of the theoretical framework to create their own production. <i>The brief will be released by the exam board on the 1st March 2023.</i></p> | | <p>2.A learner in Year 12 will be able to: analyse how meanings are created and how reality is constructed within a media text. Learners will be able to address theoretical perspectives, make judgements and conclusions and identify the different functions of the media. Learners will be able to create their own production.</p> | | | |
| <p>1:1 Transition: Advertising and Marketing and Video Games: <i>Texts: Kiss of the Vampire, Assassin's Creed Franchise.</i> Media Language, Representation, Audience and Industry AO1/AO2 Component 1</p> | <p>1:2 Advertising and Marketing and Newspapers <i>Texts: Tide and Paralympic Advert: Superhero; The Times and The Daily Mirror.</i> Media Language, Representation, Audience and Industry. AO1/AO2 Component 1</p> | <p>2:1 Films and Music Videos. <i>Texts: I, Daniel Blake and Black Panther; Formation</i> Media Language, Representation, Audience and Industry. AO1/AO2 Component 1</p> | <p>2:2 Music Videos and Radio. <i>Texts: Riptide and Have you heard George's Podcast:</i> Media Language, Representation, Audience and Industry AO1/AO2 Component 1</p> | <p>3:1 NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3 Component 3 Brief released: 1/3/23</p> | <p>3:2 NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3 Component 3 Brief released: 1/3/23</p> |
| <p>Term 1</p> <p>Topic Coverage</p> | <p>1:1: Transition: Advertising and Marketing and Video Games: <i>Texts: Kiss of the Vampire, Assassin's Creed Franchise.</i> Media Language, Representation, Audience and Industry AO1/AO2 Component 1</p> | <p>1:2 Advertising and Marketing and Newspapers <i>Texts: Tide and Paralympic Advert: Superhero; The Times and The Daily Mirror.</i> Media Language, Representation, Audience and Industry. AO1/AO2 Component 1</p> | | <p>Autumn % Assessment (Theoretical framework = media language, representation, industry and audience)</p> | |
| | <p><u>Knowledge:</u> The film industry's use of marketing and advertising and the ways viewers infer meanings. The video game industry and the ways in which it is run, regulated and funded.</p> | <p><u>Knowledge:</u> The ways companies use marketing and advertising to attract audiences and read ways viewers infer meanings. Investigate the newspaper industry and the ways in which it is run, regulated and funded.</p> | | <p>Knowledge coverage:</p> | |
| | <p><u>Skills:</u> Knowledge, understanding, analysis, application of theory, making judgments and conclusions, critical analysis</p> | <p><u>Skills:</u> Knowledge, understanding, analysis, application of theory, making judgments and conclusions, critical analysis</p> | | <p>AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation</p> | |
| | <p>Assessment: Summative assessment on the video games industry. Formative assessment: analysis of media language and representation</p> | <p>Assessment: Summative assessment on the newspaper industry. Formative assessment: analysis of media language and representation in advertising</p> | | <p>Skills tested: Knowledge, understanding, application of theory, making judgements and conclusions, critical analysis</p> | |
| <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the video game industry and film marketing and advertising. Investigating the use of websites and social media platforms, in depth reading and analysis of media language and representation, applying relevant theory. Group analysis of a close reading of a text. Group presentations</p> | <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the newspaper and advertising industries. Investigating the use of websites and social media platforms, in depth reading and analysis of media language and representation, applying relevant theory. Group analysis of a close reading of a text. Group presentations</p> | | | | |
| <p><u>Home Learning:</u> Tasks set after every lesson based on video games and film marketing and advertising</p> | <p><u>Home Learning:</u> Tasks set after every lesson based on newspapers and advertising and marketing for print and moving image products</p> | | | | |
| <p>Term 2</p> <p>Topic Coverage</p> | <p>2:1 Films and Music Videos. <i>Texts: I, Daniel Blake and Black Panther; Formation</i> Media Language, Representation, Audience and Industry. AO1/AO2 Component 1</p> | <p>2:2 Music Videos and Radio. <i>Texts: Riptide and Have you heard George's Podcast:</i> Media Language, Representation, Audience and Industry AO1/AO2 Component 1</p> | | <p>Spring % Assessment</p> | |
| | <p><u>Knowledge:</u> The music industry, how it is run, how they attract audiences and the ways listeners/viewers infer meanings from music videos and online content. Investigate the film industry and how it is run, the ways they are funded and regulated</p> | <p><u>Knowledge:</u> The music industry, how it is run, how they attract audiences and the ways listeners/viewers infer meanings from music videos and online content. Investigate the radio industry and how it is run, the ways they are funded and regulated</p> | | <p>Knowledge coverage: Complete Component 1 mock that covers all areas studied across the course.</p> | |

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| | <p><u>Skills:</u> Knowledge, understanding, analysis, application of theory, critical analysis Assessment: Summative assessment on the film industry. Formative assessment: analysis of media language and representation</p> <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the film industry. Investigating the websites and social media platforms, applying relevant theory. Group analysis of a close reading of a text. Group presentations</p> <p><u>Home Learning:</u> Tasks set after every lesson based on music videos and the film industry</p> | <p><u>Skills:</u> Knowledge, understanding, analysis, application of theory, critical analysis Assessment: Summative assessment on the radio industry. Formative assessment: analysis of media language and representation</p> <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the film industry. Investigating the websites and social media platforms, applying relevant theory. Group analysis of a close reading of a text. Group presentations</p> <p><u>Home Learning:</u> Tasks set after every lesson based on music videos and the radio industry</p> | <p>AO1 – Knowledge of the video games industry and audiences AO2 – analysis of media language and representation in music videos</p> <p>Skills tests: Knowledge, application, judgements and conclusions, application of theory, critical analysis</p> |
| Term 3 | 3:1 NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3 Component 3 | 3:2 NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3 Component 3 | Summer % Assessment |
| Topic Coverage | <p><u>Knowledge:</u> To know the theoretical framework of: media language, representation, audience and industry and apply to their own production. <u>Skills:</u> Investigate, knowledge, understanding, construct, research and analysis</p> <p><u>Assessment:</u> Summative assessment first draft of the products constructed Formative assessment: complete the statement of aims</p> | <p><u>Knowledge:</u> To know the theoretical framework of: media language, representation, audience and industry and apply to their own production. <u>Skills:</u> Investigate, knowledge, understanding, construct, research and analysis</p> <p><u>Assessment:</u> Summative assessment second draft of the products constructed Formative assessment: completion of the products</p> | <p>Knowledge coverage: Complete Component 1 mock that covers all areas studied across the year Completion of Component 3</p> <p>AO3 – Creation and construction of products</p> |
| | <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p> <p><u>Home Learning:</u> Tasks set after every lesson based on the creation of the magazine</p> | <p><u>Reading/Literacy/Oracy:</u> Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p> <p><u>Home Learning:</u> Tasks set after every lesson based on the creation of the magazine</p> | <p>Skills tested: Knowledge, application, judgements and conclusions, application of theory, critical analysis</p> |