

Year 10 Media Curriculum Map

	Unit One	Unit Two	Unit Three and Four	Unit Five	Unit Six
Area	<b>Key Concepts of Media Studies</b>	<b>Set Texts: Advertising</b>	<b>Print Media</b> <b>Set Texts: Film Marketing and Newspapers</b>	<b>The Sun Industry and Audience</b> <b>Set Texts: Magazines</b>	<b>Non-Exam Assessment</b>
Topic	Exploring codes and conventions of print media  Introduction to subject-specific terminology	<i>This Girl Can (2015)</i> <i>Quality Street (1956)</i>	Film Marketing <i>Spectre (2015)</i> <i>The Man with the Golden Gun (1974)</i> Newspapers <i>The Sun (12<sup>th</sup> June 2018)</i> <i>The Guardian (12<sup>th</sup> Sep 2018)</i>	<i>Industry of newspapers</i>  <i>GQ Magazine (July 2016)</i> <i>Pride Magazine (November 2015)</i>	You must create an individual media production in response to one brief chosen from the options provided, following the instructions given.
Final	<b>Final Assessment</b> <b>Section A: Exploring Media Language and Representation</b> Explore how the advertisement for (unseen advert) uses the following elements of media language to create meanings: (a) Images (b) Language (c) Layout and Design	<b>Final Assessment</b> <b>Section A: Exploring Media Language and Representation</b> Explore how the advertisement for 'Quality Street'/ and or 'This Girl Can' uses the following elements of media language to create meanings: a) Images b) Language c) Layout and Design  <b>2A Representation</b> Explain how social context influences magazines. Refer to Pride magazine to support your points.	<b>Final Assessment</b> <b>Section A: Exploring Media Language and Representation</b> 2B Representation Compare the representation of masculinity in the Spectre film poster and the Joker film poster. <b>Consider</b> <ul style="list-style-type: none"> <li>the choices the producers have made about how to represent men</li> <li>how far the representation of men is similar in the two front covers</li> <li>how far the representation of men is different in the two front covers</li> </ul>	<b>Industry and Audience</b> <b>Example Questions: The Sun Industries</b> a) Name the organisation that regulates the press in Britain. b) Explain one way that the press regulator in Britain works. c) Briefly explain how The Sun is funded.  <b>Audiences</b> <ul style="list-style-type: none"> <li>Identify one audience for The Sun.</li> <li>Explain two ways in which The Sun is aimed at the audience you have identified.</li> <li>Explain why audiences read The Sun. Refer to the Uses and Gratifications theory in your response.</li> </ul>	<b>Pupils must complete:</b> a) A statement of aims b) An individual media production for an intended audience, applying your knowledge and understanding of media language and representation.  <b>Statement of Aims</b> A brief outline of aims for a media production to be submitted with their production. Explain the ways in which knowledge and understanding of media language and representation will be applied to the production and target the intended audience. <b>Research and Planning</b>

<p><b>Rationale (exam links)</b></p>	<p><b>Section A Question 1</b> will assess media language and will require analysis of one of the products set for study in this section. Students refer to an unannotated copy of the product in the examination. Reference to relevant contexts may be required.</p>	<p><b>Section A Question 2</b> will assess context and representation in relation to a different media form from that assessed in question one. <b>Part (a) will assess knowledge and understanding of context in relation to one set product</b></p>	<p><b>Section A: Question 2</b> will assess context and representation in relation to a different media form from that assessed in question one. <b>Part (b) will require a comparison of an unseen resource with a set product in the same media form. This question requires an extended response.</b></p>	<p><b>Section B: Exploring Media Industries and Audiences</b> This section will assess knowledge and understanding of media industries and audiences in relation to any of the four forms studied for this section: film, newspapers, radio and video games.</p>	<p>how media products are aimed at and target audiences, including analysis of the techniques used to appeal to and engage an intended audience <b>Secondary Research</b> internet based to support analysis. <b>Primary Audience Research Analysis</b> of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms.</p>
<p><b>Assessment Objectives</b></p>	<p><b>AO2(1a)</b> Analyse media products using the theoretical framework of media, including in relation to their contexts.</p>	<p><b>AO2(1a)</b> Analyse media products using the theoretical framework of media, including in relation to their contexts. <b>AO1 (2a)</b> Demonstrate knowledge of contexts of media and their influence on media products and processes. <b>AO1 (2b)</b> Demonstrate understanding of contexts of media and their influence on media products and processes.</p>	<p><b>AO2 (1a)</b> Analyse media products using the theoretical framework of media, including in relation to their contexts. <b>AO2 (1b)</b> Make judgements and draw conclusions</p>	<p><b>AO1 Demonstrate knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>the theoretical framework of media</li> <li>Contexts of media and their influence on media products and processes.</li> <li>AO1 1a Demonstrate knowledge of the theoretical framework of media.</li> <li>AO1 1b Demonstrate understanding of the theoretical framework of media.</li> </ul>	

## Year 11 Media Curriculum Map

	Unit One	Unit Two	Unit Three and Four	Unit Five	Unit Six
<b>Area</b>	<i>Media Industries</i>	<i>TV Unit</i>	<i>Non-Exam Assessment: Print Media (30%)</i>	<i>Music Videos</i>	<i>Online Media</i>
<b>Topic</b>	<b>Gaming: Fortnite Radio: The Archers Film: Spectre</b>	<b>Crime Drama or Sitcom</b>	<b>Magazine Production</b>	<b>Past and Contemporary Representation</b>	<b>Social Media</b>
<b>Assessment</b>	<b>Exploring Media Industries and Audiences</b> Assessing knowledge and understanding of media industries and audiences in relation to any of the four forms studied for this section: film, newspapers, radio and video games.	<b>Understanding Media Forms and Products</b> Written Examination 1hr 30 minutes 30% of qualification	<b>Create an individual media production in response to one brief</b> 1) A Statement Of Aims 2) An individual media production for an intended audience, applying knowledge and understanding of media language and representation.	<b>Music (music videos and online media)</b> Assessing the ability to make judgements and draw conclusions through an analysis of the set media products in terms of either media language or representation.	Written Examination 1hr 30 minutes 30% of qualification
<b>Rationale (exam links)</b>	Students will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. Students will develop the ability to use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately.	Students will gain a deeper understanding and knowledge of media language and representation. Students will also extend their study of media industries and audiences. <ul style="list-style-type: none"> <li>How is the representation of the characters typical of the genre?</li> <li>How does this text reflect the context in which it was made?</li> </ul> Explore the connotation of two characters' costumes in the extract.	Students must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC. Students will develop a response to their chosen brief by creating a production aimed at the specified intended audience.	Two contemporary music videos and the online, social and participatory media surrounding the artists. One music video from the past to enable students to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.	The study of the corresponding websites for both music video and artists. The role of social and participatory media in relation to an artist's website Reference to Facebook and Twitter, Instagram, Pinterest and YouTube) <b>Example:</b> How does Pharrell Williams use social and participatory media to engage and appeal to his target audience? How is ethnicity and/ or gender represented?