

# A Level Media Studies

## Curriculum Intent 2022-2023

To provide a balanced and broad curriculum with a range of thought-provoking, interesting media texts, from a range of time periods, cultures and political perspectives, which prompt discussion and debate and develop skills of analysis. The media play a central role in contemporary culture, society and politics. It shapes our 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. We wish to offer students the opportunity to pursue texts which interest them, to motivate and inspire them to view these texts through a critical lens which they are passionate about. To encourage students to take an interest in the world and media around them, and through history, thus preparing them for the future world.

It is our aim that learners develop an understanding of the key theoretical approaches, theories, issues and debates within the subject, enabling them to question and critically explore aspects of the media that may seem familiar and straightforward from their existing experience. Building on this, learners will also extend their engagement with the media to the less familiar, including products from different historical periods and global settings, those produced outside the commercial mainstream and those aimed at or produced by minority groups, providing rich and stimulating opportunities for interpretation and analysis.

Media offers challenging opportunities and personal development. The curriculum will encourage students to become confident and independent thinkers, who will be able to take on challenging opportunities to both explore and make media products thus creating original work and critically analysing set works. Students will have an appreciation of their own work and that of others as they pursue their own media interests and develop their practical skills.

With a curriculum that provides breadth and depth as learners will study topics such as video games, magazines, music videos, TV drama and more. Students will have the opportunity for enrichment and extension through extra-curricular provision. There will be opportunities to create promotional material for a range of school events including the School Production and Summer Spectacular Event, thus feeding into the wider life of the school and contributing to community involvement. Practical and written work can be showcased using the online platforms such as the school twitter account, website and newsletters.

Media is truly contemporary subject which is relevant to all our lives. The media saturates everything we do in the developed world in the 21st Century. At Brine Leas we will give students the tools to analyse and critique the media, as it affords them the chance to see the ways in which the media pervades their lives. We will challenge pupils to think intellectually about a range of issues and study the impact of changing forms of communication from the past and present – and the possibilities for the future.

### **Trips and visits**

Usually an educational visit is taken to the BFI London.

### Assessment

Assessments will range from; single 'exam style' questions answered under timed conditions in class or completed with no time restrictions for homework; official assessments at the end of each module of work, formal Mock examinations using full papers. Please see website for the formal internal assessment record.

### Homework

Via the VLE, students are set homework weekly/fortnightly. Expectations often include: essays, exam questions, research, use of or consumption of media products, wider reading for the course.

### Parental/Carer support

Use of the VLE in order to be aware of: homework, predicted grades, mock examination grades, learning behaviour.

### Helpful sources of information

Official websites for each product/industry etc. studied (some set by the exam board), exam board written text books.

### Connections to future pathways

Careers: Journalism, Marketing, Advertising, Public Relations, Graphic design, Media industry, Academia, Writer, Photography

Future learning: Links to degree courses or further study in: Media, English Literature and Language, Psychology, Sociology, History, Graphic Design, Film, Photography.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1 & 2	<p style="text-align: center;"><b>Big Idea</b></p> <p>Introduction to media studies (catering for those who have not studied GCSE), advertising and marketing, film advertising.</p> <p style="text-align: center;"><b>Rationale</b></p> <p>Develop an understanding of media language and of how media language 'works' to create meaning. Gain an understanding of industry. Develop an understanding of how the historical contexts of advertising and marketing, and how this has shaped the industry.</p>		
	<p>➤ Develop knowledge and understanding of what media is and the global impact and influence of the media. Build on skills of textual analysis.</p>	<p>➤ Group, solo, pair demonstrations</p>	<p>➤ Building on KS4 Media and English skills such as: analysis, inference, interpretation, writing to communicate</p>

<ul style="list-style-type: none"> <li>➤ Develop and understanding of society: social, cultural and historical contexts.</li> <li>➤ Analysis of how media language is used to create meaning and construct representations in a range of advertising products from different media platforms, cultures, political perspectives and societies.</li> <li>➤ Set products will be taught as part of Component 1: <ul style="list-style-type: none"> <li>• Advertising and Marketing <i>Kiss the Vampire, Tide and Tokyo 2020 Paralympic Games set products.</i> These will cover the following: <ul style="list-style-type: none"> <li>• Media language (section A)</li> <li>• Representation (section A)</li> <li>• Audiences (section B)</li> <li>• Media contexts (sections A and B)</li> </ul> </li> <li>➤ Film Industry <i>I, Daniel Blake</i> and <i>Black Panther</i> (<i>Cross-media study inc Film Marketing</i>) <ul style="list-style-type: none"> <li>• Media Industry (Section B)</li> </ul> </li> </ul> </li> </ul> <p>Cultural Capital Representation of gender, waves of feminism (Tide and KOTV) Representation of disability (Paralympic Games ad) Mainstream films V independent production. I Daniel Blake – social and economic issues in modern Britain inc poverty Black Panther – representations of race, minorities and Afrofuturism</p>	<ul style="list-style-type: none"> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)</li> <li>➤ Retrieval practice through questioning</li> <li>➤ Practice exam questions</li> </ul>	<p>a viewpoint and constructing an argument with evidence.</p> <ul style="list-style-type: none"> <li>➤ Students are aware of the world that they live in: how has culture and society changed over time, who has power, who does not, and how this influences culture, society and the media.</li> <li>➤ Exploration of, and introduction to, the theoretical framework of media.</li> <li>➤ Connects to all components – this unit will re-cap knowledge of key media theories, textual analysis, representation, Industry, Audience, Ideology, style/genre and theorists from KS4. If not studied at KS4, students will be given extra reading and support.</li> <li>➤ Addresses written and practical skills and knowledge.</li> </ul>
--	--	--

<p><b>Big Idea</b></p> <p>Understanding of how society, politics and culture has shaped contemporary broadsheet and tabloid newspapers. Explore and understand the music and video game industry.</p> <p><b>Rationale</b></p> <p>Develop an understanding of media language and of how media language ‘works’ to create meaning. Gain an understanding of industry. Explore how media products relate to their social, cultural, historical, political and economic contexts.</p>
---

Spring  
1 & 2

- Explore and understand a range of set contemporary music videos *Formation* and *Riptide* and video games *Assassins Creed* and additional contemporary music videos and video games
- Develop knowledge and understanding of how culture and society impacts said industries and products.
- Explore and understand the music and video game industry.
- Key theories:

#### Music Videos:

- Theories of representation (including Hall)
- Theories of identity (including Gauntlett)
- Feminist theories (including Van Zoonen and hooks)
- Theories of ethnicity and postcolonial theory (including Gilroy)

#### Video Games:

- Theories of Industry (including Curran and Seaton)
- Theories of Regulation (including Livingstone and Lunt)
- Theories of Cultural Industries (including Hesmondhalgh)
- Theories of Audience (including Bandura, Hall, Fandom and Shirky)

- Study and understand a range of contemporary newspapers - The Times and The Daily Mirror both as set products and wider contemporary examples.
- Analysis of how media language is used to create meaning and construct representations.

#### Cultural Capital

- Group, solo, pair demonstrations
- Practical group assessment (formative verbal feedback)
- Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)
- Retrieval practice through questioning
- Exam style questions throughout and at the end of each module of study.
- Application of the key concepts of relevant theoretical perspectives.
- Students will need to be able to debate ideas and perspectives.

- Students become aware of changes in society over a period of time, how power balances have changed, attitudes to gender, ethnicity and culture.
- Music videos (section A) will cover:
  - Media language
  - Representation
  - Media contexts
  - Sec A - analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language.
  - Consider how representations relate to relevant contexts of media.
- Video games (section B) will cover:
  - Media industries
  - Audiences
  - Media contexts
  - In Section B learners will develop knowledge and understanding of key aspects of media industries, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on media industries
- Health education expectations – 1a, e
- SMSC – 1a, b, c, d, 2c,

	<p>Representation of gender (Newspapers, Riptide and Assassins' Creed- including non-binary)  Representation of ethnicity (Formation) Inc BLM movement, history of slavery, American Police Brutality  The choices media producers make about how to represent events, issues, individuals and social groups (Newspapers)  Discourses and ideologies</p>		<p>➤ Relationships &amp; sex education 2c</p>
<p style="text-align: center;"><b>Big Idea</b></p> <p>Understanding of how society, politics and culture has shaped contemporary magazines and broadsheet and tabloid newspapers.  NEA – cross media production.</p> <p style="text-align: center;"><b>Rationale</b></p> <p>Develop an understanding of media language and of how media language 'works' to create meaning. Gain an understanding of relevant industries. Analysis of how media language is used to create meaning and construct representations. Develop an understanding of audiences and industry. Develop an understanding and gain a sense of cultural, political and social understanding.  Offer a personal response and interpretation. Develop a viewpoint and argument with evidence.</p>			
<p><b>Summer 1 &amp; 2</b></p>	<ul style="list-style-type: none"> <li>➤ Study and understand a range of historical contemporary magazines – Vogue and the Big Issue from a range of different media companies targeted at a range of different audiences and historical time periods.</li> <li>➤ Consolidate an understanding of British politics.</li> <li>➤ Analysis of how media language is used to create meaning and construct representations.</li> <li>➤ Study and understand a range of contemporary newspapers - The Times and The Daily Mirror both as set products and wider contemporary examples.</li> <li>➤ Analysis of how media language is used to create meaning and construct representations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)</li> <li>➤ Retrieval practice through questioning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students develop an ability to view media texts from different perspectives, building on simple arguments which they put together for GCSE.</li> <li>➤ The ability to debate is key. Building on skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence.</li> <li>➤ Students develop an understanding of how political perspectives shape media texts such as newspapers.</li> <li>➤ Newspapers (sections A and B) will cover:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Explore and understand the magazine and newspaper industries.</li> <li>➤ Media Industry - Processes of production, distribution and circulation by organisations, groups and individuals in a global context</li> <li>➤ The specialised and institutionalised nature of media production, distribution and circulation</li> <li>➤ The relationship of recent technological change and media production, distribution and circulation</li> <li>➤ Cultivation theory (including Gerbner)</li> <li>➤ Reception theory (including Hall)</li> <li>➤ 'End of audience' (including Shirky)</li> <li>➤ Semiotics (including Barthes)</li> <li>➤ Narratology (including Todorov)</li> <li>➤ Genre (including Neale)</li> <li>➤ Structuralism (including Levi-Strauss)</li> <li>➤ Postmodernism (including Baudrillard)</li> <li>➤ Reception Theory (including Hall)</li> <li>➤ Fandom (including Jenkins)</li> <li>➤ Media effects (including Bandura)</li> <li>➤ NEA - learners will apply their knowledge and understanding of media language, representation, audiences, media industries and the digitally convergent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam style questions throughout and at the end of each module of study.</li> <li>➤ Application of the key concepts of relevant theoretical perspectives. Students will need to be able to debate ideas and perspectives.</li> <li>➤ Formal Mock exams.</li> <li>➤ Research, planning and preparation for the NEA – students complete print based components and written components.</li> <li>➤ Mini informal presentations of planning and research so far for NEA Feedback on mock-ups of practical ideas</li> </ul>	<p>In-depth study covering all areas of the theoretical framework:</p> <ul style="list-style-type: none"> <li>• Media language (section A)</li> <li>• Representation (section A)</li> <li>• Media industries (section B)</li> <li>• Audiences (section B)</li> <li>• Media contexts (sections A and B)</li> </ul> <ul style="list-style-type: none"> <li>➤ See above for Section A and B content</li> <li>➤ Research and planning for NEA – the cross- media production must be conceptualised as a complete package of interrelated products in two forms, reflecting the nature of the contemporary media and the importance of different platforms in distributing, and enabling audiences to access, the media.</li> <li>➤ SMSC – 4a, c, e</li> <li>➤ Health education expectations – 1a, e</li> <li>➤ Relationships &amp; sex education 2c</li> </ul>
--	--	--	--

	<p>nature of the media in an individual production for an intended audience</p> <p>Cultural Capital Representation of gender, ethnicity, LGBTQ+ issue of homelessness, current affairs and politics, fashion and lifestyle (Magazines) The choices media producers make about how to represent events, issues, individuals and social groups (Newspapers) Discourses and ideologies</p>		
--	---	--	--

## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1 & 2	<p style="text-align: center;"><b>Big Idea</b></p> <p>NEA – cross media production and The ‘golden age’ of Television.</p> <p style="text-align: center;"><b>Rationale</b></p> <p>Develop an understanding of media language and of how media language ‘works’ to create meaning. Gain an understanding of relevant industries. Develop an understanding and gain a sense of cultural, political and social understanding. Offer a personal response and interpretation. Develop a viewpoint and argument with evidence.</p>		
	<ul style="list-style-type: none"> <li>➤ Study and understand a range of contemporary and historical television crime drama OR documentary TV in a foreign language including: Killing Eve/Tehran and additional contemporary and historical products.</li> <li>➤ Study and understand the radio industry exploring set products - Woman’s Hour and wider contemporary examples of radio broadcasts.</li> <li>➤ Analysis of how media language is used to create meaning and construct representations.</li> <li>➤ Explore and understand the TV industry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)</li> <li>➤ Retrieval practice through questioning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development of skills learnt in year 12.</li> <li>➤ Utilising and building on English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence.</li> <li>➤ Media Language</li> <li>➤ Technologies</li> <li>➤ Genre codes and conventions</li> </ul>

<ul style="list-style-type: none"> <li>➤ Media Industry - Processes of production, distribution and circulation by organisations, groups and individuals in a global context</li> <li>➤ The specialised and institutionalised nature of media production, distribution and circulation</li> <li>➤ The relationship of recent technological change and media production, distribution and circulation</li> <li>➤ Cultivation theory (including Gerbner)</li> <li>➤ Reception theory (including Hall)</li> <li>➤ 'End of audience' (including Shirky)</li> <li>➤ Semiotics (including Barthes)</li> <li>➤ Narratology (including Todorov)</li> <li>➤ Genre (including Neale)</li> <li>➤ Structuralism (including Levi-Strauss)</li> <li>➤ Postmodernism (including Baudrillard)</li> <li>➤ Reception Theory (including Hall)</li> <li>➤ Fandom (including Jenkins)</li> <li>➤ Media effects (including Bandura)</li> <li>➤ NEA – Production Process - learners will create their individual cross media products completing all tasks detailed in the chosen set brief <ul style="list-style-type: none"> <li>• creating an appropriate cross-media production of products that are clearly interrelated</li> <li>• using media language to communicate meanings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Research, planning and preparation for the NEA – students complete the audio-visual component.</li> <li>➤ Exam style questions throughout and at the end of each module of study.</li> <li>➤ Application of the key concepts of relevant theoretical perspectives. Students will need to be able to debate ideas and perspectives.</li> <li>➤ Formal Mock exams.</li> <li>➤ Mini informal presentations of production work at key stages in the process</li> <li>➤ Feedback on practical ideas including</li> <li>➤ Use of media language, genre, audience, representations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Intertextuality</li> <li>➤ Audience response</li> <li>➤ Viewpoints and ideologies</li> <li>➤ Re-presentation and constructions of reality</li> <li>➤ Processes and choices</li> <li>➤ Stereotypes</li> <li>➤ Realism</li> <li>➤ Industry Context</li> <li>➤ Historical context</li> <li>➤ Discourses ideologies</li> <li>➤ Production, distribution and circulation</li> <li>➤ Ownership</li> <li>➤ Economic factors</li> <li>➤ Marketing</li> <li>➤ Regulation</li> <li>➤ New media</li> <li>➤ Digitally convergent platforms</li> <li>➤ Producers</li> </ul>
---	---	---

	<ul style="list-style-type: none"> <li>• using media language to construct representations of particular events/issues/ groups and individuals</li> </ul> <p>Cultural Capital TV Industry Role of public service broadcasting Digital revolution Regulation</p>		<ul style="list-style-type: none"> <li>➤ Audience categories</li> <li>➤ Target audience</li> <li>➤ Specialist audience</li> <li>➤ Identity and cultural capital</li> <li>➤ Niche and fan audiences</li> <li>➤ NEA: <ul style="list-style-type: none"> <li>• Photography and photoshop skills</li> <li>• Use of camera</li> <li>• Editing software (Final Cut-Pro)</li> <li>• Storyboarding</li> <li>• Research skills</li> </ul> </li> <li>➤ SMSC – 4a, c, e</li> <li>➤ Relationships &amp; sex education 2c</li> </ul>
<p style="text-align: center;"><b>Big Idea</b> Understanding of how society, politics and culture has shaped online media. To understand the radio industry.</p> <p style="text-align: center;"><b>Rational</b> Analysis of how media language is used to create meaning and construct representations. Develop an understanding of audiences and industry.</p>			
<p>Spring 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>➤ Study and understand the radio industry exploring set products - Woman's Hour and wider contemporary examples of radio broadcasts.</li> <li>➤ Consolidate an understanding of British politics.</li> <li>➤ Analysis of how media language is used to create meaning and construct representations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development of skills learnt in year 12.</li> <li>➤ Utilising and building on English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence.</li> <li>➤ Modes and language</li> </ul>

<ul style="list-style-type: none"> <li>➤ Study and understand a range of online medias (blogs) from a range of different media companies targeted at a range of different audiences and demographics.</li> <li>➤ Set products - Alfie Deyes or gal-dem and Zoe Sugg or Attitude</li> <li>➤ Semiotics (including Barthes)</li> <li>➤ Narratology (including Todorov)</li> <li>➤ Genre (including Neale)</li> <li>➤ Structuralism (including Levi-Strauss)</li> <li>➤ Postmodernism (including Baudrillard)</li> </ul> <p>Cultural Capital  Online  Cultural significance of online platforms  Issues surrounding social media including self-representation  Impact of technology on the media  Radio (representations of gender, sexuality and social norms through the episodes studied)  Historical significance of radio</p>	<p>success of their work as it progresses)</p> <ul style="list-style-type: none"> <li>➤ Retrieval practice through questioning</li> <li>➤ Exam style questions throughout and at the end of each module of study.</li> <li>➤ Application of the key concepts of relevant theoretical perspectives.</li> <li>➤ Students will need to be able to debate ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Technologies</li> <li>➤ Codes and conventions</li> <li>➤ Intertextuality</li> <li>➤ Audience response</li> <li>➤ Hybrid genre</li> <li>➤ Viewpoints and Ideologies</li> <li>➤ Self representation</li> <li>➤ Re-presentation construct versions of reality</li> <li>➤ Processes</li> <li>➤ Social and cultural context</li> <li>➤ Stereotypes</li> <li>➤ Audience response</li> <li>➤ Industry contexts</li> <li>➤ Discourses and ideologies</li> <li>➤ Production, process and distribution</li> <li>➤ Technological change</li> <li>➤ Ownership</li> <li>➤ Economic factors</li> </ul>
---	--	---

			<ul style="list-style-type: none"> <li>➤ Marketing</li> <li>➤ Regulation</li> <li>➤ Digital convergence</li> <li>➤ Target audience</li> <li>➤ Consumption and response</li> <li>➤ Mass, specialised and niche audience</li> <li>➤ Identity and cultural capital</li> <li>➤ NEA: <ul style="list-style-type: none"> <li>• Photography and photoshop skills</li> <li>• Use of camera</li> <li>• Editing software (Final Cut-Pro)</li> <li>• Storyboarding</li> <li>• Research skills</li> </ul> </li> <li>➤ SMSC 1b, c, 2c</li> <li>➤ Health education expectations – 2a</li> <li>➤ Relationships &amp; sex education 2c</li> </ul>
<p><b>Summer 1 &amp; 2</b></p>	<ul style="list-style-type: none"> <li>➤ Revision of all concepts taught</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the</li> </ul>	

		<p>success of their work as it progresses)</p> <ul style="list-style-type: none"><li>➤ Retrieval practice through questioning</li><li>➤ Exam style questions.</li><li>➤ Application of the key concepts of relevant theoretical perspectives.</li><li>➤ Students will need to be able to debate ideas and perspectives.</li><li>➤ External examinations</li></ul>	
--	--	---	--