



Year 11 Media Studies Curriculum Overview 2023-24

Rationale:

Pupils will build on their knowledge & understanding of the key concepts in the Media Analytical Framework: Media Language; Representation; Industry & Audience. These concepts underpin all the analysis that pupils will undertake. And we will continue the same approach to teaching & learning that we encouraged in Year 10, namely: collaboration; inquisitiveness; a questioning attitude; valuing evidence over opinion & listening to opposing viewpoints. As pupils will have completed their coursework* at the end of Year 10 they will be able to exclusively dedicate class time to the 2 examined Components in Year 11. The Autumn Term will focus on Component 2 Section A: TV Crime drama AND Component 2 Section B: The Music Industry. This is so that the pupils will have the opportunity to sit a FULL Component 2 paper under exam conditions in the Mock. This paper requires pupils to view a clip and make notes in response to 2 questions so it is important that pupils experience this. During The Autumn Term all the homework tasks will focus on revising set texts that were studied in years 9 and 10. The Spring Term will be used to complete the teaching of any Component 1 Set Texts that have not yet been covered. Summer 1 will be used to revise ALL set texts for Component 1 and 2.

In years 9 and 10 we encourage pupils to find their own “voice” so that in Year 11 they will have the confidence to think for themselves and formulate arguments and views based on their weighing up of evidence. In year 11 we will continue with not just delivering the curriculum but also considering the wider societal implications of the relationship between the media and our pupils. In particular we will consider how a critical consumption of the media can prepare pupils to make informed decisions as citizens in adult life. However, as Year 11 progresses more emphasis will be placed on exam preparation and technique.

*Any pupils who did not take up the opportunity to use interventions before the summer break to complete coursework will be given one FINAL opportunity to do so at the start of Year 11.

Summary of Components:

Component 1: Exploring the Media
Written examination: 1 hour 30 minutes
40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- **one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses **two** of the following media forms: film, newspapers, radio, video games. It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 2: Understanding Media Forms and Products
Written examination: 1 hour 30 minutes
30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- **one** question on **either** media language **or** representation, which will be based on an extract from **one** of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- **one** question on **either** media language **or** representation (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Component 3: Creating Media Products
Non-exam assessment
30% of qualification

An **individual** media production for an intended audience in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of **media language** and **representation**.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<p>Component 2: Media Framework:</p> <p>Media Language; Representation; Context; Industry; Audience</p> <p>Crime drama 15 lessons</p> <p>– Luther, Series 1, Episode 1 (2010), 15</p> <p>The Sweeney a ten minute extract, Series 1, Episode 1 (1975),</p>	<p>Live Marking & Teacher Guided Self-Assessment while C2: TV Crime Drama is being delivered.</p> <p>Formal Assessment* at start of Autumn 2</p> <p>*We have fewer but more extensive assessments to recreate the conditions of the real exam. Pupils also receive feedback and actions to work when these formal assessments are marked.</p> <p>When learning about a set text, pupils will also practice PETE paragraphs (Point; Example; Terminology; Explanation)</p> <p>They will receive feedback on these from the teacher through LIVE MARKING (as they are writing them). This will be done in rotation so not every paragraph will be marked by a teacher. But ALL PETE paragraphs will be subject to Guided Self-Assessment.</p>	<p>Homework Tasks: 30 minutes a week</p> <p>Revision of Set Texts covered in Y9 and Y10</p> <p>Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link</p> <p>BBC Bitesize: Link</p> <p>Seneca Quizzes</p> <p>Quizlet Quizes</p> <p>Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link</p> <p>EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS Component 2 TV Crime DRAMA: Link1</p> <p>EDUQAS Component 2 TV Crime DRAMA: Link2</p> <p>EDUQAS Component 2: Music Industry: Link1</p> <p>EDUQAS Component 2: Music Industry: Link2</p> <p>EDUQAS Component 2: Music Industry: Link3</p> <p>EDUQAS text and revision books are available in the library</p>
Autumn 2	<p>Component 2: Media Framework:</p>	<p>Formal Assessments:</p> <p>A1</p>	<p>Homework Tasks: 30 minutes a week</p> <p>Revision of Set Texts covered in Y9 and Y10</p>

	<p>Media Language; Representation; Context; Industry; Audience</p> <p>Music Videos and Industry / Online: 15 lessons</p> <p>Taylor Swift, Bad Blood (2014) https://www.youtube.com/watch?v=Qcly9NiNbmo</p> <p>Justin Bieber, Intentions (2020) https://www.youtube.com/watch?v=3AyMiyHu1bA</p> <p>TLC, Waterfalls (1995) https://www.youtube.com/watch?v=8WEtxJ4-sh4</p> <p>Online</p> <p>http://taylorswift.com/</p> <p>https://www.justinbiebermusic.com/</p>	<p>C2 Luther: ML, Representation; Context; Audience & Industry</p> <p>A2 C1SA – Q1 Set Text C1SA – Q2 Set Industry</p> <p>Y11 Mocks C2 Music Video: Industry & Audience C2 Luther: Media language; Genre; Narrative; Representation</p>	<p>Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Seneca Quizzes Quizlet Quizzes</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS Component 2 TV Crime DRAMA: Link1 EDUQAS Component 2 TV Crime DRAMA: Link2</p> <p>EDUQAS Component 2: Music Industry: Link1 EDUQAS Component 2: Music Industry: Link2 EDUQAS Component 2: Music Industry: Link3</p> <p>EDUQAS text and revision books are available in the library</p>
Spring 1	<p>Component 1: Section A: Media Framework:</p> <p>Media Language; Representation; Context;</p> <p>Component 1: Section B: Media Framework:</p> <p>Industry; Audience</p> <p>C1SAA Print Ads Quality Street (1956) This Girl Can (2015)</p>	<p>Live Marking Guided Teacher Self Assessment</p> <p>Formal Assessments A3 C1SB Fornite and Radio</p> <p>A4 C1SA Print Ads and Newspaper Front pages</p>	<p>Homework Tasks: 30 minutes a week Revision of Set Texts covered in Y9 and Y10 and Autumn Term of Y11. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Seneca Quizzes Quizlet Quizzes</p>

	<p>C1SA: Newspaper Front Pages The Guardian (12 September 2018) The Sun (12 June 2018)</p>		<p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS Component 2 TV Crime DRAMA: Link1 EDUQAS Component 2 TV Crime DRAMA: Link2</p> <p>EDUQAS Component 2: Music Industry: Link1 EDUQAS Component 2: Music Industry: Link2 EDUQAS Component 2: Music Industry: Link3</p> <p>EDUQAS text and revision books are available in the library</p>
Spring 2	<p>Component 1: Section A: Media Framework: Media Language; Representation; Context;</p> <p>Component 1: Section B: Media Framework: Industry; Audience</p> <p>C1SA No Time to Die C1SB The Film Industry: No Time to Die C1SB Newspapers: Industry & Audience: The Sun</p>	<p>Live Marking Guided Teacher Self Assessment</p> <p>Formal Assessment A5 C1 Whole Past Paper done during Easter Holiday and marked on return</p>	As above
Summer 1	<p>Revision of Component 1 Section A Set Texts Pride (November 2015) GQ (August 2019) The Man with the Golden Gun (1974) No Time to Die (2021) The Guardian Front page (18 January 2022) The Sun Front page (01 January 2021) Quality Street (1956) This Girl Can (2015)</p>	<p>Live Marking Guided Teacher Self Assessment</p>	As above

	<p>Revision of Component 1 Section B Set Texts The Newspaper Industry: The Sun Film Industry: No Time To Die The Radio Industry: BBC Radio 4 / The Archers The Video Game Industry: Fortnite</p> <p>Revision of Component 2 Section A Luther, Series 1, Episode 1 (2010), 15 The Sweeney, Series 1, 10 min EXTRACT Episode 1 (1975),</p> <p>Revision of Component 2 Section B Taylor Swift, Bad Blood (2014) https://www.youtube.com/watch?v=Qcly9NiNbmo</p> <p>Justin Bieber, Intentions (2020) https://www.youtube.com/watch?v=3AyMjyHu1bA</p> <p>TLC, Waterfalls (1995) https://www.youtube.com/watch?v=8WEtxJ4-sh4</p> <p>Online</p> <p>http://taylorswift.com/</p> <p>https://www.justinbiebermusic.com/</p>		
Summer 2	Study Leave		