



Year 12 Media Studies Curriculum Overview 2023-24

Rationale:

The induction week will focus on the key concepts in the Media Analytical Framework: Media Language; Representation; Industry & Audience. This will serve as revision for those students who have previously studied the subject at GCSE and as an introduction for those who are new to the subject. These concepts underpin all the analysis and practical work that students will do over the course of the A Level. Our department intent is to provide students with opportunities to be creative and imaginative and to develop practical competence in Media Students. Not just because these are qualities that are key to successfully completing the coursework in Summer 2, but because they are enjoyable rewarding undertakings in themselves as well as being qualities that are sought after employers in creative industries and admissions tutors in higher education institutions. To this end we will have 1 hour a week devoted to practical work until early March. This is so that students don't just acquire skills but develop the high degree of competence required to do the creative tasks independently. The other 4 hours will focus on Component 1, which is one of the examined units. We will cover Set Texts for both Section A and B so that students get a solid grounding in the 4 key concepts. In Year 13 they will apply and expand their knowledge of these key concepts when studying Component 2 Set Texts. Our approach to teaching & learning is to encourage the following: collaboration; inquisitiveness; a questioning attitude; valuing evidence over opinion & listening to opposing viewpoints. Students will be assessed regularly and will be provided with models for revision before each assessment. They will also undertake the creation of their own revision grids after every topic so that they have the opportunity to digest what they have learned and have useful revision resources for the exam in Year 13.

In years 12 we encourage students to find their own "voice" so that in Year 13 they will have the confidence to think for themselves and formulate arguments and views based on their weighing up of evidence. In year 12 we will not just deliver the curriculum but also considering the wider societal implications of the relationship between the media and our students. In particular we will consider how a critical consumption of the media can prepare students to make informed decisions as citizens in adult life. We will not neglect exam preparation and technique but we will prioritise helping students gain the confidence to think for themselves.

Summary of Components:

Component 1: Media Products, Industries and Audiences Written examination: 2 hours 15 minutes 35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

Section A: Analysing Media Language and Representation

This section assesses media language and representation in relation to **two** of the following media forms: advertising, marketing, music video or newspapers. There are **two** questions in this section:

- **one** question assessing media language in relation to an unseen audio-visual or print resource
- **one** extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts.

Section B: Understanding Media Industries and Audiences

This section assesses **two** of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

It includes:

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

Component 2: Media Forms and Products in Depth Written examination: 2 hours 30 minutes 35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age

There will be **one** two-part question or **one** extended response question.

Section B – Magazines: Mainstream and Alternative Media

There will be **one** two-part question or **one** extended response question.

Section C – Media in the Online Age

There will be **one** two-part question or **one** extended response question.

Component 3: Cross-Media Production Non exam assessment 30% of qualification

An **individual** cross-media production based on **two forms** in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of the theoretical framework and digital convergence.

| Term/Length of Time | Outline | Assessment/Teacher Feedback Opportunities | Homework and Literacy resources |
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| Autumn 1 | Induction: Analytical Framework C1SA: Music Video: Turn Tables C1SA: Music Video: Riptide C3 Skills Development: Photoshop & Indesign Training and C3 Process: | <p>Formal Assessment*</p> <p>A1: Unseen Advert: ML / gender rep</p> <p>A2: C1SA Unseen Advert ML & Music Video Comparison Rep</p> <p>A3 Create a Print Advert: Subverting Gender Stereotypes</p> <p>And</p> <p>Live Marking</p> <p>Guided Teacher Self-Assessment</p> <p>Ongoing feedback for C3</p> <p><small>*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. When learning about a set text, pupils will also practice PETE paragraphs (Point; Example; Terminology; Explanation) 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.</small></p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts</p> <p>Creation / completion of Revision Grids</p> <p>Research tasks in preparation for lessons.</p> <p>Reading tasks.</p> <p>Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example 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 text and revision books are available in the library</p> |

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| Autumn 2 | <p>C1SB: Film: <i>Black Panther + I, Daniel Blake</i></p> <p>C3 Skills development: Photoshop & Indesign Training and C3 Process: Film Marketing: Stand Alone Film Poster & Website Home page</p> | <p>Formal Assessments:</p> <p>A4 C1SB Film Industry & C1SA Music Videos Representation</p> <p>A5 Submit Standalone Marketing materials</p> <p>And Live Marking Guided Teacher Self-Assessment Ongoing feedback for C3</p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizes Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p> |
| Spring 1 | <p>C1SA Kiss of Vampire Woman C1SB: Video Games: Assassin's Creed Franchise C3 Filming and Editing exercises</p> | <p>Formal Assessments</p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts</p> |

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| | | <p>A6 C1SB: Video Games: Assassin's Creed Franchise & C1SA Kiss of the Vampire Comparison</p> <p>And Live Marking Guided Teacher Self-Assessment Ongoing feedback for C3</p> | <p>Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizzes Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p> |
| Spring 2 | <p>C1SA Super Humans & Tide</p> <p>C1SB Super Humans & Tide: AUDIENCE</p> <p>C3 NEA 2025 Brief: Research; Statement of Aims</p> | <p>Formal Assessment None</p> <p>Live Marking Guided Teacher Self Assessment Ongoing feedback for C3</p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link Seneca Quizzes</p> |

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| | | | <p>Quizlet Quizzes Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p> |
| Summer 1 | <p>Deadline: draft Statement of Aims April 8th 2024</p> <p>C3 NEA Paper planning: scripts / story boards / mock ups / risk assessments</p> <p>C3 NEA Construction: photoshoots / copy writing / video & audio recording / editing etc</p> <p>FINAL Statement of Aims & COVERSHEET DEADLINE: 29th April 2024</p> <p>CONSTRUCTION DRAFT DEADLINE 17th May 2024</p> | <p>Formal Assessment</p> <p>None</p> <p>And</p> <p>Live Marking</p> <p>Guided Teacher Self Assessment</p> <p>Ongoing feedback for C3</p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts</p> <p>Creation / completion of Revision Grids</p> <p>Research tasks in preparation for lessons.</p> <p>Reading tasks.</p> <p>Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link</p> <p>Seneca Quizzes</p> <p>Quizlet Quizzes</p> <p>Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> |

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| | | | EDUQAS text and revision books are available in the library |
| Summer 2 | <p>Peer Feedback / Self-Assessment</p> <p>Act on NEA ACTIONS</p> <p>NEA DEADLINE: 21st June 2024</p> <p>Revision for Y12 Progress Exam</p> | <p>Formal Assessment C3 NEA Draft NOMINAL mark and grade</p> <p>And Live Marking Guided Teacher Self Assessment</p> | <p>Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks)</p> <p>Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizes Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p> |