



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Subject Mission

Our aim is to develop young people who:

- are confident in interrogating the media they encounter and can demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- exercise due caution of, and be resilient to, media texts that seek to manipulate audience emotions and opinions in harmful and negative ways contrary to the inherent values of tolerance, diversity and equality in our society.
- can acquire knowledge and understanding of a range of important media issues both through both classroom learning and independent study on their own initiative.
- understanding of a range of important issues in the media and keep themselves informed of changes in the ever-shifting media landscape.
- develop and appreciation and critical understanding of the media and its role both historically and currently in society, culture and politics.
- can confidently apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about them.
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- are creative and bold in experimenting with media production techniques and who recognise how theory and instruction relates to practice within the real world of the media industry.
- are digitally literate citizens of the 21st century.

Curriculum Context

As with all subjects at CCCS, Media Studies follows the ‘three pillars’ of Academic Excellence, ‘Love as Brethren’ and Extra-curricular Opportunities that act as tenets by which a broad and suitable curriculum can be achieved.

At subject level for Key Stage 5 we follow the Eduqas A-Level syllabus arranging a logical and manageable curriculum that progressively builds on prior learning and adheres to the full calendar of delivery and assessment as dictated by the programme of study and requirements for final examination.

Cognitive Skills

A range of cognitive skills are developed and assessed across the A-Level course. A colour code has here been provided which can be mapped to the assessment of the skills across the delivery of the units.

- Knowledge recall
- Independent Inquiry
- Comparative analysis [Representation]
- Response to unseen material
- Deconstructive analysis of Media Language
- Contextual understanding of media production
- Application of theoretical perspectives
- Critical appraisal of Theoretical perspectives (A-Level only)
- Application of media terminology
- SPG



Curriculum Aims

1. Calm and Ordered Lessons, *consistent and high expectations across the department.*

Clear expectations and routines are understood and respected by all students who recognise the need for a settled environment.

2. Promoting Problem Solving and initiative-based exploration, *providing an environment where risk taking is encouraged.*

Students develop a range of analytical and practical skills, enabling them to articulate a full understanding of the media as a specialism.

3. Breadth and Depth *delivering a contemporary curriculum both relevant and balanced.*

Students enjoy a broad curriculum in that covers the full range of media platforms and products, as well as diverse theoretical perspectives, which are framed within a wider socio-cultural context.

4. Independent and Collaborative Learning *developing resilience and perseverance.*

Students will develop skills in both independent and collaborative learning, becoming adaptive to the needs and context of the task at hand.

5. Continuity and Coherence in Learning *where lessons gradually build knowledge and skills, into a cumulative and comprehensive body of study.*

A firm understanding of theoretical perspectives, accurate factual knowledge and robust practice in analytical discourse will prepare students for the rigours of academic assessment.



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



		Autumn 1	Autumn 2	
Year 12	Staff [IMO]	Advertising & Marketing – Component One, Section A, Section B		
		Introduction <i>Know. & Skills</i>	Knowledge & Skills <i>Set Products:</i>	
		In this introductory sequence, students will be introduced to the concept of Media Studies, it's primary means of analysis [Semiotics] and the four key aspects of the theoretical framework: Media Language Representation Industries Audiences	Cognitive Skills Knowledge & Understanding Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as their ability to: <ul style="list-style-type: none"> analyse critically and compare how media products, construct meanings through the interaction of media language and audience response. learn and apply a range of complex theories and develop a vocabulary of subject specific terminology. debate key questions relating to the cultural, historical, economic, political and social role of the media. (CHEPS) through practice and assessment, construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. 	'Tide' 'Water-Aid' 'Kiss of the Vampire'
			Assessment:	Focus:
			• LS1: Preliminary reading test • HS1 <i>Tide</i> Comparative Representation	• HS2 <i>Water Aid</i> : Audiences • HS3 Cumulative : Unseen Media Language & <i>KOTV</i> Comparative Representation
			<i>For more details refer to the relevant section of the assessment overview.</i>	
			Music Videos – Component One, Section A	
			Knowledge & Skills <i>Set Products:</i>	Knowledge & Skills <i>Set Products:</i>
			Cognitive Skills Knowledge & Understanding Concurrently, through the delivery of this unit, students will also develop an understanding of these set products and their relevant contexts, as well as further developing their abilities to: <ul style="list-style-type: none"> analyse critically and compare how media products, construct meanings through the interaction of media language and audience response. Apply a range of complex theories and further develop their vocabulary of subject specific terminology. debate key questions about the role of the media relating to 'CHEPS'. construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. 	'Riptide' 'Formation'
			Assessment:	Focus:
	• LS3: Preliminary reading test • HS4: Unseen Media Language	• LS2 Media theory test • HS5 Cumulative : <i>Formation</i> Comparative Representation		
	<i>For more details refer to the relevant section of the assessment overview.</i>			



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Spring 1

Spring 2

Video Games & Radio Broadcasting – Component One, Section B

Newspapers – Component One, Section A, Section B

Knowledge & Skills

Knowledge & Skills

Set Product:

Set Product:

Cognitive Skills

Cognitive Skills

'Assassin's Creed'

'The Daily Mirror'

Focus:

Focus:

Media Industries

Media Contexts

Media Language

Representation

Audiences

Media Industries

Media Contexts

Audiences

Knowledge & Understanding

Knowledge & Understanding

Students will develop an understanding of the set products and relevant contexts, as well as their ability to:

Concurrently, students will also develop an understanding of the set products and their further develop their abilities to:

- recognise **specialised** and **institutionalised** nature of media production, distribution and circulation including the effect of **individual producers** on media industries.
- identify and explain the significance of **patterns of ownership** and control, including conglomerate ownership, vertical integration and diversification.
- judge the significance **economic factors**, including commercial and public funding on media production.
- explore the impact of **digitally convergent** media **platforms** on media production, distribution and circulation, and regulation including the role of **individual producers**.
- explain how **processes** of production, distribution and circulation **shape** media **products**.
- recognise how media organisations maintain national and global audiences.
- consider the cultural, historical, economic, political and social context of media production. (CHEPS)

In this unit, students 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.

- analyse critically and compare how media products, construct meanings through the interaction of media language and audience response.
- recognise **specialised** and **institutionalised** nature of media production, distribution and circulation including the effect of **patterns of ownership** and control, conglomerate ownership, vertical integration and diversification.
- judge the significance of **economic factors** on media production.
- explore the impact of **digitally convergent** media **platforms** on production, distribution and circulation, and regulation.
- explain how **processes** of production, distribution and circulation **shape** media **products**.
- recognise how media organisations maintain national audiences.
- consider the cultural, historical, economic, political and social context of media production. (CHEPS)

Students will continue to key aspects of media industries, including the significance of ownership and funding, the role of regulation in production and distribution and the impact of digitally convergent platforms; as well as examining media audiences, and the targeting of mass and specialised audiences.

Set Products:

Set Products:

'Late Night Woman's Hour'

'The Times'

Focus:

Focus:

Media Contexts

Media Contexts

Media Language

Representation

Audiences

Media Industries

Media Contexts

Audiences

In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances. They will also consider models of ownership, such as commercial or public service broadcasting, and the way in which they may influence the nature and type of media production.

They will also once again explore the use of media language to construct representational meanings, viewpoints and ideological perspectives and how audiences' use of and responses to certain partisan media products reflect their notions of their individual social, cultural and political identity.

Assessment:

For more details refer to the relevant section of the **assessment overview**.

- LS5: Preliminary reading test
- HS6: Audience question

- HS7 **Cumulative:** Audience & Industries
- LS6: Preliminary reading test

- HS8: Audience question
- HS9 **Cumulative:** Media Lang. & Audiences
- LS4 Media terminology test

- LS7: Preliminary reading test
- HS10 Comparative Representation
- HS11 **Cumulative:** Audience & Industries



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 12

Summer 1		Summer 2	
Film Promotion & Marketing – Component One, Section B		NEA Production Brief – Component Three	
Knowledge & Skills		Set Products:	
Cognitive Skills		'Black Panther'	
		Non-Examination Assessed Production Brief	
Focus:		Focus:	
Media Industries Media Contexts		Media Language Representation Media Contexts	
Media Industries Media Contexts		Media Industries Audiences	
Staff [IMO]		Staff [SMU]	
<p><i>Knowledge & Understanding</i> Through the delivery of this unit, students will:</p> <ul style="list-style-type: none"> recognise specialised and institutionalised nature of media production, distribution and circulation including the effect of individual producers on media industries. identify and explain the significance of patterns of ownership and control, including conglomerate ownership, vertical integration and diversification. judge the significance economic factors, including commercial and public funding on media production. explore the impact of digitally convergent media platforms on media production, distribution and circulation, and regulation including the role of individual producers. explain how processes of production, distribution and circulation shape media products. recognise how media organisations maintain national and global audiences. consider the cultural, historical, economic, political and social context of media production. (CHEPS) 		<p><i>Cognitive Skills</i> </p> <p><i>Knowledge & Understanding</i> Through the delivery of this unit, students will develop their understanding of specific media forms, their products and relevant contexts.</p> <ul style="list-style-type: none"> This component draws together knowledge and understanding of the media theoretical framework requiring learners to apply their knowledge and understanding of the media through practical production. Use their detailed understanding of media language, representation and audience in relation to a range of media forms and apply their knowledge and understanding adaptively in the creation of an individual media production for an intended audience in response to a given brief set by Eduqas. 	
Set Products:		Set Products:	
'I, Daniel Blake'			
Focus:			
Media Industries Media Contexts			
<p>The two selected films reflect contrasting aspects of the film industry highlight issues of mainstream and independent film production, including financing, distribution, commercial success and creative freedom.</p>		<ul style="list-style-type: none"> Typically the magazine and online media option is selected for study on this component. The set production briefs will change every year, requiring learners to create a production in a different genre/style and/or for a different intended audience. Task-specific indicative content will be issued each year with the non-exam assessment briefs. All research, planning, pre-production activities and a draft statement of aims will be completed prior to the summer break, during which students will be expected to undertake the necessary photography for final production. 	
Assessment:		<i>For more details refer to the relevant section of the assessment overview.</i>	
<ul style="list-style-type: none"> LS8: Preliminary reading test HS12: Industries question 		<ul style="list-style-type: none"> HS13 Cumulative: Media Lang. & Audiences Component 3, NEA production has very specified rules regarding the nature and degree of teacher assessment that can take place during production. HS: Cumulative: Year 12 Mock Exam 	



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 13

Staff [IMO]

Staff [SMU]

Spring 1

Spring 2

Magazines: Mainstream & Alternative Media – Component Two, Section B

Media in the Online Age – Component Two, Section C

Knowledge & Skills

Knowledge & Skills

Set Product:

Set Product:

Cognitive Skills

'Huck'

Cognitive Skills

'Zoella'



Focus:



Focus:

Knowledge & Understanding
Through the delivery of this unit, students will:

Knowledge & Understanding
Through the delivery of this unit, students will:

- analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response
- use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way
- debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing
- construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

- analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response
- use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way
- debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing
- construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Relevant and advanced theories will inform study of the set products and learners will reflect **critically** upon these theoretical perspectives.

Relevant and advanced theories will inform study of the set products and learners will reflect **critically** upon these theoretical perspectives.

Media Language	Representation
Media Contexts	Media Industries

Media Language	Representation
Media Contexts	Media Industries

Audiences

Students will explore the media form through close analysis of the set product, examining the use of media language and the representations it offers in relation to relevant social, cultural, economic, political and historical contexts. They will also study the role of media industries in shaping media products, as well as considering the way in which *specialised* audiences are targeted and addressed.

Audiences

Through an in-depth study of online products, learners will look at the role played by blogs and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The impact of digitally convergent media platforms on media production, distribution and circulation will also be explored.

Set Products:

'Woman's Realm'

Set Products:

'Attitude'

Focus:

Media Language	Representation
Media Contexts	Media Industries

Focus:

Media Language	Representation
Media Contexts	Media Industries

Audiences

Students will again explore the products for aspects of media language the representations it offers in relation to CHEPS and the role of media industries in shaping media products, but with a focus on the way in which *mass* audiences are targeted and addressed.

Audiences

Students will also study an online magazine produced for a minority group, considering the way in which digital platforms can be used to reach specialised audiences. Combined, the set products can be seen to demonstrate significant emerging developments in the media, reflecting the ongoing impact of technology on media language and audience interaction.

Assessment:

For more details refer to the relevant section of the **assessment overview**.

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • LS9 Product Knowledge test • HS14 Magazines question | <ul style="list-style-type: none"> • HS15 Cumulative: Component 1, Sec. A | <ul style="list-style-type: none"> • LS10 Product Knowledge test • HS16 Online media question | <ul style="list-style-type: none"> • HS: Cumulative: Year 13 Re-Mock Exam |
|---|---|---|---|



Media Studies - Key Stage 5 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



		Summer 1					Summer 2				
Year 13	Staff [IMO]	REVISION					FINAL EXAMINATION				
		<i>Cumulative knowledge:</i>					<i>Cumulative Assessment:</i>				
		Component 1 Media Products, Industries and Audiences		Component 2 Media Forms and Products in Depth			Component 1 Media Products, Industries and Audiences		Component 2 Media Forms and Products in Depth		
		<i>Focus:</i>					<i>Focus:</i>				
		Media Language	Representation	Media Contexts	Media Industries	Audiences	Media Language	Representation	Media Contexts	Media Industries	Audiences
	<i>Cognitive Skills</i>					<i>Cognitive Skills</i>					
	<i>Knowledge & Understanding</i>					<i>Knowledge & Understanding</i>					
	<ul style="list-style-type: none"> Students will applying their learning of analytical skills, factual recall and application of knowledge to tasks designed to prepare them for examination. 					<ul style="list-style-type: none"> A range of knowledge recall and technique-based practice activities, exam-style questions and revision sessions will be scheduled to support students in their final preparations for examination. 					
	<ul style="list-style-type: none"> Students will conclude their studies of the media through demonstrating their analytical skills, factual recall and application of knowledge in the terminal examinations. 					<ul style="list-style-type: none"> All course content. 					
	Staff [SMU]	<i>Assessment:</i>									
<ul style="list-style-type: none"> Bespoke activities dictated by the needs of individuals or identified groups of students. 					<ul style="list-style-type: none"> Final examination concluding the A-Level course. 						

For more details refer to the relevant section of the assessment overview.