



**Key Stage 5 Media Studies
Programme of Study 2019-2020**



| Year 12: Eduqas A-level Year 1 | | | | | |
|--|---|---|--|--|---|
| Term 1 | | Term 2 | | Term 3 | |
| Component 1: Section A | Component 1: Section A | Component 1: Section B | Component 1: Section B | Video Games & Radio | Coursework Preparation |
| <p>Print based examples</p> <p>An introduction to the course and approaches to textual analysis using set products.</p> <p>Set products for study:</p> <ul style="list-style-type: none"> • <i>Kiss of the Vampire</i> film poster (1963) • <i>WaterAid</i> audio-visual advertisement (2016) • <i>Tide</i> print advertisement (1950s) • <i>The Daily Mirror</i>, March 13, 2019, front cover and article on 'Brexit' vote • <i>The Times</i>, November 10, 2016, front and back pages <p>Students will also be introduced to set theorists from the course.</p> | <p>Audio-visual examples</p> <p>Students introduced to moving image conventions and relevant media language.</p> <p>Set products for study:</p> <ul style="list-style-type: none"> • <i>WaterAid</i> audio-visual advertisement (2016) • <i>Formation</i>, Beyoncé (2016) • <i>Riptide</i>, Vance Joy (2013) <p>Students apply set theorists from the course to previous examples.</p> | <p>Set Products studied:</p> <p>Set products for study:</p> <ul style="list-style-type: none"> ➤ <i>Tide</i> print advertisement (1950s) ➤ <i>WaterAid</i> audio-visual advertisement (2016) ➤ The Daily Mirror ➤ The Times <p>Learners will develop knowledge and understanding of key aspects of these media Industries.</p> <p>Learners will also these examples and their intended audiences.</p> <p>Note: Time will be needed to prep and sit the January mock.</p> | <p>Set Products studied:</p> <ul style="list-style-type: none"> ➤ <i>The Guardian</i> (12 September 2018) ➤ <i>The Sun</i> (12 June 2018) ➤ <i>The Sun</i> Website ➤ Identifying newspaper conventions, and their purpose and audience ➤ Media Key Concepts (genre, conventions, media language, text, institution, audience, representation, stereotypes) ➤ Newspaper website analysis (<i>The Sun</i> set pages) | <p>Set Products studied:</p> <ul style="list-style-type: none"> ➤ <i>Black Panther</i> (2018) ➤ <i>I, Daniel Blake</i> (2016) ➤ <i>Late Night Woman's Hour</i> (Extracts from at least one podcast selected by the centre) ➤ <i>Assassin's Creed III: Liberation</i> (2012) <p>Learners will develop knowledge and understanding of key aspects of these media Industries.</p> <p>Learners will also these examples and their intended audiences.</p> | <p>Component 3 briefs released in March every year.</p> <p>Students will complete the planning stages their chosen production creating magazine pages or film marketing materials.</p> <p>Students will complete the following tasks:</p> <p>Research: textual analysis, media pack review, website analysis, demographic study, mood board, mock ups, etc.</p> <p>Time will be spent preparing students for their mock during this time.</p> <p>Year 12 on study leave during mocks for two weeks.</p> |
| Assessment: | Assessment: | Assessment: | Assessment: | Assessment: | Assessment: |
| Textual analysis of <i>Kiss of the Vampire</i> (1963) poster. | Textual analysis of Beyoncé's <i>Formation</i> (2016) music video. | January Mock: Part of Component 1 paper. | Response to a question on Section B and newspaper ownership. (<i>The Times</i> / <i>Daily Mirror</i>) | Response to a question on Section B and industry. LNWH. | June Mock: Complete Component 1 paper. |

| Year 13: Eduqas A-level Year 2 | | | | | |
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| Term 1 | | Term 2 | | Term 3 | |
| Component 3 Coursework | Component 2 | Component 2 | Component 2 | Revision Component 1 | Revision Component 2 |
| <p>Students complete all stages of production including:</p> <ul style="list-style-type: none"> ➤ Print products ➤ Websites ➤ Statement of Aims ➤ Coversheet <p>All work including research PowerPoint needs to be uploaded onto the OneDrive.</p> <p>Time will be spent preparing students for their mock during this time.</p> | <p>Magazines</p> <p>Set products for study:</p> <ul style="list-style-type: none"> • Vogue, (July 1965), Conde Nast • The Big Issue, (Oct 17-23 2016, No.1227), Dennis & The Big Issue Ltd <p>Students will undertake an in-depth study of the magazine industry by drawing on elements of analysis, theoretical approaches, as well as industry and audience contexts.</p> | <p>Television</p> <p>Set products for study:</p> <ul style="list-style-type: none"> • Humans (UK/US), Series 1, Episode 1 (2015) • The Returned (France), Season 1, Episode 1: 'Camille' (2012) <p>Students will undertake an in-depth study of the television industry by drawing on elements of analysis, theoretical approaches, as well as industry and audience contexts.</p> | <p>Online Media</p> <p>Set products for study:</p> <ul style="list-style-type: none"> • Zoella https://www.zoella.co.uk/ • Attitude http://attitude.co.uk/ <p>Students will undertake an in-depth study of the online media industry by drawing on elements of analysis, theoretical approaches, as well as industry and audience contexts.</p> | <p>Set products for revision:</p> <ul style="list-style-type: none"> • <i>Kiss of the Vampire</i> film poster (1963) • <i>WaterAid</i> audio-visual advertisement (2016) • <i>Tide</i> print advertisement (1950s) • <i>The Daily Mirror</i>, March 13, 2019, front cover and article on 'Brexit' vote • <i>The Times</i>, November 10, 2016, front and back pages • <i>WaterAid</i> audio-visual advertisement (2016) • <i>Formation</i>, Beyoncé (2016) • <i>Riptide</i>, Vance Joy (2013) • <i>Black Panther</i> (2018) • <i>I, Daniel Blake</i> (2016) • <i>Late Night Woman's Hour</i> (Extracts from at least one podcast selected by the centre) • <i>Assassin's Creed III: Liberation</i> (2012) | <p>Set products for revision:</p> <ul style="list-style-type: none"> • Vogue, (July 1965), Conde Nast • The Big Issue, (Oct 17-23 2016, No.1227), Dennis & The Big Issue Ltd • Humans (UK/US), Series 1, Episode 1 (2015) • The Returned (France), Season 1, Episode 1: 'Camille' (2012) • Attitude website (selected pages) • Zoella (selected blog pages, YouTube clips, and online content) |
| <p>Assessment:</p> <p>October: Students will sit a complete Component 1 paper.</p> | <p>Assessment:</p> <p>Essay question based on magazine industry for <i>Vogue</i> and <i>The Big Issue</i>.</p> | <p>Assessment:</p> <p>Essay question based on television industry for <i>Vogue</i> and <i>The Big Issue</i>.</p> | <p>Assessment:</p> <p>Essay question based on online media industry for <i>Zoella</i> and <i>Attitude</i>.</p> | <p>Assessment:</p> <p>Exam questions in lesson to help prepare students for final exams.</p> | <p>Assessment:</p> <p>Exam questions in lesson to help prepare students for final exams.</p> |

Ks5 Assessment objectives

AO1 Demonstrate knowledge and understanding of:

- **the theoretical framework of media**
- **contexts of media and their influence on media products and processes.**

AO1 1a Demonstrate knowledge of the theoretical framework of media.

AO1 1b Demonstrate understanding of the theoretical framework of media.

AO1 2a Demonstrate knowledge of contexts of media and their influence on media products and processes.

AO1 2b Demonstrate understanding of contexts of media and their influence on media products and processes.

AO2 Apply knowledge and understanding of the theoretical framework of media to:

- analyse media products, including in relation to their contexts and through the use of academic theories
- evaluate academic theories
- make judgements and draw conclusions.

AO2 1 Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories.

AO2 2 Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories.

AO2 3 Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions.