



***'It is not entirely true that a TV producer or reporter has complete control over the contents of programs. The interests and inclinations of the audience having as much to do with the what is on television as do the ideas of the producer and the reporter.'* Neil Postman**

We live in a world where the media permeates every level of our lives and it is almost impossible to remain untouched by its influence. We spend an increasing amount of time engaging with the media: watching film and television; listening to the radio; reading newspapers and magazines; surfing the internet; playing video games. Media texts have the opportunity to have enormous impact on our everyday lives and it is essential that we develop the skills to consider them critically, developing an understanding of not only the message that they intend to communicate but how that message is constructed.

Through a study of media we aim to develop students that:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- demonstrate a critical approach to media issues
- demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- develop an understanding of the dynamic and changing relationships between media forms, products, industries and audiences
- demonstrate knowledge and understanding of the global nature of the media
- apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed
- make informed arguments, reach substantiated judgements and draw conclusions about media issues
- engage in critical debate about academic theories used in media studies
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- demonstrate sophisticated practical skills by providing opportunities for creative media production

KS5 Media Studies Curriculum Overview (Year 12 & 13)

The WJEC Eduqas specification offers learners the opportunity to develop a thorough and in depth understanding of these key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related to the social, cultural, political and economic role of the media. Through studying media products holistically in relation to all areas of the theoretical framework, learners will engage with the dynamic relationships between media products, media industries and audiences. Learners will also consider established media forms alongside more contemporary forms, developing an awareness of emerging and evolving media.



YEAR 12

Throughout the year, there will also be one small group practical lesson per week focusing on NEA skills for production.

	Term 1	Term 2	Term 3	Term 4/5	Term 6
TOPIC	<p>Introduction to theoretical framework: media language, industry, representation and audience</p> <p>Advertising and Marketing: 'Kiss of the Vampire' and 'Tide'</p>	<p>Film: 'Black Panther'</p> <p>Advertising and Marketing: 'Super Human'</p>	<p>Music videos: 'A Little Bit of Love'</p> <p>Film: 'I, Daniel Blake'</p>	<p>Music videos: 'Formation'</p> <p>Online media: Zoella</p> <p>Magazines: Vogue</p>	<p>NEA: pre-production and production</p> <p>Revision of Components 1 & 2</p>
KEY CONCEPTS	<p>'Kiss of the Vampire': Media language and representation</p> <p>'Tide': Media language, representation and audience</p>	<p>'Black Panther': Industry</p> <p>'Super Human': Audience</p>	<p>'A Little Bit of Love': Media language and representation</p> <p>'I, Daniel Blake': Industry</p>	<p>'Formation': Media language and representation</p> <p>Zoella and Vogue: Media language, representation, industry and audience</p>	<p>Media language, industry, representation and audience</p> <p>Production</p>
ASSESSMENT	<p>Knowledge organiser test</p> <p>Component 1 Section A exam question</p>	<p>Knowledge organiser test</p> <p>Component 1 Section B stepped exam question</p>	<p>Knowledge organiser test</p> <p>Unseen music videos— comparative</p>	<p>Knowledge organiser test</p> <p>Exam style questions: Component 2</p>	<p>NEA</p> <p>PPE</p>



YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5
TOPIC	Complete and submit NEA	Online Media: Attitude Magazines: The Big Issue Newspapers: The Times & The Daily Mirror	TV: 'Peaky Blinders' Newspapers: The Daily Mirror	Newspapers: The Times TV: 'The Bridge' Video games: Assassin's Creed Radio: George's Podcast/ Woman's Hour	Exam preparation and revision
KEY CONCEPTS	Media language, industry, representation and audience Production	Attitude & The Big Issue: Media language, industry, representation and audience Newspapers: Industry and audience	'Peaky Blinders': Media language, industry, representation and audience Newspapers: Media language and representation	Newspapers: Media language and representation 'The Bridge': Media language, industry, representation and audience Video/Radio: Industry and audience	Media language, industry, representation and audience
ASSESSMENT	Knowledge organiser test & exam style questions	Knowledge organiser test & exam style questions PPE	Knowledge organiser test & exam style questions PPE	Knowledge organiser test & exam style questions	Exams

Enrichment Activities