




















The study of Media intends to give pupils an understanding of the range of Media products that they experience, and use, during their day-to-day lives. Pupils are encouraged to develop awareness of how media products attempt to influence and position us through the messages and values they communicate.

The **Key Stage 4** course introduces pupils to a set selection of texts covering radio, TV, marketing, magazines, newspapers, music videos and video games. At the end of the course, pupils will know how to discern meaning from the presentation of texts, the representation of people, issues and places, and, finally, will have developed a range of subject-specific terminology in order to express themselves effectively.





In **Key Stage 5** the themes and concepts, introduced at GCSE, are developed and a further selection of set texts will be examined in depth and detail. Students will become confident with a range of theorists but are encouraged, through wider reading, to broaden their own awareness of other methods of interpretation. Exploration of the production, distribution, regulation, interpretation and use of media texts by audiences continues throughout the course.

In both Key Stages, pupils must produce media products to demonstrate their knowledge and understanding of the key theoretical framework, which encompasses the analysis of media language, issues of representation, the importance of audiences and the function of media industries.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
7 - 9	N/A	N/A	N/A	N/A
10	<p>By the end of Year 10 pupils will be familiar with:</p> <ul style="list-style-type: none">  a range of set texts for use in Component 1  (TV, radio, film posters, video games, magazine covers, music videos, newspapers)  codes / conventions of various formats  subject-specific terminology  the theoretical framework and how to apply it  how to construct responses to range of exam tasks  media theories - Propp, Todorov, Uses and Gratifications, Laura Mulvey and 'Male Gaze' 	<p>By the end of Year 10 pupils will have acquired the skills to:</p> <ul style="list-style-type: none">  examine and comment on image based texts with confidence using media terminology, including unseen texts  be able to deconstruct texts purposefully in order to explore specific concepts independently  understand the messages and values communicated by sound including music, dialogue and sound effects  recognise and understand the representations of characters through narrative, costume, body language, setting through application of analytical skills  write examination style tasks effectively - short/long/essay  use knowledge to explore similar products and texts  be able to construct high quality coursework – research, planning, construction skills 	<p>By the end of Year 10 pupils will be understand with:</p> <ul style="list-style-type: none">  the importance of contexts (historical, social and cultural, political, economic) and how to recognise and discuss their influence on media set texts  what representation is  what an audience is and why it is important in Media  use of media language and its purposes  the role of media industries in the production, distribution, regulation and circulation of media products. 	<p>Assessment in line with the study of texts will be ongoing. For example this will consist of image labelling, writing annotations explaining interpretations, learning to apply media thinking and concepts to any of the texts being explored.</p> <p>Pupils prepare for examination by practising short, medium and essay-style responses.</p> <p>Terminology testing will happen regularly and pupils must use keywords and media language within spoken and written activities.</p> <p>Coursework for Component 3, which is set by the exam board, will be the main activity during the summer term in Year 10. Coursework is assessed and finalised during the autumn term of Year 11.</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
11	<p>By the end of Year 11 pupils will know:</p> <ul style="list-style-type: none"> all the remaining Component 1 set texts and their contexts – newspapers, video games, Component 2 set texts – TV Crime Drama / Music Videos and linked website and social and participatory media how to respond with confidence and using media terminology to a range of exam style questions how to apply a range of theories linked to set texts and exam questions 	<p>By the end of Year 11 pupils will have acquired the skills to:</p> <ul style="list-style-type: none"> write effective exam style responses in the allotted time plan effective revision strategies and exam responses apply deconstruction skills to set texts and unseen texts with confidence use the skills learned in Y10 to improve their exploration and analysis of the media texts they come into contact with 	<p>By the end of Year 11 pupils will understand:</p> <ul style="list-style-type: none"> historical contexts in reference to exam texts the theoretical framework and apply it to their written work how to respond to tasks which require the demonstration of specific concepts linked to particular texts how to demonstrate their own wider knowledge and understanding by incorporating concepts and theories into written responses without prompting 	<p>Redraft coursework as permitted. Aiming to be completed by the autumn half term.</p> <p>Exam preparation – test questions and tasks</p> <p>Regular unseen analysis and responses</p> <p>Keywords, concepts, theorists and terminology practised and improved throughout the year.</p>
12	<p>By the end of Year 12 students will know:</p> <ul style="list-style-type: none"> a range of set texts for use in Component 1 (TV, radio, film posters, video games, magazine covers, music videos, newspapers) a range of set texts for use in Component 2 (magazines, TV crime, online social and participatory media) codes / conventions of various formats 	<p>By the end of Year 12 students will have acquired the skills to:</p> <ul style="list-style-type: none"> examine and comment on print-based, audio-visual, audio texts with confidence using media terminology, including unseen texts be able to deconstruct texts purposefully in order to explore specific concepts independently understand the messages and values communicated by sound 	<p>By the end of Year 12 students will understand:</p> <ul style="list-style-type: none"> the importance of contexts (historical, social and cultural, political, economic) and how to recognise and discuss their influence on media set texts what representation is what an audience is and why it is important in Media use of media language and its purposes 	<p>ASSESSMENT</p> <p>Assessment in line with the study of texts will be ongoing. For example, this will consist of image labelling, writing annotations explaining interpretations, learning to apply media thinking and concepts to any of the texts being explored, preparing and presenting research findings and pitches</p> <p>Pupils prepare for examination by practising short, medium and essay-style responses.</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	<ul style="list-style-type: none"> subject-specific terminology the theoretical framework and how to apply it how to construct responses to range of exam tasks set range of media theories including for example - Propp, Todorov, Uses and Gratifications, Laura Mulvey and 'Male Gaze', Stuart Hall, David Gauntlett. <p>There are similarities with GCSE, but in Year 12 students are expected to deepen their knowledge and awareness of media through the in-depth exploration of the set texts and the creation of multi-platform media products. Their written work should reflect a more mature and experienced approach to the texts and topics.</p>	<ul style="list-style-type: none"> including music, dialogue and sound effects recognise and understand the representations of characters through narrative, costume, body language, setting through application of analytical skills write examination style tasks effectively - short/long/essay use knowledge to explore similar products and texts be able to construct high quality coursework – research, planning, construction skills 	<ul style="list-style-type: none"> the role of media industries in the production, distribution, regulation and circulation of media products. 	<p>Terminology testing will happen regularly and pupils must use keywords and media language within spoken and written activities.</p> <p>Coursework for Component 3, which is set by the exam board, will be the main activity during the summer term in Year 12. Coursework assessed and finalised during the autumn term of Year 13.</p>
13	<p>By the end of Year 13 students will know:</p> <ul style="list-style-type: none"> all the remaining Component 1 set texts and their contexts – newspapers, video games, Component 2 set texts – TV Crime Drama / Music Videos and linked website and social and participatory media 	<p>By the end of Year 13 students will have acquired the skills to:</p> <ul style="list-style-type: none"> plan effective revision strategies and exam responses apply deconstruction skills to set texts and unseen texts with confidence use the skills learned in Y10 to improve their exploration and analysis of the media texts they come into contact with 	<p>By the end of Year 13 students will understand how to:</p> <ul style="list-style-type: none"> recognise and discuss historical, social, political, economic contexts in reference to exam texts apply the theoretical framework to their written work respond to tasks which require the demonstration of specific concepts linked to particular texts 	<p>Redraft coursework as permitted. Aiming for completion by the autumn half term.</p> <p>Exam preparation – test questions and tasks</p> <p>Regular unseen analysis and responses</p> <p>Keywords, concepts, theorists and terminology practised and improved throughout the year.</p>

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Concepts developed What pupils will 'understand' .	Assessments How do we and the pupils know what has been learnt?
	<p> how to respond with confidence and using media terminology to a range of exam style questions</p> <p> how to apply a range of theories linked to set texts and exam questions</p>	<p> write effective exam style responses in the allotted time</p>	<p> be able to demonstrate their own wider knowledge and understanding by incorporating concepts and theories into written responses without prompting</p>	