

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 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'.	Assessment (KPIs)
10 Term 1	<p>Pupils will:</p> <ul style="list-style-type: none"> be introduced to a range of general media texts and topics. know the meaning and application of denotation, connotation, stereotypes and representation know how to deconstruct images and make judgements about what is present - at a basic level at least. apply new knowledge to analysis of set advertisements. 	<p>By the end of Y10 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 to establish some messages and values. Recognise, understand and comment on the representations of characters using evidence to support interpretations write confident responses to a range of examination style questions – short, long and essay style – reaching at least a satisfactory standard. use knowledge to explore similar products and texts be able to construct high quality coursework – using research, planning, construction skills 	<p>By the end of Y10 pupils will understand:</p> <ul style="list-style-type: none"> what representation is and how it is used within set texts what an audience is and how texts are adapted to meet their requirements the use of media language and how it is applied in construction and analysis of texts the role of media industries in the production of media products. the messages and values communicated by images and sound including music, dialogue and sound effects 	<p>KPI 1 - COMPONENT 1 MEDIA LANGUAGE – Focus on advertisement analysis Q1/Q2</p>
10 Term 2	<p>Pupils will:</p> <ul style="list-style-type: none"> know how meanings are created in a variety of supplementary and set media texts using knowledge gathered in Term 1. know how to apply knowledge to answer exam questions to a satisfactory level at least. use knowledge of set texts in Y10 exam covering media language, representation, audience and industry. 			<p>KPI 2 - COMPONENT 1 Y10 mock examination Q1, Q2, Q3, Q4 – media language, representation, industry, audience, context</p>
10 Term 3	<p>Pupils will:</p> <ul style="list-style-type: none"> know how the radio industry creates products for specific audiences know how magazines create messages and values for specific audiences through the use of colour, layout and design. be able to plan the creation of their own media magazine product. learn the generic elements for TV crime programmes and how to discuss them in writing. 			<p>KPI 3 – COMPONENT Audio-visual analysis TVCD</p>
11 Term 1	<p>Pupils will:</p> <ul style="list-style-type: none"> know how to analyse set texts for set TV crime dramas in preparation for the Y11 mock at the end of term and write about them to at least a satisfactory standard know how to analyse set music videos in preparation for the Y11 mock and be able to write about them to at least a satisfactory standard know how to construct their completed NEA work to a high standard. 	<p>By the end of Y11 pupils will have acquired the skills to:</p> <ul style="list-style-type: none"> examine and comment on a range of printed and audio-visual texts with confidence using media terminology, including unseen texts be able to deconstruct texts purposefully to explore specific concepts independently and be able to recognise and discuss messages and values within them. recognise and understand the representations of characters through narrative, costume, body language, setting through application of analytical skills with precise use of evidence to support interpretations write confident and concise responses to a range of examination style questions – short, long and essay style – reaching a good standard. use knowledge to explore similar products and texts be able to construct high quality coursework – respond effectively to feedback to improve the NEA to the highest possible standard using research, planning, construction skills 	<p>By the end of Y11 pupils 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 and how it is used within set texts what an audience is and how texts are adapted to meet their requirements the use of media language and how it is applied in construction and analysis of texts the role of media industries in the production, distribution, regulation and circulation of media products. the messages and values communicated by images and sound including music, dialogue and sound effects and be able to express their understanding clearly and concisely. 	<p>KPI 4 - COMPONENT 2 Y11 mock examination Q1, Q2, Q3, Q4 – all key areas and concepts</p>
11 Term 2	<p>Pupils will:</p> <ul style="list-style-type: none"> study their final set texts and start revision programme know how to apply exam questions to the whole range of exam set texts. know their NEA provisional mark. know how to revise set texts and concepts for the terminal examination. 			<p>KPI 5 - COMPONENT 3 Final marks for the NEA</p> <p>In class ongoing assessment - exam practice</p>
11 Term 3	<p>Pupils will:</p> <ul style="list-style-type: none"> consolidate their knowledge through revision and review for the examination. <p>NB - Examinations occur before half-term, mid-May.</p>			<p>TERMINAL EXAMINATIONS - GCSE</p>

Year	Knowledge (Topics / contexts) What students will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
12 Term 1	<p>Students will:</p> <ul style="list-style-type: none"> be introduced to a range of general media texts and topics to establish a base on which to build further knowledge (mixed class includes students new to the subject). know the meaning and application of denotation, connotation, conventions, stereotypes and representation – in relation to range of texts know how to deconstruct images and make judgements about what is present - at a satisfactory level at least. apply new knowledge to the analysis of set advertisements and TV crime drama. be developing knowledge of a range of theorists to apply to set texts 	<p>By the end of Y12 students 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 to establish some messages and values. Recognise, understand and comment on the representations of characters using evidence to support interpretations write confident responses to a range of examination style questions – short, long and essay style – reaching at least a satisfactory standard. use knowledge of theorists to analyse the purpose and appeal of a range of texts use knowledge to explore similar products and texts be able to construct high quality coursework – using research, planning, construction skills 	<p>By the end of Y12 students will understand:</p> <ul style="list-style-type: none"> what representation is and how it is used within set texts to create messages and values what an audience is and how texts are adapted to meet their requirements the use of media language and how it is applied in construction and analysis of texts the role of media industries in the production of media products. the messages and values communicated by images and sound including music, dialogue and sound effects media theories and where to use them in written tasks 	<p>COMPONENT 1 KPI 1– ML- advertising COMPONENT 2 KPI 2 - British TVCD and theory</p>
12 Term 2	<p>Students will:</p> <ul style="list-style-type: none"> know how meanings are created in a variety of set, supplementary and unseen media texts using knowledge introduced in Term 1 develop knowledge of the historical magazine industry and associated theories know how to apply knowledge of contexts to answer exam style questions to a satisfactory level at least. 			<p>COMPONENT 1 KPI 3 – Representation – print advertising COMPONENT 2 KPI 4 – Historical magazine and theory</p>
12 Term 3	<p>Students will:</p> <ul style="list-style-type: none"> know how different media industries create products for specific audiences know how printed texts create messages and values for specific audiences through the specific use of colour, layouts and design. be able to plan the creation of their own cross-media production. develop knowledge of online texts and the evolution of new media know how to respond successfully to mock exams by applying their knowledge and understanding 			<p>COMPONENT 1 KPI 5 – Industry - Radio COMPONENT 2 KPI 6 – Online and theory</p>
13 Term 1	<p>Students will:</p> <ul style="list-style-type: none"> consolidate prior knowledge with investigation of further new texts linked to the film and newspaper industries for Component 1 deepen knowledge of TV conventions with the study of TVCD in a foreign language and understand global marketing of television and associated theories know how to complete Component 3 NEA to a high standard know how to prepare and revise for mock exams on return to school in Jan 	<p>By the end of Y13 students will have acquired the skills to:</p> <ul style="list-style-type: none"> examine, comment on and discuss a range of printed and audio-visual texts with confidence using media terminology, including unseen texts and reference to theorists where needed be able to deconstruct texts purposefully to explore specific concepts independently - recognise and discuss messages and values within them. recognise and understand the representations of characters through narrative, costume, body language, setting through application of analytical skills with precise use of evidence to support interpretations write confident and concise responses to a range of examination style questions – short, long and essay style – reaching a good standard. use knowledge to explore similar products and texts with easy reference to contexts and the impact this has on production, distribution and appeal be able to construct high quality coursework – respond effectively to feedback to improve the NEA to the highest possible standard using research, planning, construction skills 	<p>By the end of Y13 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 the media studies framework and how it is employed to create media texts what representation is and how it is used within set texts to create specific messages and values what an audience is and how texts are adapted to meet their requirements and how successful this is the use of media language and how it is applied in construction and analysis of texts media theories and the appropriate application of them in the discussion of texts especially in examination answers the role of media industries in the production, distribution, regulation and circulation of media products. the messages and values communicated by images and sound including music, dialogue and sound effects and be able to express their understanding clearly and concisely. 	<p>COMPONENT 1 KPI 1 – ML unseen a/v KPI 5 – Industry – Film COMPONENT 2 KPI 2 – Global TVCD and theory</p>
13 Term 2	<p>Students will:</p> <ul style="list-style-type: none"> prepare effectively for the mock exams in Jan. complete study of online text and contemporary magazine and associated theorists know how to redraft, re-edit and adapt their NEA in line with formal feedback receive NEA provisional marks complete the study of final set texts start a comprehensive revision programme for both components 			<p>KPI 9 – Mock Examination combined C1 and C2 COMPONENT 1 KPI 8 – Audience – Newspaper whole editions COMPONENT 2 KPI 4 – Historical and contemporary magazines and theory COMPONENT 3 KPI 10 - NEA</p>
13 Term 3	<p>Students will:</p> <ul style="list-style-type: none"> Finalise exam preparation <p>NB - The exams occur just before and just after half-term – all texts must be completed by Easter to allow effective coverage of texts in the revision programme.</p>			<p>TERMINAL EXAMINATIONS</p>