



# Curriculum Map



Subject: Media Studies

Year group: 11 (2022-23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>NEA</b></p> <p>The set production briefs are published on the OCR website on 1st March each year for certification the following academic year.</p> <p>The NEA briefs change every year.</p> <p>The students have the opportunity to work independently to research, plan and produce one individual media production from any of the four media forms:</p> <ul style="list-style-type: none"> <li>- Magazines</li> <li>- Television</li> <li>- Music video</li> <li>- Online</li> </ul>	<p><b>Paper 2, Section A: Music</b></p> <p><i>(Two weeks revision from 1st November, following by two weeks of PPE starting 15th November)</i></p> <p><b>Mojo Magazine</b> What type of magazine is Mojo? How does it represent artists? Who is the target audience? Why type of language does the magazine use? What is the house-style of the magazine?</p> <p><b>Music Videos</b> How are music videos studied in relation to media language? What two music videos will be compared? How can representation in music videos be identified? How are music videos interpreted by audiences?</p> <p><b>Radio</b> What is Live Lounge? What is the role of Radio 1 within the BBC? What type of artists are heard on Live Lounge?</p> <p><b>Key terminology:</b> Ownership Regulation Revenue intertextuality Print Technology Conventions Audience interpretation Convergence Political context Cultural context Uses and Gratifications Niche</p>		<p><b>Paper 2, Section B, News</b></p> <p><i>(First two weeks will be revision for final PPEs in March.)</i></p> <p>What is meant by contemporary and historical? What type of newspaper is The Observer? How different is online version of The Observer? What is the political stance of The Observer? What type of language does The Observer use and why? How are audiences targeted? How are newspapers regulated?</p> <p><b>Key terminology:</b> Tabloid Broadsheet Circulation Revenue Paywalls Membership Advertising Sponsorship Press Freedom Regulation Convergence Supplements Political context Historical context Mass communication</p>		<p><b>Revision</b></p> <p>Revision of all 4 topics studied:</p> <ul style="list-style-type: none"> <li>• Television Police Dramas</li> <li>• The Lego Movie marketing campaign</li> <li>• Music: Mojo magazine, Radio Live Lounge, music videos</li> <li>• News: The Observer – newspaper and online</li> </ul>



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<p style="text-align: center;"><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>To be able to work independently.</p> <p>Apply knowledge and understanding of media language and representation to communicate meaning in a media text.</p> <p>Have the ability to use media language to create their own independent media productions for an intended audience.</p> <p>Have research, planning and production skills through the creation of their own media production which is clearly aimed at an intended audience.</p>	<p><b>Music Magazines</b> To understand how magazines can be aimed at a range of audiences. To explore the effect of ownership on magazines and how magazines are funded commercially and may use different funding models to generate income.  To explain how audiences may interpret the same magazines very differently and how these differences may reflect both social and individual differences. To consider the ways in which people’s media practices are connected to their identity, including their sense of actual and desired self.</p> <p><b>Radio</b> To demonstrate how Live Lounge reflects the role of Radio 1 within the BBC – to develop public service broadcasting distinctiveness, in part as a response to the political context of criticisms of the BBCs more ‘commercial’ wings. Demonstrate a thorough understanding of how the format reflects the regulatory need for the BBC to foster creativity and innovation. Radio 1 addresses a distinct segment of the BBC’s audience and this is reflected in a distinct mode of address.</p> <p><b>Music Videos</b> To have a full understanding of the media language elements specific to music videos such as locations, costumes, choice of camera shot, framing, angle, lighting, lip-synching, performance and editing, including montage.</p>	<p>To explore the impact of production processes and technologies on online newspapers and their social and participatory feeds.</p> <p>To analyse how The Observer is owned and funded as a media institution and how funding issues have affected the drive to online media.</p> <p>To understand how online content can be aimed at a range of audiences and more specifically targeted by media organisations.</p> <p>To analyse how online audiences are categorised, including how readership and consumption is measured and how audiences are identified.</p> <p>To demonstrate a thorough knowledge of how audiences may interpret the same content very differently on different platforms (e.g. online webpage, Twitter quote or Instagram feed) and how these differences may reflect both social and individual differences.</p> <p>To understand the various forms of media language used to create and communicate meaning across online, social and participatory news media.</p>	
<p style="text-align: center;"><b>Assessment</b></p>	<p>No formal assessments, but regular feedback on the students’ media productions.</p>	<p><b>PPEs:</b> Paper 1, Section A and B</p> <p><b>Assessment 1:</b> Paper 2, Section A: Questions 6, 7 and 8 from an exam paper.</p> <p><b>Assessment 2:</b> Paper 2, Section A: Questions 9 and 10 from an exam paper.</p>	<p><b>PPEs:</b> Paper 2, Section A and B</p> <p><b>Assessment 1:</b> Paper 2, Section B: Questions 6,7 and 8 from an exam paper.</p> <p><b>Assessment 2:</b> Paper 2, Section B: Questions 9 and 10 from an exam paper</p>	<p>Regular essay practice in preparation for exams.</p>



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<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p><b>SMSC/Character:</b> Opportunity to express own ideas freely and develop own distinct voice/style through the students' media products</p>	<p><b>Literacy focus:</b> Effective essay structures, topic sentences, discourse markers and high level vocabulary choices. Correct use of subject terminology.</p> <p><b>SMSC/Character:</b> Discussion and debate exploring representation with regards to gender, ethnicity, status, sexuality and age.</p> <p>How and why are particular social groups underrepresented or misrepresented?</p> <p>What are the different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly?</p>	<p><b>Literacy focus:</b> Correct use of subject terminology, effective essay structures.</p> <p><b>SMSC/Character:</b> Exposure to a wide range of topics through the articles explored in the newspapers.</p>	
<p><b>Rationale &amp; Links to learning</b></p>	<p>The NEA gives students the opportunity to apply their knowledge and understanding of media to research, planning and creation of a practical production piece.</p> <p>Allows students to create media products for an intended audience by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Building on prior knowledge from the previous two units studied, still focusing on the theoretical framework of media studies.</p> <p>Improving analytical and writing skills developed in previous units</p> <p>Writing concisely in timed conditions.</p>	<p>Building on prior knowledge from the previous units studied, still focusing on the theoretical framework of media studies.</p> <p>Opportunity to revise and address misconceptions before examination.</p> <p>Writing concisely in timed conditions.</p>	