

Media Studies A Level - Year 12 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
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<p>Term 1</p> <p>Component 1: Media Products, Industries, and Audiences – <u>Media Industries and Audiences</u></p> <p><u>(Teacher 1)</u></p> <ul style="list-style-type: none"> Media industries theory and terminology The following media industries theories: <ul style="list-style-type: none"> Power and media industries – Curran and Seaton Regulation – Sonia Livingstone and Peter Lunt Cultural industries – David Hesmondhalgh Audiences theory and terminology The following audiences theories: <ul style="list-style-type: none"> Media effects – Albert Bandura Cultivation theory – George Gerbner Reception theory – Stuart Hall Fandom – Henry Jenkins ‘End of audience’ theories – Clay Shirky <p>Component 1: Media Products, Industries, and Audiences – <u>Media Language and Representation</u></p> <p><u>(Teacher 2)</u></p> <ul style="list-style-type: none"> Media language theory and terminology The following media language theories: <ul style="list-style-type: none"> Semiotics – Roland Barthes Narratology – Tzvetan Todorov Genre theory – Steve Neale Structuralism – Claude Lévi Strauss Postmodernism – Jean Baudrillard 	<p>Theory and terminology are new for this A Level (GCSE Media Studies not previously taken)</p> <p>Develops analysis skills from GCSE English.</p> <p>Some links to GCSE Business Studies for Industries section (*Not all students have taken that GCSE previously)</p>	<p>Regular informal assessment of knowledge for each theory.</p> <p>Snapshot assessment of Media Language: Analysis of an advert.</p> <p>Industries and Audiences Knowledge Check at end of unit.</p>	<p>Students understand the four pillars of the Media Studies course: Media Language, Representation, Institutions and Audiences.</p> <p>Students able to use media terminology to analyse media products.</p> <p>Students able to explain the key points of key media theories and name the theorists associated with them.</p>
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<ul style="list-style-type: none">• Representation theory and terminology• The following representation theories:<ul style="list-style-type: none">○ Theories of representation – Stuart Hall○ Theories of identity – David Gauntlet○ Feminist theory – Liesbet van Zoonen○ Feminist theory – bell hooks○ Theories of gender performativity – Judith Butler○ Theories around ethnicity and post-colonial theory – Paul Gilroy			
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<p>Term 2</p> <p>Component 1: Media Products, Industries, and Audiences – <u>Daily Mirror Newspaper</u></p> <p>(Teacher 1)</p> <ul style="list-style-type: none"> Conventions of newspapers and the newspaper industry Knowledge and analysis of <i>Daily Mirror</i> newspaper, including: <ul style="list-style-type: none"> Media language Representation Media industries Audiences Media contexts Analysis of <i>Daily Mirror</i> 1st February 2022 Front page and inside page based on “Partygate.” (Found in Set Products Booklet for A Level Media Studies Component 1 Section A – Assessment in 2024) Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) Comparison with other newspaper front pages <p>Component 1: Media Products, Industries, and Audiences – <u>The Times Newspaper</u></p> <ul style="list-style-type: none"> Conventions of newspapers and the newspaper industry 	<p>Links back to terminology and theory from Term 1.</p> <p>Develops comparison skills from GCSE English.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Formal Assessment: Analysis of a Newspaper front page</p>	<p>Students are familiar with the conventions of newspapers (tabloid and broadsheet).</p> <p>Students are able to analyse newspaper front pages using the correct media terminology.</p> <p>Students are able to apply key theory to the case study newspaper pages.</p> <p>Students able to compare newspaper front pages.</p>
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<ul style="list-style-type: none"> • Knowledge and analysis of <i>The Times</i> newspaper, including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Media industries ○ Audiences ○ Media contexts ○ Analysis of <i>The Times</i>, 1st February 2022 “Partygate” front page (Found in Set Products Booklet for A Level Media Studies Component 1 Section A – Assessment in 2024) • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other newspaper front pages <p>Component 1: Media Products, Industries, and Audiences – <u>Tide Print Advertisement (1950s)</u> (Teacher 2)</p> <p>Content:</p> <ul style="list-style-type: none"> • Conventions of print advertisements • Knowledge and analysis of <i>Tide</i> Print advertisement poster (Found in Set Products Booklet for A Level Media Studies Component 1 Section A – Assessment in 2021), including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Audiences ○ Media contexts 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Formal Assessment: Analysis of Print Advert</p>	<p>Students are familiar with the conventions of print advertisements.</p> <p>Students understand the context of the 1950s consumer.</p> <p>Students are able to analyse advertisements using the correct media terminology.</p>
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<ul style="list-style-type: none"> • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other print advertisements – both contemporary and modern <p>Component 1: Media Products, Industries, and Audiences – <u>Kiss of the Vampire Film Poster (1963)</u></p> <p>Content:</p> <ul style="list-style-type: none"> • Conventions of film posters • Knowledge and analysis of <i>Kiss of the Vampire</i> film poster (Found in Set Products Booklet for A Level Media Studies Component 1 Section A – Assessment in 2021), including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other print advertisements – both contemporary and modern 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Formal Assessment: Analysis of a film poster</p>	<p>Students are able to apply key theory to the case study advert.</p> <p>Students are familiar with the conventions of film posters.</p> <p>Students understand the context of the 1960s audience.</p> <p>Students are able to analyse film posters pages using the correct media terminology.</p> <p>Students are able to apply key theory to the case study film poster.</p> <p>Students able to compare film posters.</p>
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<p>Term 3</p> <p>Component 1: Media Products, Industries, and Audiences – <i>Super Human Tokyo</i> <u>Audio-visual Advertisement (2020)</u></p> <p>(Teacher 1)</p> <p>Content:</p> <ul style="list-style-type: none"> • Conventions of audio-visual advertisements • Knowledge and analysis of <i>Super Human Tokyo</i> Audio-visual Advertisement (2020) including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Audiences ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other audio-visual adverts <p>Component 1: Media Products, Industries, and Audiences – <u>Have You Heard George's Podcast?</u></p> <p>Content:</p> <ul style="list-style-type: none"> • Conventions of podcasts • Knowledge and analysis of including: <ul style="list-style-type: none"> ○ Media Industries ○ Audiences ○ Media contexts ○ Analysis of • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p> <p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Formal Assessment: Analysis of an audio-visual advert.</p> <p>Assessment: Sample Exam question based on podcast.</p>	<p>Students are familiar with the conventions of audio-visual advertisements.</p> <p>Students are able to analyse audio-visual adverts using the correct media terminology.</p> <p>Students are able to apply key theory to the case study audio-visual advert.</p> <p>Students able to compare audio-visual adverts.</p> <p>Students are familiar with the conventions of podcasts.</p> <p>Students are able to analyse podcast episodes using the correct media terminology.</p> <p>Students are able to apply key theory to the case study podcast episode.</p>
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<p>Component 1: Media Products, Industries, and Audiences – <u>Formation by Beyoncé Music Video (2016)</u></p> <p>(Teacher 2)</p> <ul style="list-style-type: none"> • Conventions of music videos • Knowledge and analysis of Formation by Beyoncé (2016), including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other music videos <p>Component 1: Media Products, Industries, and Audiences – <u>Seventeen Going Under Sam Fender Music Video (2020)</u></p> <p>Content:</p> <ul style="list-style-type: none"> • Conventions of music videos • Knowledge and analysis of <i>Seventeen Going Under Sam Fender</i> including: <ul style="list-style-type: none"> ○ Media language ○ Representation ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other music videos 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p> <p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Formal Assessment: Analysis of a music video.</p>	<p>Students are familiar with the conventions of music videos.</p> <p>Students are able to analyse music videos using the correct media terminology.</p> <p>Students are able to apply key theory to the case study music videos.</p> <p>Students able to compare music videos.</p>
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<p>Term 4</p> <p>Component 1: Media Products, Industries, and Audiences – <u>Assassin's Creed III: Liberation (2012)</u></p> <p>(Teacher 1)</p> <ul style="list-style-type: none"> • Video game funding, production, marketing, and distribution • Knowledge and analysis of <i>Assassin's Creed III: Liberation</i> (2012), including: <ul style="list-style-type: none"> ○ Media industries ○ Audiences ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other video game releases 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Assessment: Exam style question based on video game.</p>	<p>Students are familiar with the conventions and processes of the video game industry.</p> <p>Students are able to analyse the marketing and funding of video games using the correct media terminology.</p> <p>Students are able to apply key theory to the case study video game.</p>
<p>Component 1: Media Products, Industries, and Audiences – <u>I, Daniel Blake (2016)</u> *Note* This is an analysis of the <u>business and marketing</u> side of the film, not the film itself.</p> <ul style="list-style-type: none"> • Independent film funding, production, marketing and distribution • Knowledge and analysis of <i>I, Daniel Blake</i> (2016), including: <ul style="list-style-type: none"> ○ Media industries ○ Media contexts • Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser) • Comparison with other film releases 	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Assessment: Exam style question based on I, Daniel Blake.</p>	<p>Students are familiar with the conventions and processes of the film industry.</p> <p>Students are able to analyse the marketing and funding of films using the correct media terminology.</p> <p>Students are able to apply key theory to the case study films.</p>

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<p>Component 1: Media Products, Industries, and Audiences – <i>Black Panther</i> (2018) *Note* This is an analysis of the <u>business and marketing</u> side of the film, not the film itself. (Teacher 2)</p> <ul style="list-style-type: none">• Major film funding, production, marketing and distribution• Knowledge and analysis of <i>Blank Panther</i> (2018), including:<ul style="list-style-type: none">○ Media industries○ Media contexts• Application of relevant theorists (See Media Studies Key Theorists Knowledge Organiser)• Comparison with other film releases	<p>Links back to terminology and theory from Term 1.</p> <p>Builds upon and develops analytical skills from GCSE English.</p>	<p>Assessment: Exam style question based on Black Panther.</p>	
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<p>Term 5</p> <p>Component 1: Media Products, Industries, and Audiences – Revision (Teacher 1)</p> <ul style="list-style-type: none">• <i>Daily Mirror</i> Newspaper• <i>The Times</i> Newspaper• <i>Super Human</i> Tokyo Audio-visual Advertisement (2020) <p>Component 1: Media Products, Industries, and Audiences – Revision (Teacher 2)</p> <ul style="list-style-type: none">• <i>Tide</i> Print Advertisement (1950s)• <i>Kiss of the Vampire</i> Film Poster (1963)• <i>Seventeen Going Under</i> Sam Fender Music Video (2013)	<p>Consolidates all learning from Year 12 so far.</p>	<p>Regular assessment of practice exam questions.</p> <p>Regular testing of key terminology and theory.</p>	<p>Students fully prepared and able to complete a Component 1 exam paper.</p>
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<p>Term 6</p> <p>Component 1: Media Products, Industries, and Audiences – Revision (Teacher 1)</p> <ul style="list-style-type: none">• Have You Heard George’s Podcast?• <i>Assassin’s Creed III: Liberation</i> Video Game• <i>I, Daniel Blake</i> Film (2016) <p>Component 1: Media Products, Industries, and Audiences – Revision (Teacher 2)</p> <ul style="list-style-type: none">• <i>Formation</i> by Beyoncé (2016)• <i>Black Panther</i> Film (2018) <p>*AFTER THE YEAR 12 EXAMS*</p> <p>Component 3: NEA</p> <p>Preparation for NEA (subject to release of briefs)</p>	<p>Consolidates all learning from Year 12 so far.</p>	<p>Formal Assessment:</p> <p>Year 12 Media Studies End of Year Exam</p> <p>Eduqas A-Level Media Studies Component 1: Media Products, Industries, and Audiences</p> <p>(2 hours 15 minutes)</p>	<p>Students fully prepared and able to complete a Component 1 exam paper.</p>
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