


<p><b>Media Studies</b></p>  <p><b>(OCR)</b></p>	<p><b>Intent</b></p> <p>In the study of Year 10 GCSE Media Studies (2021), our aim is for students to:</p> <ul style="list-style-type: none"> <li>• Read and analyse a wide range of media forms and contexts; develop a wider understanding and appreciation of the media in both a historical and contemporary context</li> <li>• demonstrate skills of enquiry; acquire knowledge and understanding of a range of important media issues</li> <li>• develop understanding of the media and their role in society, culture and politics</li> <li>• understand and apply specialist subject-specific terminology to analyse and compare media products; understand contexts in which media products are produced and consumed</li> <li>• make informed arguments and draw conclusions about media issues; develop practical skills by providing opportunities for creative media production.</li> </ul>		
<p><b>Year 11</b></p>	<p>NEA Paper 1, Section A: Television (Sep- Dec 2021)</p>	<p>Paper 2, Section A: Music (Jan-Apr 2022)</p>	<p>Paper 2, Section B: News (Apr – Jul 2022)</p>
<p><b>Knowledge</b> (facts, information, - concepts and key terminology)</p>	<p><b>NEA:</b> Students will be set the brief of designing a magazine front cover and accompanying article. Students will have prepared research of existing media products Year 10 and will begin the design work in Year 11. Students will use technology to create a media product using original photography.</p> <p><b>Paper 1, Section A: Television</b> Students will watch the 2<sup>nd</sup> set text and begin a study on the contextual factors influencing the text. Key scene analysis using key terminology and an exploration of representation.</p> <p>Students will be covering key skills developed in Year 10 when the 1<sup>st</sup> television text was studied.</p> <p><b>Paper 2, Section B: News</b> INDEPTH STUDY NEWS: Students will explore the role of newspapers historically; analysing specific examples from 1960s and contemporary newspapers. Students will analyse the use of media language and representations using terminology. Students will consider the impact of digital technology on the industry.</p>	<p><b>Paper 1 Section B: LEGO</b></p> <p>LEGO Movie: A key study of the promotional materials for the Lego Movie. Applying key terminology and an exploration of the purpose of advertising.</p> <p>LEGO Game: Students will focus on the gaming industry and how releasing different products across different platforms can work together to increase audience reach.</p>	<p><b>Paper 2 Section A: Radio</b></p> <p>Students will focus on understanding the radio industry, understand the contextual factors relating to the impact of digital technology. Students will consider representational issues when listening to the set text.</p> <p>Revision of all units across both papers.</p>
<p><b>Understanding</b> (ability to connect and synthesise knowledge within a context)</p>	<p>AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. AO1: Demonstrate knowledge and understanding of: the theoretical framework of media; contexts of media and their influence on media products and processes. AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of: the theoretical framework of media; contexts of media and their influence on media products and processes</p> <p>AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of: the theoretical framework of media; contexts of media and their influence on media products and processes</p> <p>AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>
<p><b>Skills</b> (successful application of knowledge and understanding to a specific task)</p>	<p>The production requires students to apply their knowledge and understanding of media audience, media representations and media language in order to create a successful media product. Application of accurate terminology when referencing a media text. Exploring the meaning created through discussion of the connotations of carefully selected examples from the text. Linking examples in media texts to the wider contextual factors. Writing responses in a clearly structured way to convey meaning</p>	<p>Application of accurate terminology when referencing a media text. Exploring the meaning created through discussion of the connotations of carefully selected examples from the text. Linking examples in media texts to the wider contextual factors. Writing responses in a clearly structured way to convey meaning</p>	<p>Application of accurate terminology when referencing a media text. Exploring the meaning created through discussion of the connotations of carefully selected examples from the text. Linking examples in media texts to the wider contextual factors. Writing responses in a clearly structured way to convey meaning</p>
<p><b>Formal Assessments</b> (those done by all/vast majority of the cohort)</p>	<p><b>NEA:</b> Staff will assess the production of one media product. The total mark for this component is 30 marks and it is worth 30% of the overall qualification. Mini assessments will take place after each unit replicating the style of questions and number of marks as the final exam.</p> <p><b>2<sup>nd</sup> Mocks (Nov)</b> Students will complete a mock on paper 1 and paper 2 content with questions only based on what has been delivered (Music; TV).</p>	<p>An assessment will take place after the unit replicating the style of questions and number of marks as the final exam.</p> <p><b>3<sup>rd</sup> Mocks (March)</b> Students will complete a mock on both paper 1 and paper 2. This will cover all content from the course.</p>	<p><b>Final Assessments (May/June)</b></p> <p>Students will complete both Paper 1 and Paper 2 examinations. Paper 1: Television and News (70 marks)</p> <p>Paper 2: Music and News (70 marks)</p>
<p><b>By the end of the year, students on course for at least a band 5 will...</b></p> <ul style="list-style-type: none"> <li>• Use key terminology accurately for a range of media texts</li> <li>• understand and explore how media products are influenced by contexts</li> <li>• analyse a range of media texts through exploration of connotations</li> <li>• support their opinions with apt references to media texts</li> <li>• make credible links and comparisons between media texts.</li> <li>• Identify conventions of a range of different media forms</li> <li>• Apply knowledge of media texts to design their own media product</li> <li>• Competent use of technology</li> </ul>			

