

	Autumn Term	Spring Term	Summer Term
	Curriculum:	Curriculum:	Curriculum:
Year 12	 Teacher 1 – Mrs Griffiths: Component 1 – Music Videos Formation by Beyonce and 17 Going Under By Sam Fender Prepare for Section A of Component 1 by studying two set music videos, considering use of media language, as well as representations of gender, race, social class etc. During this unit students will be introduced to key terminology needed to succeed in Media Studies. Students will also be shown unseen music videos, both to analyse and compare to the set texts, in order to prepare for unseen elements which appear in the exam. Teacher 2 – Mrs Milne: Component 1 – Advertising: Tide, Super Human and Kiss of the Vampire Prepare for Section A and B of Component 1 by studying the set adverts, considering use of media language, as well as representations. During this unit students will be introduced to key terminology needed to succeed in Media Studies. Students will also be shown unseen print and audio-visual advertisements, both to analyse and compare to the set texts, in order to prepare for unseen print and audio-visual advertisements, both to analyse and compare to the set texts, in order to prepare for unseen print and audio-visual advertisements, both to analyse and compare to the set texts, in order to prepare for unseen elements which appear in the exam.	 Teacher 1 – Mrs Griffiths: Component 1 – Newspapers (in-depth study): Studying the set texts (front pages of <i>Daily Mirror</i> and <i>The Times</i> from 1st February, 2022 (Partygate). Considering use of media language, representation, as well as considering media industries and audiences. Students will also be shown unseen newspaper front pages and whole issues, to prepare them for the unseen elements and questions which require a wider knowledge of these newspapers. Teacher 2 – Mrs Milne: Component 1 – Radio Studying set text – BBC Radio 4 Woman's Hour. Learners should have knowledge and understanding of Late Night Woman's Hour as an evolving media product in terms of the relevant radio industry and audience issues it illustrates. To inform their understanding of Late Night Woman's Hour as an example of the contemporary radio industry and contemporary radio audiences, learners should have an awareness of the historical significance of the programme in terms of its evolution from Woman's Hour and how it has been created in response to industry and audience demands. In order to develop this awareness, learners should consider extracts from at least two podcasts of Late Night Woman's Hour. 	 Teacher 1 – Mrs Griffiths: Component 1 – Video Games Studying the set text – the Assassin's Creed franchise Learners should have knowledge and understanding of the Assassin's Creed franchise in terms of the relevant video games industry and audience issues it illustrates. It is not expected that learners will study all of the games in the franchise. One game must be studied in detail. This could be Assassin's Creed III: Liberation, or centres may wish to study more recent releases within the franchise. In order to develop an awareness of industry and audience issues, learners should consider at least one extract from the chosen game, which may be accessed online. Teacher 2 – Mrs Milne: Component 1 – Film Marketing Film must be studied in relation to media industries only. Learners will study the set films and their marketing across various media, exploring the convergence of media platforms and technologies and other relevant industry issues. The two films reflect contrasting aspects of the film industry: mainstream (Black Panther) and independent (I, Daniel Blake) production. In order to develop an awareness of the films as contemporary examples of the film industry and of its marketing strategies, learners should consider at least one trailer and at least one poster for each film, as well as online marketing where relevant. Selected extracts from the films may also be studied in relation to the industry issues exemplified, including the opening credits and at least one other extract. Teacher 1&2 – Mrs Griffiths and Milne: Component 3 – NEA Students will plan, draft and create a Cross-Media production that fits one of the briefs provided by EDUQAS. Students will write their Statement of Aims and begin to plan their NEA.
	Formal Assessment*: Exam-style question on representations in	Formal Assessment*:	Formal Assessment*:
	<i>Formation</i> and one other music video, Interim and end of topic tests for all units.	Interim and end of topic tests for all units. Weekly homework set including past paper question practice which	Interim and end of topic tests for all units. Weekly homework set including past paper question practice
		are marked and given feedback on.	which are marked and given feedback on.

	Weekly homework set including past paper question practice which are marked and given feedback on.	Y12 Mock Exams	Y12 Mock Exams
	Curriculum:	Curriculum:	Curriculum:
Year 13	 Teacher 1&2 - Mrs Griffiths and Milne: Component 3 - NEA Students will finish their Cross-Media production that fits one of the briefs provided by EDUQAS. Students will use any work completed over the summer to finalise their piece, and act on feedback to improve it. Teacher 1 - Mrs Griffiths: Component 2 - Magazines Set texts: Vogue and The Big Issue The magazine industry in the UK is a highly challenging media environment, with thousands of titles competing for readers and market space. Here, learners will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation, and consumption, as well as considering the historical, social, and cultural significance of the representations they offer. Learners will also explore how media language incorporates viewpoints and ideologies. Teacher 2 - Mrs Milne: Component 2 - Television Television today is a global industry. The international popularity of genres like Nordic noir, the global reach of streaming services such as Netflix and Apple TV+, and the growing number of international co-productions reflect the increasingly transnational outlook of television in the global age. Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution, and circulation. The role of public service broadcasting in a global marketplace will be considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the television industry is regulated and the marketing strategies used to promote the set products will also be investigated. Learners will also have opportunities to explore how the television audience is defined, constructed and targeted on both a national and a global scale. 	 Teacher 1&2 – Mrs Griffiths and Milne: Component 2 – Online, Social and Participatory Media In a world increasingly dominated by digital technology, online, social and participatory media have become an integral part of the contemporary media landscape. The growing cultural significance of online platforms is evident in the number of subscribers that YouTubers like Zoe Sugg attract, and in the amount of web traffic that the websites of online newspapers and magazines generate. Through an in-depth study of two contrasting online products, learners will look at the role played by social media channels and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The changing relationship between media producers and audiences will be considered here, as learners will examine the idea that media consumers have now become producers who regularly and actively participate in the creation and dissemination of media content online. The impact of digitally convergent media platforms on media production, distribution and circulation will also be explored, as learners will study an online magazine produced for a minority group, considering the way in which digital platforms can be used to reach specialised audiences. These set products can be seen to demonstrate significant emerging developments in the media, reflecting the ongoing impact of technology on media language and audience interaction. 	Teacher 1 – Mrs Griffiths: Revision of content ahead of exams Teacher 2 – Mrs Milne: Revision of content ahead of exams
	Formal Assessment*: Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on.	Formal Assessment*: Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on. Y13 Mock Exams	Formal Assessment*: NEA marked by teachers and moderated externally End of course external examinations.

*At CamSF, assessment happens at many levels and is perhaps most important when teachers assess what students have learned and remembered within the classroom. Timely feedback is so important in enabling progress and knowledge retention.