

	Autumn Term	Spring Term	Summer Term
Year 12	<p>Curriculum:</p> <p>Teacher 1 – Mrs Griffiths: Component 1 – Music Videos <i>Formation</i> by Beyonce and <i>17 Going Under</i> 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.</p> <p>Teacher 2 – Mrs Milne: Component 1 – Advertising: <i>Tide, Super Human and Kiss of the Vampire</i> 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 elements which appear in the exam.</p>	<p>Curriculum:</p> <p>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.</p> <p>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.</p>	<p>Curriculum:</p> <p>Teacher 1 – Mrs Griffiths: Component 1 – Video Games Studying the set text – the <i>Assassin’s Creed</i> 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.</p> <p>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.</p> <p>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. Students will then have the summer break to work on this independently before final edits being made in the autumn term of Year 13.</p>
	<p>Formal Assessment*: Exam-style question on representations in <i>Formation</i> and one other music video, Interim and end of topic tests for all units.</p>	<p>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.</p>	<p>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.</p>

Year
13

**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.*