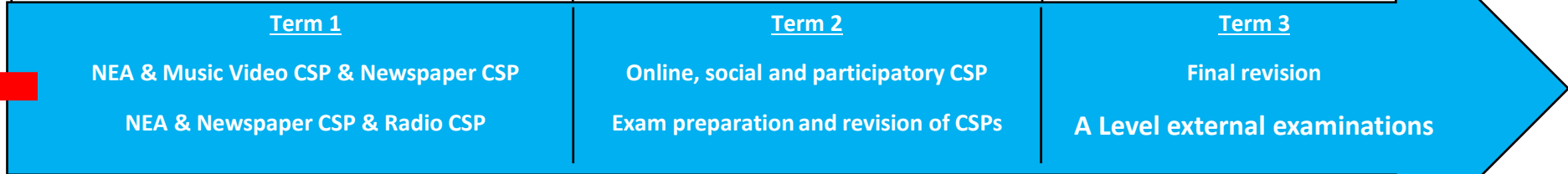




## Year 13 Media Studies Curriculum Sequence

**Intent:** To expose students to a wide array of media texts, allowing them to closely analyse media language, representation, audience, industry and media theories and then synthesise concepts for a variety of creative and analytical purposes. To encourage students to draw together the range of analytical and practical skills in order to research and produce their own media product as well as synthesise concepts and theories from across all four strands of the course to analyse a range of media texts.

<p><b>NEA &amp; Music Video CSP &amp; Newspaper CSP feeds from:</b></p> <ul style="list-style-type: none"> <li>← GCSE prior knowledge for some</li> <li>← Yr 12 knowledge and understanding of theories</li> </ul>	<p><b>Online, social and participatory CSP feeds from:</b></p> <ul style="list-style-type: none"> <li>GCSE Industry work, particularly looking at regulation</li> <li>Industry work on Film CSP</li> </ul>	<p><b>Final Revision feeds from:</b></p> <ul style="list-style-type: none"> <li>All previous work on CSPs</li> <li>All previous work on theories</li> <li>All previous work on the four areas of the media framework</li> </ul>
<p><b>Teaching NEA &amp; Music Video CSP &amp; Newspaper CSP here supports:</b></p> <ul style="list-style-type: none"> <li>NEA = 30% of final grade</li> <li>Consolidates and applies work on all four strands of the media framework</li> <li>Prep for review 1</li> </ul>	<p><b>Online, social and participatory CSP here supports:</b></p> <ul style="list-style-type: none"> <li>Prep for A level exam through study of CSPs</li> <li>Prep for Progress Examinations</li> </ul>	<p><b>Teaching Final Revision here supports:</b></p> <ul style="list-style-type: none"> <li>Prep for A Level exam through revision of all CSPs and key theories</li> <li>All four areas of the media framework will be covered</li> <li>Practice will be given for both Media papers</li> </ul>
<p><b>Why teach NEA &amp; Music Video CSP &amp; Newspaper CSP ?</b> Students are required to demonstrate the application of knowledge and understanding through their internally assessed NEA piece. The Non-Examined Assessment (coursework) represents 30% of the final grade for the course. As such, a significant amount of class time as well as independent study time is devoted to its completion. Music videos give students an engaging and varied way into the industry and marketing of music. Newspapers are a traditional and important part of the mainstream media in the UK. This is increasingly true of their digital counterparts. They also offer an opportunity to study regulation.</p>	<p><b>Why teach Online, social and participatory CSP?</b> Online, Social and participatory media is a broad topic which allows students to see how changes in technology have created, not just new platforms, but new ways for media producers to communicate and interact with their audiences. A greater understanding of how social media works, who is using it and what it is being used for is vital for students to develop critical thinking skills. This is an in-depth CSP so all four areas of the framework.</p>	<p><b>Why teach Final Revision?</b> All students need to be well prepared for the A Level examinations. In media studies, this means having a thorough understanding of the CSPs under study as well as the ability to understand and apply the media theories they have learned throughout the course to both the relevant CSPs and any unseen texts in the papers.</p>



<p><b>Why teach NEA &amp; Newspaper CSP &amp; Radio CSP?</b> Students are required to demonstrate the application of knowledge and understanding through their internally assessed NEA piece. The Non-Examined Assessment (coursework) represents 30% of the final grade for the course. As such, significant amount of class time as well as independent study time is devoted to its completion. Newspapers are a traditional and important part of the mainstream media in the UK. This is increasingly true of their digital counterparts. Radio was one of the earliest mass medias and as such has been hugely influential. Understanding the products as well as the institutions behind them is vital for an understanding of modern media. It also offers an opportunity to look at regulation.</p>	<p><b>Why teach exam preparation and revision of CSPs?</b> Magazine CSPs will look at print and online publications, consider the audience targeting, funding models, representations of groups and ideas as well as presentational conventions. 'Reading' a text beyond the words written and applying audience and narrative theories to texts will be developed and can be applied in other areas. Understanding the increasing impact of technology to forms of communication and industry funding models based on changing audience habits and expectations. This is an in-depth CSP so all four areas of the framework.</p>	<p>A Level External Examinations</p>
<p><b>Teaching NEA, Newspaper and Radio CSPs here supports:</b></p> <ul style="list-style-type: none"> <li>Student understanding and application of the theoretical framework</li> </ul>	<p><b>Teaching exam preparation and revision of CSPs here supports:</b></p> <ul style="list-style-type: none"> <li>Revision of media language</li> <li>Revision of media audiences</li> <li>Revision of media industries</li> <li>Revision of media representation</li> </ul>	
<p><b>NEA, Newspaper and radio CSPs feeds from:</b></p> <ul style="list-style-type: none"> <li>Industry focused units, particularly focusing on regulation</li> <li>Music Video and Film Industry unit</li> </ul>	<p><b>Exam preparation and revision of CSP feeds from:</b></p> <ul style="list-style-type: none"> <li>Year 12 &amp; yr 13 study of all units</li> </ul>	