

Year: 11

Subject: Media Studies

Autumn Term 1		
Newspapers; online, social and participatory media; advertising; TV		
What has come before and what comes later:	At KS3, students have been introduced to media language, representation, audience and industry: the four key concepts in Media Studies. They have looked at applying media language to texts across a range of platforms: film, TV and print. They've applied narrative theory to TV and film. In addition, they have demonstrated their understanding of the codes and conventions of certain genres to create practical products: a trailer and a scene from a specific genre. In Y10, teachers consolidate students' knowledge of the four key concepts and introduce them to advertising, focusing on two adverts chosen by the exam board for GCSE study. This term, as Year 11 students, they revisit advertising to compare two media products produced at different times and they revisit the TV shows studied in Year 9 to draw conclusions about representation, industry and audiences. They study, for the first time, their in-depth newspaper products, and focus on an app as part of their online, social and participatory media study, which they then compare to similar products. Students are also working to develop their non-exam assessment piece: a practical product as outlined in a series of briefs the students can choose from.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>Newspapers</p> <ul style="list-style-type: none"> • What is 'the Press'? • What is the difference between a tabloid and broadsheet newspaper? • How do the political leanings of a newspaper influence the reporting of news? • How does the Daily Mail target its audience? • What are audience responses to the Daily Mirror • Why and how has the Daily Mirror's circulation changed? • What is press regulation and why is it needed? <p>Online, social and participatory media</p> <ul style="list-style-type: none"> • Who is Lara Croft? • What is the narrative of Lara Croft Go? 	<ul style="list-style-type: none"> • What examples of intertextuality are there in this product? • How might different audiences over time respond to the adverts studied? • In what ways are audiences passive and in what ways are they active, in relation to each close study product? • How do political changes play a role in the developments that make some adverts seem outdated and unusual, especially in terms of gender representation?

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	<ul style="list-style-type: none"> • What codes and conventions does Lara Croft Go use? • How has the Tomb Raider franchise been advertised over time? • What are the positive and negative impacts of gaming? • How are visual and aural codes used in Lara Croft Go? • Who is the target audience for Lara Croft Go? • How was Lara Croft Go critically received? • How is Lara Croft represented compared to Zoella and Kim Kardashian? <p>Advertising</p> <p>OMO</p> <ul style="list-style-type: none"> • How were women represented in 1950s advertising? • What are the codes/conventions used by OMO advert? • Why do advertisements use stereotypes? • How do different audiences respond to different representations? • What is Stuart Hall's theory of reception? <p>Galaxy</p> <ul style="list-style-type: none"> • What is semiotics? • What is the narrative structure of this advert? • How can Todorov's theory be applied to the advert? • How can Propp's theory be applied to the advert? • How are women and men represented across both adverts? • How does the changing social and political context influence audience responses to both texts? 	
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	<p>Television Dr Who and Class: Co-owner of a lonely heart</p> <ul style="list-style-type: none"> • What similarities and differences are there between the two shows in terms of when they were produced? • What is the impact of new technologies on the production process? • How do codes and conventions communicate meaning in both TV episodes? • What is the narrative structure of both TV episodes? • What examples of genre hybridity are there in either TV show? • Who is represented in these episodes and how are they represented? • How does the BBC operate as a public service broadcaster? • How has the landscape of television altered from the early 1960s to today's multi-channel, multi-platform TV environment? • How are programmes like Class funded and commissioned? • How important has the franchise of Dr Who been for the BBC? • Who is the target audience? 	<p>How useful are narrative theories (such as Propp and Todorov) in the analysis and understanding of both TV shows?</p> <p>What factors influence whether or not audiences accept or reject the preferred readings of the TV shows?</p>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Identify media language, analyse its effect and explain this clearly. 	<ul style="list-style-type: none"> • Write extended responses that utilise subject terminology, are specific in their references and communicate clearly the effect of the choices producers make.

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	<ul style="list-style-type: none">• Discuss, analyse, reference and explain the use of representations across media texts, making judgements and drawing conclusions• Apply knowledge of relevant aspects of social, historical, culture and political contexts to close study products.• Use 'high level' vocabulary in own writing and accurate subject terminology• Use the full range of sentence structures and punctuation in own writing, for clarity.	<ul style="list-style-type: none">• Plan writing that is clear and utilises subject terminology• Edit own extended writing to show conscious changes in work to ensure maximum effect.
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