



Key Stage 4 Framework for Learning Year 11 2018-2019: I am Creative, Successful, Happy



Curriculum Area: Media Studies GCSE (AQA 8572)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Syllabus	AQA Media Studies GCSE. New Specification 8572 Advertising and Marketing	AQA Media Studies GCSE. New Specification 8572 Magazines	AQA Media Studies GCSE. New Specification 8572 Non Exam Assessment (NEA)	AQA Media Studies GCSE. New Specification 8572	AQA Media Studies GCSE. New Specification 8572	
Knowledge	<p>Students will study 3 advertisements:</p> <p><u>Television advertisement for Galaxy – Audrey Hepburn (2013)</u></p> <p><u>NHS Blood and Transplant online campaign video Represent featuring Lady Leshurr</u></p> <p><u>OMO Print advert from Woman's Own magazine, 5 May 1955</u></p> <p>Media Language Develop understanding of how codes and conventions are used to communicate meaning in each example. How would you describe the narrative structure of each advert? What elements of intertextuality can you identify? Which techniques of persuasion are used to promote the product?</p> <p>Media Representation Of places, celebrity persona, masculinity and femininity, class and age. How are these representations constructing</p>	<p>Students will study 2 magazines:</p> <p><u>Front cover of Tatler April 2017</u></p> <p><u>Front cover of Reveil 18-24 March 2017</u></p> <p>Media Language Understand the ways in which meanings are created by elements of this cover such as design and layout, typography, use of colour and language. How do the elements conform to or reject the conventions of the magazine cover genre? How is media language used to target and address a specific audience? How are narrative devices used to tempt prospective buyers to delve further into the magazine.</p> <p>Media Representation How have the producers of both magazines chosen to represent the people, issues and ideas they have selected? You should discuss the reasons for using stereotypes and the under-representation or misrepresentation of social groups or individuals here. How do audiences interpret the representations on the cover of Tatler and how are these interpretations influenced by the</p>	<p>ELE – 1 Day:</p>	<p>Research, Planning and Presentation Skills</p> <p>Students will choose from a list of 5 briefs provided by AQA.</p> <p>Students present a 300-word <i>statement of intent</i>, that outlines their aims for their product. They will explain the ways in which they will apply their knowledge and understanding of media language and media representation to their product, and how the product will target the intended audience.</p>	<p>Exam preparation</p> <p>Students will return to all the Close Study Products (CSPs) and use the booklet to revise all topics and concepts covered.</p> <ul style="list-style-type: none"> • Music Videos • TV • Online Media • Video Games • Newspapers • Film Industry • Radio • Advertising & Marketing • Magazines <p>Students will revisit exam-type questions covered, marked and responded to during the course.</p> <p>Students will refine their understanding of the exam papers.</p>	<p>Exam preparation</p> <p>Students will return to all the Close Study Products (CSPs) and use the booklet to revise all topics and concepts covered.</p> <ul style="list-style-type: none"> • Music Videos • TV • Online Media • Video Games • Newspapers • Film Industry • Radio • Advertising & Marketing • Magazines <p>They will develop (synoptic) links between the products using the Theoretical Framework.</p> <ul style="list-style-type: none"> • Media Language • Media Representation • Media Audience. • Media Industries.



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>a version of reality? Identify the stereotypes used and explain their function. How are choices made by the producers of this advert in order to convey particular viewpoints, messages, values and beliefs? What factors will affect the audience's interpretations of these representations?</p>	<p>identity of the reader?</p>			
Skills	<p>Identify Media Language Media Representation</p> <p>Research Audrey Hepburn. Use of CGI in advertising. Use of intertextual references. Advertising used to promote a clear persuasive message. Studying the history of advertising.</p> <p>Analyse & Compare Look at the link between advertising, identity and consumerism The social function of some promotional products and the impact they can have on behaviour, attitudes and beliefs. Reflect on the social, historical and cultural contexts in which the advertisements were produced, especially in terms of gender representation.</p>	<p>Identify Media Language Media Representation</p> <p>Research The history of the development of magazines. The history of the development of lifestyle/celebrity magazines.</p> <p>Analyse & Compare Reflect on the relationship between magazines and the contexts of their production. What are the values and beliefs implied by the choice and the presentation of contents that is illustrated by the front covers?</p>	<p>Construction Skills</p> <p>Students complete an individual media product, for an intended audience, applying their knowledge and understanding of media language and media representation.</p>	<p>Students will work to refine their skills at responding to exam questions.</p>	<p>Students will work to refine their skills at responding to exam questions.</p>
Assessment	<p>Marking Point 1 Extended writing piece, based on exam question <i>Analysis of the denotations and connotations used to convey meaning in the 3 advertisements.</i></p> <p>Marking Point 2 Extended writing piece,</p>	<p>Marking Point 1 Extended writing piece, based on exam question <i>How is the media language of both front covers used to target and address a specific audience?</i></p> <p>Marking Point 2 Extended writing piece, based on exam question</p>	<p>Marking Point 1 Statement of intent.</p> <p>Marking Point 2 Constructed product.</p>	<p>Marking Point 1 Examples of questions for Paper 1.</p> <p>Marking Point 2 Examples of questions for Paper 2.</p>	



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>based on exam question Use of stereotypes.</p> <p>Marking Point 3 Extended writing piece, based on exam question <i>What factors will affect the audience interpretation of each product?</i></p>	<p><i>How does identity of the reader influence their interpretation of each cover?</i></p> <p>Marking Point 3 Extended writing piece, based on exam question <i>What values and beliefs are implied on each cover?</i></p>			
Cultural Enrichment	<p>READ Extension research work – becoming familiar with the history and social context of advertising.</p> <p>WATCH</p> <p>VISIT Museum of Brands, London http://www.museumofbrands.com/</p>	<p>READ Extension research work – becoming familiar with a range of magazines.</p> <p>WATCH</p> <p>VISIT</p>	<p>READ Extension research work – developing understanding and knowledge of the chosen media.</p>	<p>READ Extension research work – developing understanding and knowledge of the media platforms in the CSPs</p>	<p>READ Extension research work – developing understanding and knowledge of the media platforms in the CSPs</p>
Character	 <p>QofS – Optimism Students will tackle the new topic with curiosity. They will work with optimism, questioning and analysing all aspects of the different media platforms and texts.</p>	 <p>QofS – Empathy Students will begin to understand the power and influence the media has on their life and accept their social responsibility to be fair and honest with their work and opinions</p>	 <p>QofS – Creativity & Curiosity Students will work to ensure that their creativity is used to represent all members of society with equality and equity. Students will start to view the media with a new sense of curiosity, questioning and analysing all aspects of media. They will develop their skills at working independently and cooperatively</p>	 <p>QofS – Responsibility & Reflection Students will take the opportunity to reflect on their work. They will celebrate their successes and acknowledge their weaknesses.</p>	 <p>QofS – Practice & Resiliency Students will use their resiliency to ensure all feedback is used constructively and strive to make progress at all times. They will share all ideas with openness and review work with honesty.</p>