Curriculum Map – Media Studies– Year 12

Immanuel College
Church of England Academy

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content title	**Introduction** to Media Language & Representation (two weeks) **Newspapers:** The Mirror and The Times (Component 1, Sec A: Media Language & Representation) **Newspapers:** The Mirror and The Times (Component 1, Sec B: Industries and Audiences)	**Advertising:** Tide ad (1950s), Kiss of the Vampire film poster (1960s), and Tokyo Paralympic Games TV ad (2020s) (Component 1, Sec A: Media Language & Representation) **Advertising:** Tide ad (1950s) and Tokyo Paralympic Games TV ad (2020s) (Component 1, Sec B: Media Industries and Audiences)	**Film production/distribution:** *Black Panther* (2018) (Component 1, Sec B: Industry only) and *I, Daniel Blake* (2016) (Component 1, Sec B: Audiences and Industries)	**Music videos:** *Turntables* (Janelle Monae, 2020) and *Riptide* (Vance Joy, 2013) (Component 1, Sec A: Media Language & Representation)	**Radio:** *Woman's Hour* (BBC Radio 4) (Component 1, Sec B: Industries and Audiences)	**NEA/coursework:** Component 3 Choice of coursework briefs—all involve three-part production + Evaluative Analysis. First two weeks spent on research and planning.
Purpose of the scheme	*Introduce students to course outline, key terminology/concepts, and media theory.* *Studying newspapers first allows exploration of more challenging political elements of course under close teacher guidance. It also builds cultural capital necessary for other elements of the course.*	*Applying terminology from HT1 more independently and to slightly easier/more visual texts.* *Building cultural capital— especially RE representation past and present and cultural shifts from pre-modernity to post-modernity.*	*Students examine the differences between mainstream and independent cinema. Study of I, Daniel Blake gives students the opportunity to strengthen the understanding of UK politics gained during the first half-term.*	*In this unit, students return to the basics of media language analysis established in HT1 and HT2. They are also introduced to more advanced media theories, including feminist theory and critical race theory.*	*Radio unit builds on cultural capital gained during newspaper unit—especially RE British demographics (social grades/class etc.).* *Introduction to BBC's institutional history and structure will carry through to Y13, when students study a BBC drama.*	*Coursework is worth a third of students' overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.*
Pre-read (suggested)						
Key knowledge and skills	Understand the basic codes and conventions of different media formats. Develop awareness of the UK's political climate and public sphere. Understand the political spectrum and UK governmental structure.	Understand the codes and conventions of advertising. Develop awareness of consumer culture and gender-based audience targeting. Analyse media language and representation.	Explore all aspects of production, marketing, and distribution. Develop awareness of the film industry as a whole—including institutions, awards, and key figures.	Understand the codes and conventions of music videos. Develop awareness of the music industry and the construction of star persona. Analyse media language and representation.	Develop understanding of the BBC's corporate structure. Understand the differences between public and commercial funding models. Understand how OFCOM, the BBC Charter, and BBC Service Licences affect programming. Develop understanding of the radio industry and changing audience consumption patterns.	*Coursework is worth a third of students' overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.*
Key words / vocabulary	Construction of reality Mediation Public interest Right/left-wing Labour/Conservative MP/minister/parliament Broadsheet	Synthetic personalisation Demographic Z layout Anchorage Enigma codes Target audience Marketing	Global industry Franchise Marketing Distribution Funding Regulation BBFC	Postmodernism Subversion and conformity (stereotypes) Visual metaphors Narrative construction	British Broadcasting Corporation Middle-class Middle-aged ABC1 Higher-educated British institution Regulation	N/A

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	Tabloid Leveson IPSO Social grades Working class/middle class Headline/standfirst/masthead/ caption/byline/skyline	Distribution	Advertising campaign 360-degree ad campaign Guerrilla ad campaign Slow-burn ad campaign Tentpole property Cultural event		OFCOM BBC charter Inform, educate, entertain	
Exam board						
End point						
Assessment method	Comparison between unseen newspaper cover and studied newspaper cover.	Comparison between unseen advert and studied advert.	Practice industry or audience question on one of the two films.	Media language or representation question on either music video.	Selection of smaller knowledge-based questions that are typical of Section B of the Comp 1 paper.	Teacher marks coursework and assigns grade. (This is later moderated by the exam board to ensure fairness and accuracy.)
Wider links	Introduction to UK government, politics, public discourse, and the role of the media as the 'fourth estate'.	Introduction to concepts of consumer culture and consumer psychology.	Links to UK politics covered in first half-term.	From a PSHE/PSALM perspective, it is useful for students to explore concepts of star persona and star construction.	Invites debate over the value provided by the BBC, the unifying role of the BBC, and the future of the TV licence.	N/A
Career links	Journalism Politics	Copywriting Advertising and marketing	Film production/distribution Advertising and marketing	Music production/distribution Advertising and marketing	Radio production Online content production	N/A

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