

Media Studies Unit Overview Year 11

Year 10 into 11 Media

During lockdown, Students will have covered a unit looking at Fortnite and The Archers, and aspects of Media theories. These are necessary for their exam in year 11. The key things moving forward will be a good understanding of the game, its production and the theories of Propp / Blumler and Katz / Todorov. In order to check understanding, students will be having daily and weekly quizzes to re-cover and check aspects of work looked at during lock down, as well as teams quizzes, knowledge organiser quizzes and specific homework essays and stepped revision to ensure constant retrieval. The topics will also be revised again in class prior to mock exams and revisited again in April before the GCSE. For those that need further help, there will be targeted homework, extra revision sessions, scaffolding and revision materials provided

GCSE Media Studies - Year 11 Unit 8: Radio

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Component One Section B: Radio Industry</p> <p>Text: The Archers</p>	<p>Knowledge of the set text (The Archers.)</p> <p>Understanding of the BBC as a PSB (public service broadcaster) and the characteristics of it in comparison to commercial stations; an understanding of an evolving media product through historical context and examination of The Archers website and episode content.</p> <p>Skills: Application of knowledge learned to examination style questions about industry and audience. Use of text specific terminology.</p>	<p>Ability to apply media theories to the texts we study – Blumler and Katz.</p> <p>Understanding of target audience and how the text appeals to them.</p> <p>Knowledge of PSB and how text fulfils the remit of the BBC.</p> <p>A historical context of the text and how the text has evolved to appeal to a more modern audience – with textual evidence from plotlines / website.</p>	<p>Analysis skills using media language from all previous units.</p> <p>Application of knowledge about audience and demographics from unit 5.</p> <p>Use of what / how / why structure.</p>	<p>EDUQAS Text book.</p> <p>Archers website.</p> <p>Fan websites.</p> <p>Independent Internet research around the topic area.</p>

GCSE Media Studies - Year 11 Unit 9: TV

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Component 2 Section A - TV genre study.</p> <p>Texts: <i>'Luther'</i> & <i>'The Sweeney.'</i></p>	<p>Knowledge of TV Industry (BBC /ITV/ OFCOM) and audience.</p> <p>Understanding of Representation of gender / ethnicity in set texts ('Luther / The Sweeney.')</p> <p>Understanding of how social and historical context affects representations in TV programmes.</p> <p>Skills: Analysis of moving image and technical terms for micro analysis of text. Comparison of audience and industry with non-contemporary text.</p>	<p>Ability to analyse extracts from the set text in terms of media language: technical codes / representation / genre codes and conventions.</p> <p>Understanding of social and historical context in terms of both texts and how they influence representations and narrative.</p> <p>Ability to write a structured essay response with appropriate references and analysis using media language.</p>	<p>Building awareness of media industries and the organisations behind them and the regulatory bodies monitoring them.</p> <p>Understanding of BSB remit for BBC from Unit 8.</p> <p>Analysis skills using media language from all previous units.</p> <p>Understanding of social and historical context in relation to texts – from all previous units.</p>	<p>OFCOM website https://www.ofcom.org.uk/home</p> <p>EDUQAS online resource: TV CRIME GENRE https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1054</p> <p>EDUQAS Text book.</p> <p>YouTube / NETFLIX – to view extracts for study.</p> <p>Independent Internet research around the topic area.</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Component Two Section B: Music video & online media</p> <p>Katy Perry / Bruno Mars / Duran Duran</p>	<p>Knowledge of the music industry and how technology has impacted upon and changed it.</p> <p>Understanding of Representation of gender and ethnicity in a social context and representations in historical text. Understanding of how artists and their image are a construct of the music industry for economic reasons.</p> <p>Skills: Constructing essays which include media language, text reference and analysis of representation in the set music videos / music websites.</p>	<p>Ability to apply media theories to the texts we study – Dyer’s theory / Male gaze theory / Blumler and Katz.</p> <p>Ability to write about representations of gender and apply a social and historical context to these representations.</p> <p>Ability to analyse examples from the set texts and include them in written responses.</p> <p>Use of media language relevant to the text type.</p>	<p>Building awareness of media industries and the organisations behind them.</p> <p>Analysis skills using media language from all previous units.</p>	<p>KATY PERRY: EDUQAS online resources: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1053</p> <p>Katy Perry official website.</p> <p>Bruno Mars official website.</p> <p>Wiki – Duran Duran – background information</p> <p>Internet research – history of music video/ information.</p> <p>EDUQAS Text book.</p>