

## Media Studies A Level Curriculum Unit Overview

Year 11 into 12: There is no pre-requisit for students to have studied GCSE Media studies in order to take Media studies at A level. However, the experience of taking part in formal exams has obviously been missed, and these skills are essential for students to be confident in working under timed conditions at A level. We will therefore ensure that students have built on their GCSE preparation by working on specific essay skills, including offering scaffolding and structures initially, to give them the opportunity to see where and how to hit the necessary assessment objectives. This is always included within the Media curriculum as students need to learn how to write at the correct level.

### Year 12

#### Media Studies A Level - Year 12 Unit 1: Advertising.

What are we learning?	What knowledge, understanding and skills will we gain? <sup>i</sup>	What does mastery look like? <sup>ii</sup>	How does this build on prior learning? <sup>iii</sup>	What additional resources are available?
<p>COMPONENT 1. Section A &amp; B Advertising and Marketing Media Language, Representation and Audience.</p> <p>TEXTS: Tide (1950s)/ WaterAid (2016) / Kiss of the Vampire (1963)</p>	<p>Knowledge: In section A, learners study media language and representation in the two set advertisements. Here, learners will develop knowledge and understanding of the same two advertisements in terms of the relevant audience issues they illustrate. The two advertisements reflect different historical contexts, purposes and target audiences.</p> <p>learners will develop knowledge of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing media products from a variety of forms. They will learn about the audiences who are targeted by the texts.</p> <p>Learners will also need to compare these texts to an unseen text in the final examination.</p> <p>Understanding of:</p>	<p>Ability to apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and make judgements and draw conclusions.</p> <p>The consistent and accurate application of knowledge and understanding of the theoretical framework to analyse the unseen and set advertisements.</p> <p>Analysis of how representations in the advertisements construct versions of reality is perceptive, detailed and</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>Media language: how the media through their forms, codes, conventions and techniques communicate meanings. Representation: how the media portray events, issues, individuals and social groups. Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.</p> <p>Skills: In analysing media products, learners will: Analyse critically and compare how media products (studied and unseen), including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way Debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.</p>	<p>may be informed by relevant theories.</p> <p>Detailed and appropriate comparisons of audience positioning by the advertisements.</p> <p>Judgements and conclusions regarding how the advertisements relate to relevant media contexts which are perceptive, insightful and fully supported with detailed reference to specific aspects of the advertisements.</p> <p>Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>		
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**Media Studies A Level - Year 12 Unit 2: Film Industry and Audience.**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>iv</sup>	What does mastery look like? <sup>v</sup>	How does this build on prior learning? <sup>vi</sup>	What additional resources are available?
<p>COMPONENT 1 Section B: Film Industry and audience.</p> <p>Texts: I, Daniel Blake (2016) Black Panther (2018)</p>	<p>Knowledge: learners will develop knowledge of key aspects of the film industry, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers in the film industry. In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances.</p> <p>Film is studied in relation to media industries only. Learners study the set films and their marketing across various media, exploring the convergence of media platforms and technologies and other relevant industry issues. The two films reflect contrasting aspects of the film industry: mainstream (Black Panther) and independent (I, Daniel Blake) production.</p> <p>Understanding: In order to develop an awareness of the films as contemporary examples of the film industry and of its marketing strategies, learners consider at least one trailer and at least one poster for each film, as well as online marketing where relevant. Selected extracts from the films may also be studied in relation to the industry issues</p>	<p>Knowledge and understanding of Disney and mainstream film production and how this impacts on production values in Black Panther.</p> <p>Knowledge and understanding of I, Daniel Blake and independent film production and how this impacts on production values.</p> <p>Excellent, detailed and accurate knowledge and understanding of how national and global audiences can be reached through different media technologies and platforms, with possible reference to relevant theories.</p> <p>Knowledge and understanding of how media organisations meet the needs of specialised audiences,</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>exemplified, including the opening credits and at least one other extract. Learners will develop an understanding of the differences between mainstream and independent film production and how the product is affected by the studios and directors that produce it.</p> <p><b>Skills:</b> Learners will learn to write about the film industry in an economic context in terms of: production, distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding. They will analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response; use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way; debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.</p>	<p>with possible reference to relevant theoretical perspectives</p> <p>Detailed reference to the set film industry text to support any points made.</p> <p><b>They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</b></p>		
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**Media Studies A Level - Year 12 Unit 3: Music Video**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>vii</sup>	What does mastery look like? <sup>viii</sup>	How does this build on prior learning? <sup>ix</sup>	What additional resources are available?
<p>COMPONENT 1 Section A; Music video</p> <p>Texts: Dream, Dizzee Rascal (2004) Riptide, Vance Joy (2013)</p>	<p>Knowledge: learners will develop knowledge of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing music video products. Learners will also explore how the media products relate to their social, cultural, historical and political contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.</p> <p>Understanding: Understanding of: Media language: how the media through their forms, codes, conventions and techniques communicate meanings. Representation: how the media portray events, issues, individuals and social groups.</p> <p>Skills: Use media language and reflect critically upon a range of complex theories of media studies and use specialist</p>	<p>Ability to apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and make judgements and draw conclusions.</p> <p>The consistent and accurate application of knowledge and understanding of the theoretical framework to analyse the unseen and set advertisements.</p> <p>Analysis of how representations in the music videos construct versions of reality is perceptive, detailed and may be informed by relevant theories.</p> <p>Detailed and appropriate comparisons of audience positioning by the music videos.</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>subject-specific terminology appropriately in a developed way Debate critically key questions relating to the social, political and cultural role of media representations through discursive writing.</p>	<p>Judgements and conclusions regarding how the music videos relate to relevant media contexts which are perceptive, insightful and fully supported with detailed reference to specific aspects of the music videos.</p> <p>Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>		
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**Media Studies A Level - Year 12 Unit 4: Newspapers**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>x</sup>	What does mastery look like? <sup>xi</sup>	How does this build on prior learning? <sup>xii</sup>	What additional resources are available?
<p>COMPONENT 1 Section A &amp; B. NEWSPAPER S.</p> <p>Daily Mirror, March 13, 2019 front page and article on 'Brexit' vote (Section A). (Plus whole text and online study for Section B)</p> <p>The Times, March 13, 2019 front page (Section A). (Plus whole text and online study for section B)</p>	<p><b>Knowledge:</b> learners will develop knowledge of key aspects of the newspaper industry, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers in the newspaper industry.</p> <p>In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances.</p> <p><b>Understanding:</b> Learners will understand the different political bias of newspapers and how the organisations behind them affect this bias. They will understand the different demographics of newspaper readership and how newspapers develop products to appeal to their target audience. Learners will understand how technological changes have impacted upon and changed the nature of the newspaper industry via digital platforms and convergence.</p> <p><b>Skills:</b> Learners will learn to write about the newspaper industry in an economic context in terms of: production, distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding. They will also study representations found in newspapers and audience demographics for different</p>	<p>Excellent, detailed and accurate knowledge of recent technological changes in the newspaper industry.</p> <p>A thorough understanding of the impact of recent technological changes on the production and distribution of newspapers, which uses set text examples to support points.</p> <p>Excellent, detailed and accurate knowledge and understanding of how ownership shapes media products, with reference to relevant theoretical perspectives.</p> <p>Detailed reference to the set text newspaper to support any points made.</p> <p><b>They show the ability to construct and develop a sustained line of</b></p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>newspaper products and how these appeal to their target audience.</p> <p>They will analyse critically and compare how newspapers construct and communicate meanings through the interaction of media language and audience response; use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way; debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.</p>	<p>reasoning which is coherent, relevant, substantiated and logically structured.</p>		
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**Media Studies A Level - Year 12 Unit 5: Magazines – Contemporary and Historical texts.**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>xiii</sup>	What does mastery look like? <sup>xiv</sup>	How does this build on prior learning? <sup>xv</sup>	What additional resources are available?
<p>COMPONENT 2 Section B Magazines contemporary and historical.</p> <p>Texts: Vogue (July 1965) (Conde Nast) The Big Issue (Oct 17-23 2016, No.1227) (Dennis &amp; The Big Issue Ltd)</p>	<p><b>Knowledge:</b> Learners will explore magazines through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component.</p> <p><b>Understanding:</b> Learners will develop the ability to: Analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. Learners will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation and consumption, as well as</p>	<p>Excellent knowledge and understanding of the influence of contexts on the set magazine products.</p> <p>Links drawn between the representations in the set magazine products and the contexts in which they were produced are perceptive and insightful, showing a detailed understanding of the significance of relevant contextual factors.</p> <p>Excellent application of knowledge and understanding to evaluate media theories in relation to the set texts.</p> <p>Evaluation of theories in relation to the set texts is insightful, thorough and critically informed.</p> <p>Arguments regarding the validity of media theories are fully supported with detailed reference to specific aspects of the set magazine products.</p>	<p>Learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>considering the historical, social, and cultural significance of the representations they offer. Learners will also explore how media language incorporates viewpoints and ideologies. The two magazines studied have been produced within different historical and industry contexts and that target different audiences. One of the magazines is contemporary, whilst the other will have been produced before 1970; one will be a commercial magazine with mainstream appeal, whilst the other will have been produced outside the commercial mainstream.</p> <p>Skills: Learners will produce essays which: Debate critically key questions relating to the social, cultural, political and economic role of magazines through sustained discursive writing. Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</p>	<p>Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>		
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**Media Studies A Level - Year 12 Unit 6: Television in a Global Age.**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>xvi</sup>	What does mastery look like? <sup>xvii</sup>	How does this build on prior learning? <sup>xviii</sup>	What additional resources are available?
<p>COMPONENT 2 Section A Television in a Global Age.</p> <p>Texts: Life On Mars (UK) Series 1, Episode 1: (2006) Original Broadcaster: BBC One (UK)</p> <p>The Bridge (Denmark/Sweden) Season 3, Episode 1 (2015) Original Broadcaster: SVT1 (Sweden) DR1 (Denmark) UK Broadcaster: BBC Four</p>	<p>Knowledge: Learners will explore TV through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component.</p> <p>Understanding: Learners will develop the ability to: Analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be</p>	<p>Detailed knowledge of the set texts and social, cultural, economic, political and historical contexts. With a clear understanding of how these factors influence the set products.</p> <p>Excellent application of knowledge and understanding of the theoretical framework to analyse the set products.</p> <p>Analysis of the set products is perceptive, insightful, and informed by a detailed knowledge and understanding of media theories which are applied to the set text and evaluated.</p> <p>Judgements and conclusions regarding the set product and media theories can be seen as perceptive, insightful and fully supported with detailed reference to specific aspects of the set product.</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the television industry is regulated and the marketing strategies used to promote the set product will also be investigated. Learners will also have opportunities to explore how the television audience is defined, constructed and targeted on both a national and a global scale. In addition, the appeal of the programmes for audiences will be investigated, and issues such as fandom and the way in which audiences use media texts will also be considered. Whilst there is a specific focus on contemporary television programmes here, learners will also examine the way in which these products relate to broader cultural and historical contexts, analysing their use of media language and the cultural and ideological significance of the representations they offer.</p> <p>Skills: Learners will produce essays which: Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing. Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</p>	<p>Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>		
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## Year 13

### Year 12 into 13 Media

During lockdown, students continued looking at work for their exam, and the year 12 exams showed how successfully this had been done. Students covered 'Music Videos,' 'Newspapers,' 'Magazines' and 'Television in a Globe Age.' Each of these looked at prescribed texts, considering their production, how they represent the social and technological aspects of the time, links to media theories and how to respond to these texts within an exam situation. However, throughout the Autumn term, the remaining aspects of paper one and two will be covered and revised, using low stakes quizzing as starters, as well as teams quizzes for homework, and essays that are used as revision and retrieval practice throughout the term up until Christmas. After Christmas, the areas will again be revisited as part of the revision process for the year 13 Mock exams, and then looked at again in April and May before the real exams. The first unit of year 13 is preparation for coursework, and this is done on an individual basis and therefore allows for one on one conversations with the teacher who can identify areas of need for students and implement further support as an when necessary for any work that is needed – both from the lockdown period and the coursework being covered as a new unit. Scaffolding and structures for essays can be provided for those students who need it.

#### Media Studies A Level - Year 13 Unit 1: NEA Coursework

What are we learning?	What knowledge, understanding and skills will we gain? <sup>xix</sup>	What does mastery look like? <sup>xx</sup>	How does this build on prior learning? <sup>xxi</sup>	What additional resources are available?
<p>COMPONENT 3.</p> <p>Brief set by EDUQAS examination board (changes annually)</p> <p>Chosen focus: Magazines.</p>	<p><b>Knowledge:</b> Students must research the products according to the requirements of the brief: Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms. Analysis should focus on how specific techniques such as: layout and composition; editing; sound, etc. used to create meaning, and the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. Research into how the industry context – the media organisation, production processes, distribution and marketing, scheduling/ positioning, regulatory issues etc. – impacts on a production. Research</p>	<p>Learners create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p> <p>The products address all requirements set out in the examination board brief; all elements of the tasks are completed fully.</p> <p>Learners produce an excellent, highly detailed, written statement of consistently relevant aims and intentions that clearly responds to the brief, targets the intended audience and reflects the specified industry context through a coherent concept for interrelated products.</p> <p>The aims and intentions demonstrate a plan for thorough and sustained use of</p>	<p>Learners will use the knowledge and understanding of magazine construction, representations and audience gained from Unit 5 to inform the development of their own Magazine product.</p> <p>Some students who studied GCSE Media Studies will have a knowledge of Adobe Photoshop</p>	<p>EDUQAS digital resources <a href="https://resources.edugas.co.uk/Pages/ResourceByArqs.aspx?subId=20&amp;lvId=1">https://resources.edugas.co.uk/Pages/ResourceByArqs.aspx?subId=20&amp;lvId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p>

	<p>into the ways in which media industries use digital convergence across different platforms –how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Research into the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Identify examples from similar products analysed. Research into audience responses to, and interaction with, media products. Secondary research – academic theoretical research appropriate to A Level to develop understanding and support analysis.</p> <p>Primary audience research such as focus groups research prior to completion of production work.</p> <p><b>Understanding:</b> Learners must apply the knowledge from research into planning their own products as required by the brief.</p> <p><b>Skills:</b> In creating media products, learners will: Acquire technical skills using Adobe Photoshop, InDesign software and web design websites (Wix). Apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Apply knowledge and understanding of the digitally convergent nature of contemporary media. Use media language across media forms to express and communicate meaning to an intended audience.</p>	<p>appropriate codes and conventions, and insightful representations.</p> <p>Excellent evidence of application of knowledge and understanding of the theoretical framework of media through sustained use of highly appropriate subject-specific terminology</p> <p>An excellent realisation of the brief that consistently uses conventions relevant to the chosen forms, genre and industry context in products that are coherently interrelated.</p> <p>An excellent realisation of the brief that is likely to consistently engage and position the intended audience through a highly appropriate mode of address.</p> <p>An excellent, sustained use of media language in the products to communicate meanings in a highly complex way, such as through intertextuality, hybridity and a thorough control of connotations, and to construct points of view that embody ideological perspectives.</p> <p>A cross-media production that constructs a highly effective narrative or design (as appropriate)</p> <p>The production exhibits a sustained use of media language in the products to construct insightful, appropriate representations.</p>	<p>from their GCSE NEA productions.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>Mrs Fisher – online video tutorials.</p>
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What are we learning?	What knowledge, understanding and skills will we gain? <sup>xxii</sup>	What does mastery look like? <sup>xxiii</sup>	How does this build on prior learning? <sup>xxiv</sup>	What additional resources are available?
<p>COMPONENT 2 Section C.</p> <p>Texts: Zoella Zoe Sugg <a href="https://www.zoella.co.uk/">https://www.zoella.co.uk/</a></p> <p>Attitude <a href="http://attitude.co.uk/">http://attitude.co.uk/</a></p>	<p>Knowledge: Learners will explore online products (blogs &amp; online magazines) through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component.</p> <p>Understanding: Learners will develop the ability to: Analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific</p>	<p>Excellent knowledge and understanding of relevant aspects of the theoretical framework.</p> <p>Discussion of the set products is likely to be perceptive, insightful, and critically informed by a detailed knowledge and understanding of audiences and how they use online media products.</p> <p>Detailed reference is made to relevant audience theories.</p> <p>Excellent application of knowledge and understanding to make judgements and draw conclusions regarding how far aspects of identity can be seen to affect the way in which audiences use online media.</p> <p>Judgements and conclusions are perceptive, insightful and fully supported with detailed reference to specific aspects of the set product.</p> <p>Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvl=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&amp;lvl=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>terminology appropriately in a developed way.</p> <p>Learners will understand how in a world increasingly dominated by digital technology, online, social and participatory media have become an integral part of the contemporary media landscape. The growing cultural significance of online platforms is evident in the number of subscribers that bloggers and YouTubers like Zoe Sugg (Zoella) attract, and in the amount of web traffic that the websites of online newspapers and magazines generate. Through an in-depth study of two contrasting online products, learners will look at the role played by blogs and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The changing relationship between media producers and audiences will be considered here, as learners will examine the idea that media consumers have now become producers who regularly and actively participate in the creation and dissemination of media content online. The impact of digitally convergent media platforms on media production, distribution and circulation will also be explored, as learners will study an online magazine produced for a minority group, considering the way in which digital</p>			
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	<p>platforms can be used to reach specialised audiences. These set products can be seen to demonstrate significant emerging developments in the media, reflecting the ongoing impact of technology on media language and audience interaction.</p> <p>Skills: Learners will produce essays which: Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing. Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</p>			
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Media Studies A Level - Year 13 Unit 3: Radio

What are we learning?	What knowledge, understanding and skills will we gain? <sup>xxv</sup>	What does mastery look like? <sup>xxvi</sup>	How does this build on prior learning? <sup>xxvii</sup>	What additional resources are available?
<p>COMPONENT 1 Section B Radio Industry and audience.</p> <p>Text: Late Night Woman's Hour. Radio 4.</p>	<p>Knowledge: Learners should have knowledge of Late Night Woman's Hour as an evolving media product in terms of the relevant radio industry and audience issues it illustrates. Radio 4 as a BBC product and a PSB.</p> <p>Understanding: Understanding of Late Night Woman's Hour as an example of the contemporary radio industry and contemporary radio audiences, learners should have an awareness of the historical significance of the programme in terms of its evolution from Woman's Hour and how it has been created in response to industry and audience demands. In order to develop this awareness, learners should consider extracts from at least two podcasts of Late Night Woman's Hour.</p> <p>Skills: Learners will learn to write about the radio industry in an economic context in terms of: production,</p>	<p>Knowledge of the BBC as a Public Sector Broadcaster and how this impacts on production values.</p> <p>Excellent, detailed and accurate knowledge and understanding of how national and global audiences can be reached through different media technologies and platforms, with possible reference to relevant theories.</p> <p>Knowledge and understanding of how media organisations meet the needs of specialised audiences, with possible reference to relevant theoretical perspectives</p> <p>Detailed reference to the set radio programme to support any points made.</p> <p>They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant,</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding. They will also study representations found in radio presenters and audience demographics for the set text and how these appeal to their target audience.</p>	<p>substantiated and logically structured.</p>		
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**Media Studies A Level - Year 13 Unit 4: Video Games**

What are we learning?	What knowledge, understanding and skills will we gain? <sup>xxviii</sup>	What does mastery look like? <sup>xxix</sup>	How does this build on prior learning? <sup>xxx</sup>	What additional resources are available?
<p>COMPONENT 1 Section B</p> <p>Assassin's Creed III: Liberation (2012) for assessment in 2021</p> <p>Assassin's Creed franchise, for assessment from 2022</p>	<p><b>Knowledge:</b> Learners should have knowledge and understanding of Assassin's Creed III: Liberation as a contemporary action adventure game in terms of the relevant video games industry and audience issues it illustrates. In order to develop this awareness, learners will consider at least one extract from the game. As the video game is PEGI rated 18 learners must know the descriptors for this classification and why the content leads to this rating.</p> <p><b>Understanding:</b> Learners look at representations in the game and how they reflect social and cultural issues. Understand the global nature of the video game industry and how technological advances have changed audiences and production quality. How multi-platform options have engaged wider audiences.</p> <p><b>Skills:</b></p>	<p>Knowledge of UBISOFT and mainstream game production and how this impacts on production values.</p> <p>Excellent, detailed and accurate knowledge and understanding of how global audiences can be reached through different media technologies and platforms, with possible reference to relevant theories.</p> <p>Knowledge and understanding of how media organisations meet the needs of specialised audiences, with possible reference to relevant theoretical perspectives</p> <p>Detailed reference to the set video game text to support any points made.</p> <p>They show the ability to construct and develop a sustained line of reasoning</p>	<p>learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.</p> <p>Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.</p> <p>Analysis skills and understanding of media language from previous units.</p>	<p>EDUQAS digital resources <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?sublid=20&amp;lvlId=1</a></p> <p>EDUQAS A Level Text book.</p> <p>SlideShare resources.</p> <p>Wiki sites.</p> <p>Mrs Fisher – online video tutorials.</p> <p>Knowledge Organisers available in Sharepoint.</p>

	<p>Learners will learn to write about the video game industry in an economic context in terms of: production, distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding. They will also study representations found in game and audience demographics for the set text and how these appeal to their target audience.</p>	<p>which is coherent, relevant, substantiated and logically structured.</p>		
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