

Year 13 Media

The curriculum has been designed where time is allocated to topics based on their examination weighting, as suggested by OCR, the exam board. The curriculum follows the papers in a linear fashion with Paper 1 being taught first, then the NEA, then Paper 2. The curriculum is also designed with the media theoretical framework at its heart, so that we constantly focus on knowledge of media industries, media representations, media audiences and media language. In addition to this, media theories and media contexts are taught throughout the two years.

Methods of deepening and securing knowledge:	
Spaced practice	Theories are revisited as part of starter activities.
Retrieval practice	Quizizz.com is used as starters to revisit different topics not currently being studied.
Elaboration	Students conduct a number of in-depth case studies on media texts, forms, and industries. Theories are also studied in depth.
Interleaving	Students study the theoretical framework and this is revisited in every lesson.
Concrete examples	Case studies are studied throughout the two years.
Dual coding	This happens as part of normal teaching.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>NEA Coursework – Practical Production</p> <ul style="list-style-type: none"> - Finalise all ideas a planning into presentation format, 1 lesson maximum - Students pitch their coursework idea and planning, 2-3 lessons - Students and teachers to give feedback - Targets set for students 	<p>Paper 2 – EVOLVING MEDIA – SECTION A – Media Industries and Audiences</p> <ul style="list-style-type: none"> - Media industries - Media audiences - Media contexts - Set texts: <ul style="list-style-type: none"> - Radio: BBC Radio One Breakfast Show - Students should study the historical context of public - service broadcasting 	<p>Continue LFTVD</p> <ul style="list-style-type: none"> - Close analysis of case study text 2 – European non-English language - For both case studies the following should be addressed: media language, genre and narrative structures - Constructed representations, - Social, political and cultural contexts 	<p>Paper 2 – EVOLVING MEDIA – SECTION A – Media Industries and Audiences cont</p> <ul style="list-style-type: none"> - Video Games: Minecraft - Used as a case study into contemporary video games industry - No textual analysis required <i>(AS text for Component</i> 	<p>Revise Media Messages – Newspapers</p> <ul style="list-style-type: none"> - Focus more on theory 	

	<ul style="list-style-type: none"> - Filming main task - Upload and reflect on rushes - Identify and re-shooting needed - Rough cut - Including some transitions - Target audience feedback on rough cut - Development of sequence - Finalise sequence, including colour correction, filters, lip syncing, sound - Ancillary task production - Photoshoot for magazine - Upload images to computers and select or reject - Edit using Camera Raw - Layout content onto desktop publisher Serif-Page Plus - Draft articles/redraft - Finalise dtp - Ancillary task production 	<ul style="list-style-type: none"> - Case study of one complete episode of the BBC Radio One Breakfast Show from 2017 onwards 	<ul style="list-style-type: none"> - Ownership – production, distribution, circulation and targeting of audiences - Audiences – global and non-English speaking audiences; how they access and respond to the text - Comparison of case studies – end of unit assessment – mini essay 	<p><i>1, Media Today, Section A – The Media Theoretical Framework)</i></p> <p>Film: <i>The Jungle Book (2016) (AS text for Component 1, Media Today, Section A – The Media Theoretical Framework) and The Jungle Book (1967) (NOT AN AS TEXT)</i></p> <ul style="list-style-type: none"> - Study of the contemporary film industry – comparison of production, distribution and marketing practices from 1960 and now - Online, social and participatory Radio: Online version of text above including Facebook and Twitter feeds - Video games: How the game is played online and its online community 		
--	--	--	--	--	--	--

				plus Youtube <i>Minecraft</i> aggregation channel		
				Revise and consolidate		
Assessment	- NEA Assessment - Essay on Minecraft	- PPE paper 2	- Paper 2 essays on LFTVD, Minecraft, Radio 1, Jungle Book	- Paper 2 essay - Paper 1 essay	- Final examinations	
CEIAG (<i>Careers that are linked to that topic</i>)	- Journalism - Film director - Camera operative - Photographer - Marketing executive	- Broadcast journalist - Radio presenter	- Academic careers - Television careers	- Careers in the media		

Independent learning:

There is a variety of Independent learning set. In the first term of Year 13 students are working on their NEAs and much of this will be independent learning. Students are also given essays, revision, research, and analysis-based home work.