Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
1. Coursework Production for 10-16 weeks Research Statement of Aims 500 words Production Worth 30%	Develop practical production skills Respond to a brief set by Eduqas Draw together knowledge, understanding and skills you have gained in Component 1 & 2 in year 12.	Use codes and conventions of media language effectively. Follow a brief	Audio-visual, website, print-based, marketing, online, magazine, narrative, briefs, original material, production, equipment, software, storyboard, creative process, camera, filming, script, enigma, copyright, homepage, mock-ups, images, text, sounds and moving image, masthead, strapline, cover price, barcode, cover lines, double page spread, stand first, menu bar	Students will produce a good, reasonably detailed statement of relevant aims which responds to the brief and targets the intended audience • The aims demonstrate a plan for a reasonably consistent use of appropriate conventions and generally purposeful representations • Good evidence of application of knowledge and understanding of the theoretical framework of media through use of appropriate subject specific terminology Students will create a product that demonstrates a good realisation of the brief that uses conventions
		Construct representations	Design, narrative, social groups, stereotypes, genre, research, planning, primary, secondary, textual analysis, questionnaire, camera shots, camera angles, characters, narrative, disruption, locations, diegetic sound, editing	
		Create a production for a target audience	Age, gender, class, target audience, code od costume, code of gesture, dialogue, audience appeal	

				generally relevant to the chosen form or genre • A good realisation of the brief that is likely to engage the intended audience through a mode of address which is appropriate • The product addresses the requirements set out in the brief; almost all elements of the tasks are completed A good use of media language in the product to communicate meanings in a reasonably complex way, with a good control of connotations, and to imply points of view, not always intentionally ▢ A good product that constructs an effective narrative or design (as appropriate) ▢ A good use of media language in the product to construct generally appropriate representations

| 2. Magazines *Vogue* *The Big Issue* | Students are required to study one set edition of a historical magazine in detail. Students must also study one set edition of a contemporary magazine produced outside of commercial mainstream. | Students are to understand how to use theoretical framework in relation to these magazines. (bell hooks, Gauntlett, hall, Barthes, Strauss etc)

Media language – how magazines communicate meaning through forms, codes, conventions and techniques Representation – how magazines portray social groups and particular aspects of social identity. The magazine industry – how processes of production, distribution and circulation affect magazines. Audiences – how magazines target, reach and address audiences and how audiences interpret | Polemic Quarterly Magazine hybridity Periodical Brand identity Masthead Cover lines Tag line Repeat purchase House style Typography Lexis Sign Orders of signification PARADIGM SYNTAGM ALLEY GUTTER White space Anchorage Editorial philosophy Sub-genre Domestic Tokenism Whitewashing Exotic order Diversification Conglomerate Vertical integration Readership Circulation Monopoly Oligopoly | AO1 1a and 1b Demonstrate knowledge and understanding of the theoretical framework of media y

AO2b Demonstrate understanding of contexts of media and their influence on media products and processes.

AO2a Apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and through the use of academic theories evaluate academic theories make judgements and draw conclusions. |

		and respond to magazine products.	Statutory regulation	
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3. Component 2: Investigating Media Forms and Products **TV**	Study a media form in depth, covering all aspects of the media framework: • Media language • Representation • Audiences • Industry	Importance of genre in the production, distribution and consumption of the media product.	Dynamic, contexts, genre, distribution, production, consumption, crime drama, communicate meanings, forms, codes, conventions, techniques, point of view	**AO1** Demonstrate knowledge and understanding of: the theoretical framework of media contexts of media and their influence on media products and processes. **AO1 1a** Demonstrate knowledge of the
		The dynamic nature of genre and how it reflects the historical contexts of the product.	Portrayal, representations, social groups, mise en scene, narratives	

Life on Mars *The Bridge*	Students will study the texts through close analysis of the set products. Students will investigate: • How media language is used to communicate messages • How representations reflect social, historical, political and economic contexts • The relationship between the product and the industry • How audiences are targeting be media producers • How audiences interact with the media Relevant theories will be used to develop understanding			theoretical framework of media. **AO1 1b** Demonstrate understanding of the theoretical framework of media.
		The significance of the economic and industry contexts in which TV programmes are produced.	BBC, Channel 4, English, non-English, process of production, distribution, marketing, commissioning, narrowcasting, multi-channel era,	**AO1 2a** Demonstrate knowledge of contexts of media and their influence on media products and processes.
		How the TV industry is regulated	Classification, BBFC, age ratings	**AO1 2b** Demonstrate understanding of contexts of media and their influence on media products and processes.
		How the set products are marketed	Viral, trailers, theatrical posters, teasers, flagship shows,	
		How the representations contained within the set product reflect the values, attitudes and beliefs of the product's creators	Stock characters, audience surrogate, point of identification, Vladimir Propp, iconography	**AO2** Apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and through the use of academic theories evaluate academic theories make judgements and draw conclusions. **AO2 1** Apply knowledge and understanding of the theoretical framework of media to

				analyse media products, including in relation to their contexts and through the use of academic theories. **AO2 2** Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories. **AO2 3** Apply knowledge and understanding of the media framework
4. Video Games	Students must have knowledge and understanding of a contemporary action game in terms of the relevant industry and audience issues it illustrates. Students must consider one extract of the game and consider other contemporary emerging games in relation to the product.	Students must be able to analyse the certain elements of video gaming in relation to industry and audience: The historical context of the game. Industry (in terms of regulation) Production, distribution and circulation. The economic context of the game. Audience. Social and cultural context.	PEGI MMORPG Persistent worlds CRPG Augmented reality Avatar PlayStation Vita UBISOFT Transgressive behaviour	AO1 1a and b Demonstrate knowledge and understanding of the theoretical framework of media

		Students must apply relevant theoretical perspectives e.g. Albert Bandura		
				Include opportunities to develop subject specific skills plus general core skills including independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy
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5. Blogs and Online Media *Zoella* *Attitude*	In recent years, digital technologies and growth of the internet have dramatically altered the media landscape, challenging the relationship between media producers, products and audiences. This unit aims to explore the emergence of new online	**The media language of online products** How blogs, vlogs and online videos communicate meaning through their forms, code, conventions and techniques.	Web 2.0, content creators, hyperlink, blogger, vlog, para-social interaction. Walkthrough, 'let's play' video, non-verbal communication, gatekeeping, user generated content, web traffic, multi- channel network, monetisation, algorithm, digital influencer, brand recognition, synergy, convergence, transmedia	AO1 1a and b Demonstrate knowledge and understanding of the theoretical framework of media AO2 3 Apply knowledge and understanding of the theoretical framework of media to

	media forms and its growing cultural significance		storytelling, CAP code, Advertorial, Metadata, collaboration video, call to action, Q &A session, meet-and-greet,	make judgements and draw conclusions
		Representation The way individual and social groups are represented in Blogs, vlogs and online videos	Gauntlet- identity theory Hall- Reception Theory Greer- the Female Eunuch Jenkins- Fandom Buckingham-media in the online age Gerbner- Cultivation theory Barthes-Semiotic Theory Strauss- Structuralism Baudrillard- Postmodernism Butler- gender performativity Gilroy- Postcolonial theory Livingstone and Lunt- Regulation Hemondhalgh- Cultural industries Shirky- End of Audience theory	
		Industry The impact of recent technological change on media production, distribution and circulation The significance of economic factors in relation to online media forms		
		Audience		

		How online media targets, attracts, reaches, addresses and potentially constructs audiences. How audiences interact and respond to online media products		