

Year 12 Topics

In year 12 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. Advertising <i>Tide</i> <i>WaterAid</i> <i>Kiss the Vampire</i>	Focus Media Language, Representation and Audiences. To develop a knowledge and understanding of media industries through set products. Advertising is one of the most powerful of the media industries and has adapted to reflect sociological, cultural and consumer demands	To introduce key aspects of the theoretical framework. To analyse media in a range of forms including advertising and marketing. To develop the use of subject specific terminology.	Advertising Brand, Brand identity, Advertising campaign, Hard sell, Consumable products, Hyperbole, In house, Iconic representation, Brand ambassador Repertoire of elements, intertextuality, visual codes, slogan, persuasion, hyperbole, narrative, soft sell, hard sell, demonstrative action, logos, mode of address, product endorsement, unique selling point	AO2 1 and 3 Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none"> analyse media products, including in relation to their contexts make judgements and draw conclusions
		Media Language <ul style="list-style-type: none"> How the language of advertising and marketing communicates meaning to its audience How developing technologies affect media language The codes and conventions of advertising The use of intertextuality 	Film Poster Hook, Copy, Facial action coding system, Signifier, Signification, Binary opposition, Star persona, star billing, promise of pleasure, tag line, expert criticism, mark of quality Print Layout and design, central image, typography, graphics, visual codes, colour, print technical codes,	

		<ul style="list-style-type: none"> How audiences interpret and respond 	airbrushing, mode of address, iconography	
		<p>Representation</p> <ul style="list-style-type: none"> The ways in which events, issues, individuals and social groups are represented The way the media constructs a version of reality How stereotypes can be used positively and negatively How and why certain social groups are under or mis-represented How the media conveys values, attitude and beliefs about the world How an audience interprets 	<p>Technical codes</p> <p>Non diegetic, diegetic voice over, close up, direct mode of address, establishing shot, tracking shot, slow motion, colour palette, on screen graphics</p> <p>Theorists</p> <p>Barthes- semiotics Strauss- Binary opposition</p>	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
2. Newspapers <i>The Daily Mirror</i> <i>The Times</i>	Focus: Media Language, Representation and Industry. To develop a knowledge and understanding of media industries through set products. This topic revisits some of the set theorists.	The set products are to be analysed in great detail. Students will develop their ability to use relevant theoretical approaches and subject specific terminology. <ul style="list-style-type: none"> Roland Barthes' semiotics theory Charles Levi-strauss' binary opposition theory 	Masthead, plug, puff, headline, strapline, subheadings, jump line, central image, stand first, pull quote, standalone, splash, colloquialism, paparazzi, left wing and right wing.	AO2 1 Apply knowledge and understanding of the theoretical framework of media to analyse media products

		<ul style="list-style-type: none"> • David Gauntlett's theory • Stuart Hall's representation theory <p>Students will consider how stereotypes reinforce inequalities of power. Students will develop knowledge of political agenda and bias. Students will consider the ways in which individuals, events and groups are represented. They will also understand how and why the media construct versions of reality. Furthermore, students will recognise how and why certain social groups are under or misrepresented. Students will be able to explain how the media conveys values, attitude and beliefs about the world</p>		

				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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3. Component 1 Section B: Media Industries and Audiences Film <i>I, Daniel Blake</i> <i>Black Panther</i>	Develop knowledge and understanding of key aspects of media industries including: <ul style="list-style-type: none"> • Ownership and funding • Regulation • Impact of technology 	<ul style="list-style-type: none"> • What is meant by a Mainstream, High Concept film • Independent films • The film industry • Regulation-BBFC • Film marketing • Livingstone and Lunt 	Emerging media, mainstream, high concept, niche, indie, convergence, global implications, media conglomerate, vertical integration, horizontal integration, economic context, distribution, exhibition, BBFC, regulation, classifications, trailers, synergy, marketing, biopic, Comcast, viral marketing, camera shots and angles, audio code	AO1 1a Demonstrate knowledge of the theoretical framework of media AO1 1a and b Demonstrate knowledge and understanding of the

	<ul style="list-style-type: none"> Global production and distribution Film marketing 			theoretical framework of media
	Media Audiences will include: <ul style="list-style-type: none"> Targeting Categorisation Construction How audiences consume and interact with the media How audiences respond to the media 	<ul style="list-style-type: none"> Who are the potential target audiences Contexts Fandom 	BBFC, target audiences, regulation, historical, social, cultural, economic, political contexts	AO1 1a Demonstrate knowledge of the theoretical framework of media AO1 1a and b Demonstrate knowledge and understanding of the theoretical framework of media
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4. Music Videos <i>Formation</i> <i>RipTide</i>	Focus: All aspects of the media framework <ul style="list-style-type: none"> Media Language Representation Audience Industries 	Students will develop an understanding of four different music video genres and styles: <ol style="list-style-type: none"> Performance Narrative Thematic (RELATED TO SONG LYRICS) A combination genre of more than one of the above 	Star persona Motif Binary opposites Disjuncture Genre characteristics Shot Non diegetic diegetic close up	AO2 1 and 2 Apply knowledge and understanding of the theoretical framework of media to: <ol style="list-style-type: none"> analyse media products,

		<p>Students will understand how and why different music videos are constructed.</p> <p>Students will understand how to apply theorists to the set music videos (David Gauntlett, Stuart Hall, bell hooks, Claude Levi Strauss, Goodwin etc).</p> <p>Students will consider for each set text:</p> <ul style="list-style-type: none"> • What key representations feature in the set music video • How their set music video has been constructed. • The use of stereotypes. • How the representations within the music video relate to genre and context (social, historical and cultural). • How messages are communicated through music videos. 	<p>direct mode of address, establishing shot tracking shot</p>	<p>including in relation to their contexts</p> <p>2. make judgements and draw conclusions</p>
<p>5. Radio</p> <p>Late Night Womens Hour</p>	<p>To develop knowledge and understanding of key aspects of the radio industry. It is the oldest and most traditional media industry and has seen</p>	<p>To study media audiences and how they are targeted, categorised, constructed, how they consume and interact with the media and how they respond to the media.</p>	<p>Radio</p> <p>Public service broadcaster, Profile, Cross-platform marketing, Syndicated output , Stripping, convergence, Bauer Media Group, scheduling</p>	<p>AO1 1a and b</p> <p>Demonstrate knowledge and understanding of the theoretical framework of media</p>

	<p>many changes and rapid progress in the digital age.</p>	<p>To understand how LNWH caters for all areas of society and the topics and issues discuss reflect the concerns of young women who had previously under represented.</p> <p>To develop knowledge and understanding of key aspects of the radio industry.</p> <ul style="list-style-type: none"> • Ownership and funding • Regulation • The impact of technology • Global production and distribution <p>To study media audiences including</p> <ul style="list-style-type: none"> • Targeting • Categorisation • Construction • How audience consume and interact with radio <p>How audience response to radio as a medium</p>	<p><u>Radio</u> Public service broadcaster, Profile, Cross-platform marketing, Syndicated output , Stripping, convergence, Bauer Media Group, scheduling</p> <p><u>Regulation</u> Ofcom BBC Remit Lothian principles</p> <p>Named theorist</p> <ul style="list-style-type: none"> • Curran and Seaton- power and the media • Stuart Hall- reception theory 	
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<p>6. Coursework Production for 10-16 weeks</p> <p>Research</p> <p>Statement of Aims 500 words</p> <p>Production</p> <p>Worth 30%</p>	<p>Develop practical production skills</p> <p>Respond to a brief set by Eduqas</p> <p>Draw together knowledge, understanding and skills you have gained in Component 1 & 2 in year 12.</p>	<p>Use codes and conventions of media language effectively.</p> <p>Follow a brief</p>	<p>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</p>	<p>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</p> <p>Students will create a product that demonstrates a good realisation of the brief that uses conventions generally relevant to the chosen form or genre</p> <p>• A good realisation of the brief that is likely to engage the intended audience through a</p>
		<p>Construct representations</p>	<p>Design, narrative, social groups, stereotypes, genre, research, planning, primary, secondary, textual analysis, questionnaire, camera shots, camera angles, characters, narrative, disruption, locations, diegetic sound, editing</p>	
		<p>Create a production for a target audience</p>	<p>Age, gender, class, target audience, code of costume, code of gesture, dialogue, audience appeal</p>	

				<p>mode of address which is appropriate</p> <ul style="list-style-type: none">• The product addresses the requirements set out in the brief; almost all elements of the tasks are completed <p>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</p>
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