

Big Ideas	Y10	Y11	Y12	Y13
Media Language	<p>Know and understand the different platforms in media: TV, Radio, Newspapers etc Know and understand key terms such as mise en scene; be able to apply to a variety of media texts/platforms. Know and understand key theorists: Todorov, Strauss, Barthes and Propp (Narrative)</p> <p>Know and understand key genre conventions for CSPs. Begin to identify and apply genre conventions in their own products (NEA) Know, identify and understand the use of most common camera angles/techniques e.g. close-up, canted angle, tracking shot</p> <p>Begin to use a clear PEAS structure in responding to texts</p> <p>Know and understand the key terms "signifier" and "signified", "decode" and "encode".</p>	<p>Develop and embed terms and theory into analysis of set products (CSPs). Use the PEAS structure to write analytical responses which fluently embed the theoretical framework, using clear specific examples and terminology. Making clear links between the four key concepts- holistic understanding of how contexts/ producers/ genre/ media landscape affect production and reception of texts. Use terms for camera angles, lighting and sound more confidently, fluently and purposefully.</p>	<p>Understanding of key theorists: Todorov, Strauss, Barthes, Propp. Understanding of key terms "signifiers and signified". Know and understand key Semiotics theorists (Hall, Saussure, Barthes). Introduction of Genre theory (Neale). Introduction of Post Modernism and Baudrillard- understanding and application of theory. Know and be able to use increasingly complex terminology for technical elements such as moving image, sound, print media. To be able to use PEAS structure effectively to target upper bands of mark scheme (Media One exam)</p>	<p>Independent analysis and unpicking of texts (CSPs and unseen) Evaluation of texts, their purpose and effect through techniques used. Post Modernism (Baudrillard) Evaluation/debate of the usefulness of the theory. Developing in-depth analysis and evaluation of all CSPs. Effective use of PEAS to respond to Media One and Two CSPs and access upper bands of the mark scheme- nuanced meanings, personal opinion supported by a wealth of evidence across a breadth of CSPs and texts.</p>
Media Audiences	<p>Know and understand key theorists: Hall, Blumler and Katz, Young and Rubicam. Know, understand and be apply to apply demographics and psychographics to audiences from different time periods and for different platforms. Know the difference between active and passive audiences.</p>	<p>Develop and embed terms and theory into analysis of set products (CSPs). Use the PEAS structure to write analytical responses which fluently embed the theoretical framework, using clear specific examples and terminology. Making clear links between the four key concepts- holistic understanding how contexts/ producers/ genre/ media landscape affect production and reception of texts.</p>	<p>Know and understand key theorists: Hall, Maslow, Young and Rubicam, Dyer, Gerbner, Two Step Flow, Cultivation, Active and Passive, psychographics (Young and Rubicam and Blumler and Katz), NRS and demographics. Different types of audience: primary, secondary, tertiary; niche and mass. Be able to apply these theories to the CSPs.</p>	<p>Apply and evaluate the theories studied (see Y12) when looking at the full range of texts across Media One and Media Two (CSPs) Effective use of PEAS structure to respond to increasingly complex media debates and theories in an informed and evidenced way, using audience theory to support and challenge viewpoints.</p>

Media Industries	Know and understand the difference between independent and big budget/conglomerate media companies and the products . Be aware of the limits on production placed by regulation and budgets.	Analyse, critically comment and evaluate the use of regulation in the UK across all platforms of the media industry. Evaluate the impact of economic/industry limitations on producers, texts and audiences.	Know and understand UK news regulation procedures/ regulation theory through the study of newspapers(Livingston/Lunt, Curran and Seaton, Hesmondhalgh) Knowledge and understanding of industry structure; understanding of systems of production, distribution and exhibition. Understanding of economic factors and their impact on production, distribution and exhibition across a range of platforms (CSPs).	Application of regulation theory to all relevant CSPs. Evaluation of theory and context when responding to debate style questions on aspects of production, distribution and exhibition- this includes more nuanced understanding of CSPs, theory and context, using evidence judiciously and frequently to support points of view.
Media Representations	Know and understand that representations in the media can be of people, places, social groups, gender, race, religion, ethnicity and ideology. Know and understand key terms: selection, mediation and construction; stereotypes (perpetuate, adhere, reinforce, subvert). Know and understand key theorists: Mulvey's male gaze, Hall and Dyer stereotypes theories.	Be able to apply, debate and evaluate representations in the media across a range of platforms and time periods. Apply theory accurately and evaluatively. Identify how and why representations are constructed in media texts. Why have producers done this? What is the effect on consumers?	Know and understand key terms: selection, mediation, construction, hegemony, ideology, stereotypes, archetypes, countertypes. Know and understand key representation theorists: Mulvey, Van Zoonen, Dyer, Perkins, Alvarado, Gilroy, Butler, Gauntlett, Hall. Post-feminism and female gaze. Be able to identify and apply theory to CSPs.	Be able to analyse and evaluate representations in media texts in depth and with thoughtful, judicious use of theory and clear specific examples to reinforce well-informed opinions. To use the synoptic aspect of the course to evaluate representations in light of different audiences, producers, genres and contexts.
Media Contexts	Know and understand the different platforms in media: TV, Radio, Newspapers etc Know and understand key turning points/events/effects of digitalisation and technological convergence e.g. birth of YouTube. Know and understand the term BIPOC and BAME and how representations have and are changing over time. Know and understand the terms patriarchy and LGBTQ+ and how key movements and moments in history have contributed to a change in media production and reception.	Be able to evaluate the power/influence and impact of different media platforms. Be able to analyse and evaluate the effect of changes in media contexts over time- more opinionated and nuanced debating of the impact society has on the media and vice versa. Be able to use independent wider reading and knowledge of current media debates and issues (including specific, contemporary examples) to support	Know, understand and be able to apply key moments in historical context such as: Thatcher's Britain, Brixton Riots, #Metoo, BLM, Trump's presidency, print media becoming less popular due to digital growth. Be informed about current issues and debates in the media as and when they occur.	More sensitive, nuanced, evaluative exploration of the impact of context on both production and reception of media texts. More informed, relevant evidence- greater use of synoptic overview of CSPs and wider reading to inform responses to media texts

