Year 11 Media Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1
Unit of Work	Paper 2: Music *Mojo Magazine and Music Videos*	Paper 2: Music *BBC Radio 1 Live Lounge*	Paper 2, Component 2: *The Observer and Online, Social and Participatory Media*	Revision
Ethos Links	STEM - Technology	STEM – Changing technologies within Radio production.	STEM – changes in technology Character – demonstrated through news stories	
Knowledge	By the end of this unit students will know and understand: ➢ The effect of ownership on magazines ➢ How magazines are funded ➢ The impact of production processes and technologies on the magazine industry and music videos ➢ The function and types of regulation in the magazine industry ➢ How magazines and music videos can be aimed at a range of audiences ➢ How audiences are categorized ➢ How audiences may interpret media products differently, reflecting social and individual differences	By the end of this unit students will know and understand: ➢ The role of radio 1 within the BBC and PSB ➢ Differences to commercially funded radio stations ➢ Regulation of Radio ➢ How audience impacts a radio stations mode of address ➢ How BBC Radio 1 Live Lounge promotes British music and artists ➢ The effects of convergence on radio ➢ How audiences are targeted through marketing ➢ How changes in technology have impacted radio ➢ They ways in which audiences interpret radio content	By the end of this unit students will know and understand: <u>Online</u> ➢ The impact of production processes and technologies on online newspapers and their social and participatory feeds ➢ How The Observer is owned and funded as a media institution and how funding issues have affected the drive to online media ➢ The convergent nature of media industries across different platforms ➢ The challenges for media regulation presented by online news and social media ➢ How online content can be aimed at a range of audiences and how they are targeted ➢ How online audiences are categorized	Revision of all topics

	➢ The ways in which people's media practices are connected to their identity		➢ How audiences may interpret the same content differently on different platforms ➢ The various forms of media language used to create and communicate meaning ➢ How selection, combination and exclusion of elements of media language influence meaning ➢ The relationship between technology and media language of online and social media news ➢ How online news represent the world <u>The Observer</u> ➢ Three historical front covers of The Observer ➢ Two contemporary front covers of The Observer ➢ The contexts associated with the set covers and how they show the changing social, historical, cultural and political contexts of the 1960s and the present day. ➢ How media language is used to construct representations based upon contexts ➢ Differences between tabloid and broadsheet newspapers ➢ Media language elements used on a newspaper to create meaning including layout, typography and post-production editing ➢ The nature of newspaper ownership	

			➢ The impact of production processes and technologies on newspaper production ➢ Regulation of print newspapers	
Skills	By the end of this unit students will be able to: ➢ Consider how the choice of elements of media language influences meaning on magazine covers ➢ Explain how intertextuality can be used to influence meaning ➢ Analyse how representation on magazine covers reflect social and cultural contexts ➢ Analyse how media language is used to construct representations in music videos, including elements such as locations, costume, camerawork and editing	By the end of this unit students will be able to: ➢ Explain how radio stations address the needs of different audiences ➢ Use specific examples from an episode of BBC Radio 1 Live Lounge. ➢ Explain how radio promotes artists, with a focus on British music ➢ Explain how BBC Radio 1 Live Lounge meets the remit of PSB	By the end of this unit students will be able to: ➢ Analyse the ways in which newspaper producers represent the world and construct versions of reality ➢ Explain how the purposes of media producers and the choices they make influence representations ➢ Explain the social, cultural and political significance of particular representations ➢ Analyse how representations reflect the contexts in which they were produced	Revision of all topics
Key Vocabulary	➢ Representation ➢ Masthead ➢ Coverlines ➢ Cover image ➢ Anchorage ➢ Intertextuality ➢ Location ➢ Costume ➢ Shot type ➢ Editing ➢ Connotation ➢ Comparison ➢ Identity	➢ Public Service Broadcasting ➢ Remit ➢ Commercial ➢ Regulation ➢ Innovation ➢ Audiences ➢ Convergence	➢ Production ➢ Ownership ➢ Regulation ➢ Diversification ➢ Convergence ➢ Conglomerate ➢ Participatory media ➢ Connotation ➢ Representation ➢ Bias ➢ Tabloid ➢ Broadsheet	

Assessment	1. 15 mark exam style question, comparing the elements used by two front covers 2. 10 mark question analysing two set music videos	10 mark exam style question – how do Radio stations address the needs of their audience?	Paper 2, Section B: News exam questions	