

Year 11: OCR Media (J200)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>NEA - Non-examined Assessment 30%</p> <p>Focus: Apply knowledge and understanding of media to the research, planning and creation of a practical production piece.</p>	<p style="text-align: center;">Newspapers</p> <p>The Observer Print The Guardian/Observer online Historical paper 1960 The Observer.</p> <p>Focus: This section will engage with one in-depth study covering online, social and participatory media. Students will also engage with print news. The topic requires students to respond to questions covering the whole of the theoretical framework and a range of media contexts</p>		<p>TV The Avengers 1967 Season 4 Ep 1 Cuffs 2010 Season 1 Ep 1 ITV/ BBC</p> <p>Focus: This section consists of an in-depth study of television as a media form and focuses on two media products – one historical and one contemporary – chosen to illustrate continuities and changes in mainstream television drama over time. These two media products will need application of the whole theoretical framework and media contexts to detailed textual study.</p>		<p>TV Theories recap Context's recap Set text recap</p> <p>Focus: To widen the intellectual horizons of the student through the analysis of a wide range of media forms and contexts. This will develop a wider understanding and appreciation of the media in both a historical and contemporary context</p>
Assessments	<p>NEA planning, research and production in line with OCR Guidelines.</p> <p><u>Away from Point of learning: Topic Test</u> covering topics learnt in Year 10. Music, Film</p>	<p>Mock Exam: Away from the point of learning Paper 1 and 2 – Micro topics. Film Music</p>	<p>Focus areas of the Theoretical framework and contexts, applied to set text by OCR. Paper 2 Section B focus. Newspapers.</p>	<p>Focus areas of the Theoretical framework and contexts applied to set texts by OCR. Paper 1 Section A focus. TV</p>	<p>Mock Exam: Away from the point of learning Paper 1 complete paper. Film and TV</p>	<p>Mock Exam: Away from the point of learning Paper 2 complete paper. Music and News Summer External GCSE Exams: Paper 1 and 2</p>
Building on Prior Learning	<p>Substantive Knowledge From Year 10, students will draw on knowledge of Media Language, Representation, Industry and Audiences. The programme of study in Yr 11 contains two topics, which are in depth studies of the theoretical framework and contexts, which students can draw their core knowledge from previous topics in Year 10 and skills in analysing to help apply and develop knowledge and understanding.</p> <p>Disciplinary/procedural Knowledge From Year 10, students will have a great understanding of elements which make up Language and Representation, with social and cultural contexts. Along with these areas of knowledge it will allow theorists to apply responses in more sophisticated ways ensuring depth and to make judgements and draw conclusions to media products.</p>					
Cultural Capital	<p>When studying a subject like Media as embroiled in political, historical, social and cultural contexts, knowledge of the zeitgeist elevates understanding to a whole new level. Every topic studied has references wider than the curriculum, from Public Service Broadcasting in TV, a knowledge of the history and significance of TV genres, including key texts and current innovations, to investigating current affairs, can all massively impact depth of understanding and critically evaluate the impact of such codes and choices. Media allows students to identify instances of intertextuality with ease; reference politically, culturally or socially motivated choices in media texts and understand the production process in context.</p>					
Mastery	<p>In terms of mastery students will be given a range of media products to apply language and representation analysis to. Using knowledge of Political, Historical, cultural and social contexts, this should all be brought together and applied when conducting the analysis. Use of subject specific terminology such as: Regulation, Technological Change, Democracy, Hegemony, Consumerism, Individualism, Globalisation etc will be encouraged from the very start of the course.</p>					
Development of Character	<p>A wide range of virtues are covered through the teaching of Media: Intellectual virtues are necessary when applying the critical eye over media products to peruse truth, knowledge and understanding of the meaning presented to us as audiences. When analysing media products for both language and representation we must explore viewpoints and bias, whilst ensuring we consider viewpoints from a range of social groups, this can contribute to Moral Virtues such as; compassion and respect. This is important when covering newspapers and a range of current affair stories.</p>					
Extra-Curricular opportunities	<p>The emphasis in enrichment is strong both at KS4 and KS5.</p> <p>In School: Students have Teams Channels: Consolidation and Wider Reading available. Exploring the Media Friday lunch times. Workshops delivered by Ravensbourne during school holidays for 14+.</p> <p>Outside of School: School trips related to NEA brief of that year.</p>					
Metacognitive Learning	<p>Students in Media studies will learn through expert modelling and exposure to a range of media products/ sectors, which require the same application of analysis for any type of question in this area. To form these routines in knowledge, feedback will form an important part of developing students as metacognitive learners, they will be able to effectively apply exam technique and used feedback areas for development to help plan for success in future assessments/work.</p>					