



CIE 9607 A Level Media Studies – The British School Kathmandu. 2 Year Curriculum overview

Year 12 Term 1 Aug-Oct	Year 12 Term 2 Oct-Dec	Year 12 Term 3 Jan-April	Year 12 Term 4 April-July	Year 13 Term 1&2 Aug-Dec	Year 13 Term 3 Jan-April
<p>Component One Introducing the domains and concepts.</p> <p>Component two (Media Texts and Contexts) - Section A of the CIE Media Studies exam will kick off the year. This is the analysis of UK or US TV programmes. This will</p>	<p>Component One and Two</p> <p>Term Two will be mainly devoted to the planning, production and post-production of the foundation production.</p> <p>Term two will also feature a series of mock exam style timed</p>	<p>Component One and Two</p> <p>The Foundation Production will conclude at the beginning of January, the day after returning from the holiday - the students being given clear instructions about what to do to complete their work</p>	<p>Revision and exam preparation will start properly immediately after the holiday. There will be 4 weeks of revision which will start with the revising of key concepts, theories and theorists. Next will be textual analysis of British and US TV programmes and then the film industry.</p>	<p>Component Three - Advanced Portfolio</p> <p>Initially there will be some refreshing of analysis terms and techniques, along with some of the key theories that will be relevant to the product analysis students will employ in the Advanced Production.</p>	<p>Component Four</p> <p>This term will focus on the preparation for the exam, the topics are Postmodern Media, Regulation and Media Ecology.</p>

<p>lead into the textual analysis element of the Component 1 Foundation Production which will mark the beginning of the practical part of the course..</p> <p>integrated into this term will be opportunities to develop practical production skills in camera, sound, editing, photography, with an emphasis on Premier Pro and photoshop.</p> <p>Term One will also see the foundation of key concepts and theories.</p>	<p>essays to develop students' analysis skills in preparation for the final exam (and the January mock).</p>	<p>over the break. It may be necessary to devote some time to the refinement of the CCR and website.</p> <p>Component Two - Media texts and context - The primary focus of this topic is the Film Industry, although students will also conduct a self guided case study on another media industry such as video games, print media or music.</p> <p>Occasionally lesson Time will also be given to TV analysis practise.</p>		<p>The first two terms will be devoted to the Advanced Production. The deadline will be in December as the students break up for the holiday.</p>	
<p>The term will start with skills workshops mixing a basic introduction to key theory and terms</p>	<p>The main focus of this term is the foundation production. After the analysis and planning is</p>	<p>Component 2 Section B - Media Contexts.</p>	<p>A variety of revision techniques will be used to refine and develop the students' exam</p>	<p>Component 3 The year will start with a brief refresher on the key terms and</p>	<p>Component 4 The remainder of the course will be devoted to preparation for the</p>

<p>and experimentation with the equipment. Application of learning in a practical context will be the emphasis. E.g. a basic introduction to genre will be followed by short practical projects where students apply the key ideas of genre through a film trailer or poster etc. This will be to demonstrate an understanding of the conventions and iconography of particular genres.</p> <p>During this period students will learn about Camera angles and movement; mise-en-scene; the principles of editing and sound. This will be coupled with introductions to key theory; representation</p>	<p>completed (mainly during term 1), students will then be expected to create and edit their work. They will also require time to refine and improve their production work. At the same time students will be working individually on their website of evidence, these are the things they are actually accessed on, that the external examiner will see. Eventually this will include all research and analysis (including text and audience), planning, weekly blog and evaluation (Creative Critical Reflection - CCR). Over the holidays students will be expected to complete the CCR, which comprises four</p>	<p>The case study for media contexts this year is Marvel and Sony's unusual collaboration on Spiderman No Way Home.</p> <p>Students will learn about how such films are financed, produced, marketed and distributed. They learn about the digital technologies employed in the Film Industry and audiences trends in consumption.</p> <p>Students will also conduct their own comparative case study on a separate media industry of their choice. This comparison in the exam will help their grade..</p>	<p>performance. These will range from analysis of past exam responses, planning of past exam questions, timed essays and a full mock exam.</p>	<p>theories particularly ones the student will have to draw on for their production work. The advanced production will dominate the first two terms.</p> <p>Students will return from the summer having completed research and analysis tasks that had been started during the bridging week of the previous year. Students have the choice between 4 exam board set briefs. They include:</p> <ul style="list-style-type: none"> ● A music video promotional campaign ● A film promotional campaign ● A short Film, along with 	<p>exam and will cover three topics: Postmodern Media, Regulation and Media Ecology.</p> <p>January - 3 weeks</p> <p>Postmodern Media Students learn about key postmodern theories and theorists such as Jean Baudrillard, Lyotarde and Strinati, Hyperreality and simulacrum, style over substance, high and low culture etc. Through the study of a variety of minor case studies and through an in depth case study on the 2020 Netflix film Enola Holmes, students will learn to identify the 8 features of a Postmodern text.</p>
---	--	---	--	--	--

<p>(Hall, van Zoonen, Gauntlett and hooks), genre (Neale and Chandler) and narrative (Propp and Todorov). To be followed by more advanced theories such as semiotics (Barthes) etc.</p> <p>Time will also be devoted to skills development associated with photography and graphic design - mainly Photoshop skills.</p> <p>The Foundation Production requires students to make a choice from set briefs. They will then conduct research into similar media texts, practitioners and the techniques they use. Students will create media texts fulfilling</p>	<p>compulsory questions which have to be answered using different media. (there might be time given to refining the CCR in term 3, but not much).</p> <p>During term 2, there will be ongoing practise of the unseen TV analysis in preparation for the January mock and final exam.</p>			<p>promotional materials</p> <ul style="list-style-type: none"> ● A documentary and promotional material. <p>It is doubtful the documentary option will be offered as this is potentially tricky.</p> <p>Students may need to develop and refine the work they did over the summer, but they will be expected to get into the planning of their media productions very quickly. To hit the ground running. By the end of August students will have needed to complete both the research analysis and planning. Production work will take place during September with postproduction in</p>	<p>February - Regulation - 3 Weeks</p> <p>This part of the course focuses on Social Media and uses a case study about TV presenter Caroline Flack as the central point to raise important issues about the topic. Students learn about the UK regulation sector and the organisation involved in it and state and self regulation. Livingstone and Lunt and Curran and Seaton (Ownership and power) are the main theorists students will study as part of this topic. Students will also conduct their own case study research into a media regulation issue.</p>
--	--	--	--	---	---

<p>the requirements of the brief. Foundation Production work, research, planning, analysis and final productions will be evidenced via a student created website which will also contain a weekly progress blog. The projects can be made in small groups or individually.</p>				<p>October / November. December will see the completion of the evaluation and refining of the website. A weekly blog will be completed by each student during the project process which will be uploaded to the website (this should be date stamped every week). It is imperative that the Advanced Production is completed by the December Holiday.</p> <p>AS and A2 students should be given a website template for them to populate with their production project evidence.</p>	<p>Feb/March - Media Ecology - 6 Weeks</p> <p>Media Ecology is the study of how technology changes society and impacts on human behaviour. Key theorists include Marshall McLuhan (Hot and Cold Media/ The Medium is the message), Neil Postman (technopoly) and Ong.</p> <p>Sub-topics include:</p> <ul style="list-style-type: none"> ● Audience engagement with evolving media environments. ● Convergence of personal and mass communication technology. ● Impact on society of
--	--	--	--	---	--

technological change. e.g. collection and sharing of data and data protection.

- Globalisation
- Media Ownership and Net Neutrality
- Representations of public and personal personae
- Audiences relationships to software and hardware.
- How developing technologies impact media language.
- Changing modes or reception and impact on audiences.

Revision - 4 weeks

<p>The key theories will be illustrated using a variety of examples from a range of media. These will include Wateraid for Identity theory (Gauntlett) and magazine</p> <p>TV Case Studies: Agent Carter The Morning Show Killing Eve</p>	<p>TV Case Studies: Sharp Objects Others TBC</p>	<p>Case Study: Spiderman No Way Home</p> <p>Various articles about marvel and more generally about film finance. Kermode podcast on the Film Industry. Stephen Fellows website and podcast about film finance.</p>	<p>TV Case Studies: Devs The One</p>		<p>Case Studies: <i>Postmodernism - Enola Holmes (2020)</i> <i>Regulation - Social Media and Caroline Flack</i> <i>Media Ecology - Ai</i></p>
<p>Domains Media Language, and Representation</p>	<p>Domains Media Language, and Representation</p>	<p>Domains Industry and Audience</p>	<p>Domains Media Language, and Representation Industry and Audience</p>	<p>Domains Media Language, and Representation Industry and Audience</p>	<p>Domains Media Language, and Representation Industry and Audience</p>
<p>Concepts Vocabulary associated with A/V analysis (mise-en-scene/ audio/ editing/ Camera) Genre and Narrative Semiotics Verisimilitude</p>	<p>Concepts Representation Research into text 180 degree rule shot-reverse-shot Exposure/ shutter speed/ aperture.</p>	<p>Concepts Synergy Convergence Vertical -Horizontal- Parallel Integration (corporate structure) Franchise</p>	<p>Concepts All</p>	<p>Concepts Vocabulary associated with A/V analysis (mise-en-scene/ audio/ editing/ Camera) Genre and Narrative Semiotics</p>	<p>Concepts Postmodernism - hyper-reality/ simulacra/ meta-narratives/ High v popular culture Regulation - cultivation theory, morality,</p>

		<p>Box office/ opening weekend</p> <p>Above the line and below the line profit.</p>		<p>Verisimilitude</p>	<p>decency, accuracy and ownership</p> <p>Legal and ethical frameworks</p> <p>Ecology - Media environments and audience engagement.</p> <p>Convergence of personal and mass comms tech.</p> <p>Impact on society of tech change</p> <p>Globalisation</p> <p>Ownership</p> <p>Public and private personae</p> <p>Modes of reception</p>
<p>Skills/ Techniques and Learning</p> <p>Basic introduction to cameras and composition.</p> <p>Basic editing skills</p> <p>Sound recording</p>	<p>Media analysis techniques:</p> <p>Semiotics/ genre and representation.</p> <p>Students should be able to demonstrate how media texts construct and communicate meanings, through</p>	<p>Students will learn to use subject specific terminology accurately, and be able to critically debate the social, cultural, political and economic role of the media through discursive writing.</p>	<p>Students will learn to use subject specific terminology accurately, and be able to critically debate the social, cultural, political and economic role of the media through discursive writing.</p>	<p>DSLR Camera skills</p> <p>Composition</p> <p>Basic editing</p> <p>180 degree rule</p> <p>Shot-reverse-shot</p> <p>Editing on action</p>	

	close analysis of the interaction of media language and audience responses.	Students should also learn how to synthesise their learning to make informed judgements about developments in the media.	Students should also learn how to synthesise their learning to make informed judgements about developments in the media. Revision and exam techniques.		
--	---	--	---	--	--

Assessment

<p>Assessment Opportunities: The mark scheme to be introduced at an early stage and to be reinforced through out the course so students are very clear about how they are assessed. The mark scheme to be included as a page header at the top of every essay. There will be continuous observation</p>	<p>Assessment Opportunities: There will be continuous observation of student progress and informal assessments. In class activities will have written feedback through google classroom. There will be an extended series of essays linked to C2 SA and drafting of blogs</p>	<p>Assessment Opportunities: FP - final assessment C2SB - presentations and discursive essays.</p>	<p>Assessment Opportunities: Observation Classroom activities and tasks Extended Essay</p>	<p>Assessment Opportunities: Observation Classroom activities and tasks Extended Essay PETAL paragraph structuring method to be introduced at the start of Y13 to help students improve their writing techniques. The A2 year is essay writing heavy and this is one way that will be</p>	<p>Assessment Opportunities: Observation Classroom activities and tasks Extended Essay Final Exams</p>
--	--	---	---	--	---

<p>of student progress and informal assessments. In class activities will have written feedback through google classroom. Assessment of TV analysis essays. PETAL paragraph structure to be used front he start of the AS year to improve writing techniques and the relevance of responses.</p>	<p>for the FP which will have feedback through google classroom. Final assessment of the Foundation Production.</p>			<p>used to help support them. Other methods will also be explored and implemented.</p>	
<p>Opportunities for developing the 5Cs</p>	<p>Opportunities for developing the 5Cs</p>	<p>Opportunities for developing the 5Cs</p>	<p>Opportunities for developing the 5Cs</p>	<p>Opportunities for developing the 5Cs</p>	<p>Opportunities for developing the 5cs</p>
<p>Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.</p>	<p>Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.</p>	<p>Literacy Opportunities: Lots of opportunities for reading with the Marvel cases study. This will be in the form of reading and responding to articles and comprehension exercises. There will be</p>	<p>Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.</p>	<p>Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.</p>	<p>Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities. Revision</p>

		opportunities to develop research skills.			
Cross curricular: Potential for collaboration with Performing Arts in the mini video sequences.	Cross curricular: Potential for collaboration with Performing Arts in the foundation productions	Cross curricular:	Cross curricular:	Cross curricular: C3 - Advanced production, opportunity to work with drama students.	Cross curricular: C3 - Advanced production, opportunity to work with drama students.

Notes:

Calendar events:

--

Submission deadlines: