

# 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><b>Component One</b></p> <p>Introducing the domains and concepts.</p> <p>Before starting the components proper, students undergo a two week induction to media studies, where they are introduced to some of the big concepts on the course and are inducted into using cameras and lights and some limited use of photoshop.</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 through micro elements of analysis; mise-en-scene, camera work, sound and editing. The preparation for the section A exam, with in depth study of the macro theories in Media Studies of genre, narrative and representation. Essay practice using clips from the exam will follow.</p>	<p><b>Component One and Two</b></p> <p>Term Two will be mainly devoted to the planning, production and post-production of the foundation production.</p> <p>The set brief for the foundation production is Print (magazines). Students are required to work individually and to produce a minimum of 4 pages from a magazine including the cover page and a double page spread. They will then conduct research into similar media texts, print companies and analyse the techniques they use. Students will be required to choose a genre of magazine from a list of options. These options include a music/ film magazine; Sport and nutrition; fashion; food and drink. The work will be evidenced on a student made website.</p> <p>Term two will also feature a series of mock exam style timed essays to develop students' analysis skills and to act as revision for the January mock.</p>	<p><b>Component One and Two</b></p> <p>The Foundation Production will conclude at the beginning of February. Returning from Christmas students will be in the middle of their production work and then later in January all that will remain of the foundation production will be the Critical Evaluation.</p> <p><b>Component Two - Media texts and context</b> - 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 where they will apply relevant theory.</p> <p>The start of Media Contexts will overlap with the end of the Foundation Production Evaluation.</p> <p>Occasionally lesson time will also be given to TV analysis practise.</p> <p>Revision proper will start three weeks before the start of the spring holiday.</p>	<p>Revision and exam preparation will continue after the holiday with the AS exam expected to take place in week two after the holiday.</p>	<p><b>Component Three - Advanced Portfolio</b></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 students will employ in the Advanced Production.</p> <p>In this academic year the brief students follow is Music Marketing Campaign. As part of this, students produce a music video as the major task and a digipak and social media account for the minor tasks. The productions should be recognisable as a branded campaign. Supporting research, planning and critical reflection are evidenced on a student made website.</p> <p>The advanced production will finish midway through the second term.</p> <p><b>Component 4</b></p> <p>At this point the emphasis will shift to exam preparation and the topic of postmodern media.</p>	<p><b>Component Four</b></p> <p>This term will focus on the preparation for the exam, Postmodern Media will conclude and act as the topic for the mock exam. Regulation and Media Ecology will conclude the course.</p> <p>Revision will start just before the spring holiday.</p>
<p>The term will start with skills workshops mixing a basic introduction to key theory and terms and experimentation with the equipment. Application of learning in a practical context will be the emphasis. E.g. a basic</p>	<p>The main focus of this term is the foundation production. After the analysis and planning is completed (mainly during term 1), students will then be expected to create and edit their work. They will also require time to</p>	<p><b>Component 2 Section B - Media Contexts.</b></p> <p>The case study for media contexts this year is Marvel and Sony's unusual collaboration on Spiderman No Way Home.</p>	<p>A variety of revision techniques will be used to refine and develop the students' exam performance. These will range from analysis of past exam responses, planning of past exam questions, timed essays and a full mock exam.</p>	<p><b>Component 3</b></p> <p>The year will start with a brief refresher on the key terms and 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><b>Component 4</b></p> <p>The remainder of the course will be devoted to preparation for the exam and will cover three topics: Postmodern Media, Regulation and Media Ecology.</p>

<p>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 (Hall, van Zoonen, Gauntlett and hooks), genre (Neale and Chandler) and narrative (Propp and Todorov); Semiotics (Barthes)</p> <p>Some time will also be devoted to skills development associated with photography and graphic design - mainly Photoshop skills. This helps prepare students for the foundation production in term two.</p>	<p>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 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>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>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"> <li>● A music video promotional campaign</li> <li>● A film promotional campaign</li> <li>● A short Film, along with promotional materials</li> <li>● A documentary and promotional material.</li> </ul> <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 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). <b>It is imperative that the Advanced Production is completed by the December Holiday.</b></p> <p>AS and A2 students should be given a website template for them to populate with their production project evidence.</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>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>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. Sub-topics include:</p> <ul style="list-style-type: none"> <li>● Audience engagement with evolving media environments.</li> <li>● Convergence of personal and mass communication technology.</li> <li>● Impact on society of technological change. e.g. collection and sharing of data and data protection.</li> <li>● Globalisation</li> </ul>
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<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>Moving Image Case Studies:  The Queen's Gambit  The Godfather   Fargo S05E01  The OA  Plus case studies chosen by students (requirement of the exam board)</p>	<p>TV Case Studies:  Sharp Objects  Others TBC</p>	<p>Case Study:  Students construct their own case studies from a foundation provided by their teacher. Case study companies for this academic year are Disney and A24.</p>	<p>TV Case Studies:  Varous</p>		<p>Case Studies:  Postmodernism - Enola Holmes (2020)  Regulation - Social Media and Caroline Flack  Media Ecology - Ai</p>
<p><b>Domains</b>  Media Language, and Representation</p>	<p><b>Domains</b>  Media Language, and Representation</p>	<p><b>Domains</b>  Industry and Audience</p>	<p><b>Domains</b>  Media Language, and Representation  Industry and Audience</p>	<p><b>Domains</b>  Media Language, and Representation  Industry and Audience</p>	<p><b>Domains</b>  Media Language, and Representation  Industry and Audience</p>
<p><b>Concepts</b>  Vocabulary associated with A/V analysis (mise-en-scene/ audio/ editing/ Camera)  Genre and Narrative  Semiotics  Verisimilitude</p>	<p><b>Concepts</b>  Representation  Research into text  180 degree rule  shot-reverse-shot  Exposure/ shutter speed/ aperture.</p>	<p><b>Concepts</b>  Synergy  Convergence  Vertical -Horizontal- Parallel  Integration (corporate structure)  Franchise  Box office/ opening weekend  Above the line and below the line profit.</p>	<p><b>Concepts</b>  All</p>	<p><b>Concepts</b>  Vocabulary associated with A/V analysis (mise-en-scene/ audio/ editing/ Camera)  Genre and Narrative  Semiotics  Verisimilitude</p>	<p><b>Concepts</b>  <b>Postmodernism</b> - hyper-reality/ simulacra/ meta-narratives/ High v popular culture  <b>Regulation</b> - cultivation theory, morality, decency, accuracy and ownership  Legal and ethical frameworks  <b>Ecology</b> - Media environments and audience engagement.  Convergence of personal and mass comms tech.  Impact on society of tech change  Globalisation  Ownership  Public and private personae  Modes of reception</p>

Skills/ Techniques and Learning Basic introduction to cameras and composition. Basic editing skills Sound recording	Media analysis techniques: Semiotics/ genre and representation. Students should be able to demonstrate how media texts construct and communicate meanings, through close analysis of the interaction of media language and audience responses.	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. Students should also learn how to synthesise their learning to make informed judgements about developments in the media.	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. Students should also learn how to synthesise their learning to make informed judgements about developments in the media.  Revision and exam techniques.	DSLR Camera skills Composition Basic editing 180 degree rule Shot-reverse-shot Editing on action	Revision and essay writing
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Assessment

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 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.	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 for the FP which will have feedback through google classroom. Final assessment of the Foundation Production.	Assessment Opportunities: FP - final assessment C2SB - presentations and discursive essays.	Assessment Opportunities: Observation Classroom activities and tasks Extended Essay	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 used to help support them. Other methods will also be explored and implemented.	Assessment Opportunities: Observation Classroom activities and tasks Extended Essay Final Exams
Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs
Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities. Use of articles from media magazine	Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.	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 opportunities to develop research skills.	Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.	Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities.	Literacy Opportunities: Background reading (reading list) Reading activities for lesson activities Comprehension and research activities. Revision
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:

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Submission deadlines:

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