



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 11

SUBJECT	Media Studies
INTENT	<p>‘Who in the world am I?’ Alice. <i>Alice in Wonderland</i>.</p> <p>Intent: The modern world is exciting, fast-paced, ever- developing. Media presence in all of our lives is constant and increasingly influential. It is vital that we arm our students with the understanding and knowledge to recognise the signs and codes of Media products, in order to navigate their world. Understanding empowers. Planning for future. Developing marketable skills: Photoshop, editing, PowerPoint presentation, ‘elevator’ pitches. Improving cultural capital (reading <i>The Times</i> newspaper. Watching Social Realism <i>films I, Daniel Blake...</i>)</p> <p>Students need to have a sense of history about what came before, and understand the culture and social context that surrounds the creation and development of all media products.</p> <p>Progression: Jobs attached to Media Sector. For some students, in an ever growing sector, Media Studies could open the door to a future career. Animator. Broadcast engineer/ journalist/ presenter/ runner. Commissioning editor/ Editorial assistant. Digital marketer. Film director/ video editor/runner. Games/ Applications developer. Graphic designer. Lexicographer. Lighting technician, broadcasting/film/video. Location manager. Magazine features editor/ journalist. Multimedia programmer/ specialist. Newspaper journalist. Press photographer. Press sub-editor. Print production planner. Printmaker. Programme researcher, broadcasting/film/video. Publishing copy-editor/proof reader. Publishing rights manager. Radio broadcast assistant/ producer. Runner, broadcasting/film/video. Sound technician, broadcasting/film/video. Television camera operator/ floor manager/ production coordinator. Television/film/video producer. Web content manager/ designer.</p>



CHORLTON HIGH SCHOOL: MEDIA

Year Group	11						
Rationale/ Narrative	<p>Students will recall the 2 CSPs covered during lock-down. Students will study the final 2 CSPs: Marketing & Newspapers.</p> <p>Planning for Non Exam Assessment (NEA) will begin in Autumn 2, and continue into Spring Term.</p> <p>Students will begin exam preparation, recapping knowledge and further developing the links of media language, audiences, industries and representation between all of the CSPs. Students will refine their skills at responding to different mark questions.</p> <p>(*subject to changes by OFQUAL)</p>						
	Autumn 2.		Spring 1.		Spring 2.	Summer 1.	Summer 2.
KNOWLEDGE	CSP 9: NEWSPAPERS. Media Language. Representation. Audience. Industries.	NEA Students will choose from a list of 5 briefs provided by AQA.	Exam Preparation Students will return to 4 in depth the Close Study Products (CSPs) and use the booklet to revise all topics and concepts covered. Focus will be on Paper 2. Unseen Television questions. 20 markers. TV Online Media	NEA Students will choose from a list of 5 briefs provided by AQA.	Exam Preparation Students will return to all the Close Study Products (CSPs) and use the booklet to revise all topics and concepts covered. Focus will be on Paper 1. Unseen question. Radio Advertising & Marketing Magazines	Exam Preparation. Students will use PLCs to identify gaps in knowledge and use past papers to strengthen learning and preparation.	Exam

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CHORLTON HIGH SCHOOL: MEDIA

			Video Games Newspapers		Film Music Videos		
SKILLS	<p>Knowledge & Understanding. How do different papers address their target audiences? Analyse. <i>Daily Mirror:</i> Friday 3rd March 2021.</p> <p><i>The Times:</i> Friday 5th March 2021.</p> <p>Create. Create the front page of a tabloid newspaper, using an appropriate, topical news story.</p>	Students complete/ plan an individual media product, for an intended audience, applying their knowledge and understanding of media language and media representation.	<p>They will further develop (synoptic) links between the products using the Theoretical Framework.</p> <p>Students will further develop their skills at responding to 20 mark, extended questions. They will practice section A questions – responding to an unseen clip from the Television CSP.</p>		<p>They will deepen the (synoptic) links between the products using the Theoretical Framework.</p> <p>Students will further develop their skills at responding to different mark questions. They will practice Section A questions - deconstructing unseen print images.</p>		
ASSESSMENTS	<p>Marking Point 1. Extended writing piece. <i>How does each Newspapers address their audience?</i> (12 marks).</p> <p>Marking Point 2. Extended piece of writing; <i>'Deconstruct the front page of the Daily Mirror.'</i> (12 marks).</p>	<p>Marking Point 1. Exam question.</p> <p>Marking Point 2. Progress Test.</p>	<p>Marking Point 1. Exam question.</p> <p>Marking Point 2. Exam question.</p>		<p>Marking Point 1. Exam question.</p> <p>Marking Point 2. Progress Test.</p>	<p>Marking Point 1. Exam question.</p> <p>Marking Point 2. Exam question.</p>	