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Year 10 (AQA Media Studies) Curriculum Map -Covid Changes						
	Online, Social & participatory media ➤ Zoella	Newspapers ➤ The Daily Mirror ➤ The Times	Video Games ➤ Kim Kardashian – Hollywood ➤ Lara Croft - Go	Radio ➤ Radio 1 Launch Day ➤ Beats 1	Film ➤ Doctor Strange I, Daniel Blake Magazine ➤ Tatler April 2017 ➤ Reveal 18 March 2017	Advertising & Marketing ➤ Galaxy TV ad ➤ NHS Blood online OMO Print ad
					Coursework	Coursework

Unit Title & Duration: Year 10 (11 weeks)				
Key Assessment skills & Assessment Objectives: AO1: (Paper 1 20%, Paper 2 10% NEA 0%) Demonstrate knowledge and understanding of: • the theoretical framework of media • contexts of media and their influence on media products and processes. AO2: (Paper 1 15%, Paper 2 25% NEA 0%) Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. AO3: (Paper 1 0%, Paper 2 0% NEA 30%) Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.				
Objectives	Outcomes	Activities	Linked AO's or NC	Homework Inc wider reading & KOs
<b>Learning Cycle: Spring Term 2 – Video Games</b>				
<b>Lesson 1-2</b> <b>Kardashian Hollywood App</b>  <b>LQ: Can we apply Propp's character theory to this game?</b> Is it helpful? 6 Marks  <b>S&amp;C:</b> Which stereotypes feature in the game and how would they appeal to the	How does this relate to modern perceptions of celebrity and how to get famous?  Who is the intended audience for the Kim Kardashian Hollywood App? Why do you think this?	<b>Do It Now: What are the character types in Propps theory?</b>  <b>DELIBERATE PRACTICE</b> How and why are stereotypes used?  <b>QUESTIONING/EXPLANATION</b> what is the seen language and implied?  <b>EXPLANATION/MODELLING</b> Modelling of 6 mark answer	AO1	Knowledge organiser (DIN) section A1

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<p>target audience?</p> <p><b>Keywords:</b> Propp, NPC, Representation, Gender stereotyping, Media convergence, PEGI,</p>		<p><b>FEEDBACK:</b> Students to share responses (visuliser. Discussion of <a href="http://www.ebi">www.ebi</a>).</p> <p><b>CHALLENGE:</b> Why could you argue Kim is a positive role model for women in the gaming industry?</p>		
<p><b>Lesson 3-4</b></p> <p><b>Lara Croft Go</b></p> <p><b>LQ:</b> Why is she such an important figure in computer gaming history?</p> <p><b>S&amp;C:</b> Stuart Halls Preferred reading, Why does the representation of women possibly stop women getting involved in gaming.</p> <p><b>Keywords:</b> Subverting stereotypes, intertextualtiy, bnary opposition</p>	<p><b>Why have these animals been chosen as a representation of evil (think scary, intertextuality in other media forms, etc</b></p>	<p><b>Do It Now:</b> What is intertextuality? Can you give other media examples we have studied?</p> <p><b>EXPLANATION/MODELLING</b> Intertexulaity</p> <p><b>QUESTIONING/EXPLANATION:</b> YouTube pre-roll adverts / Product Placement / hegemonic</p> <p><b>DELIBERATE PRACTICE :</b>How does Lara Croft conform to traditional representations of women and women and yet also subvert this stereotype?</p> <p><b>FEEDBACK:</b> Students to share responses (visuliser. Discussion of <a href="http://www.ebi">www.ebi</a>).</p> <p><b>CHALLENGE:</b> How, in terms of her appearance and behaviour does she adopt characteristics of masculine gender identity? What characteristics are they?</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section C1</p>
<p><b>Lesson 3-4</b></p> <p><b>LQ:</b> Who are the target audience for Tomb Raider / Lara Croft games and Hollywood?</p>	<p><b>How was the game advertised and marketed?</b></p>	<p><b>Do It Now:</b> Can you describe how the way Lara Croft Go was advertised and why?</p> <p><b>EXPLANATION/MODELLING</b> Gaming marketing</p> <p><b>DELIBERATE PRACTICE</b> What does the advertising tell us about the</p>		

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<p><b>S&amp;C:</b> Can we use <b>Gratification theory</b>?</p>		<p>changing audience for Lara Croft Go and mobile gamers.</p> <p><b>FEEDBACK:</b> Students to share responses (visuliser. Discussion of <a href="http://www.ebi">www.ebi</a>).</p> <p><b>CHALLENGE:</b> Why is the advertising budget different in mobile and console gaming?</p>		
<b>HALF TERM – Radio</b>				
<p>Lesson 5-6 Radio 1 Launch Day – Tony Blackburn’s Breakfast Show 1967 LQ: How was BBC Radio funded and why did they change direction</p> <p><b>S&amp;C:</b> What is the difference between free ‘Press’ and Press intrusion?</p> <p><b>Keywords:</b> Public service /private or commercial service Free Service / Subscription based Apple-Globalisation and Convergence Monopoly (Radio 1 had a monopoly when they</p>	<p><b>The historical radio landscape before the launch of Radio 1</b></p>	<p><b>Do It Now: Who was the target audience of Radio 1? Bullet point why radio 1 came into existence.</b></p> <p><b>EXPLANATION/MODELLING Radio 1 - Success of Not? <i>Early audience reaction</i></b></p> <p><b>DELIBERATE PRACTICE</b> Why did these new DJs cause upset at the traditional BBC. Why did some people say that Radio 1 no longer provided a public service and why was this important. Why did some people say that Radio 1 provided a public service</p> <p><b>FEEDBACK:</b> Students to share responses (visuliser. Discussion of <a href="http://www.ebi">www.ebi</a>).</p> <p><b>CHALLENGE:</b> Was Radio 1 an appropriate use of public Money?</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section F1</p>

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<p>closed down all the pirate radio stations) Downloadable content On-demand Streaming only (Spotify) Niche / Mass Gratification Theory National / Global Passive / Active audience</p>				
<p>Lesson 7-8</p> <p>Julie Adenuga Beats 1 Radio</p> <p>LQ: Why was Apple interested in developing a radio station?</p> <p>S&amp;C: How might the proportion of <i>mass</i> and <i>niche</i> audiences differ between Beats1 and Radio 1?</p>	<p>Why was Apple interested in developing a radio station?</p>	<p>Do It Now: How have our music listening habits changed since 1960?</p> <p><b>DELIBERATE PRACTICE</b> Give arguments for and against the idea that Beats 1 will be a threat to traditional media industries (eg radio stations, record shops, online music retailers, etc)</p> <p><b>QUESTIONING/EXPLANATION</b> Who is the audience for Beats1 and Julia Adenuga in particular?</p> <ul style="list-style-type: none"> <li>• How are the DJs sometimes limited in what they can play?</li> <li>• What are the <b>demographics</b> and <b>psychographics</b> of this audience?</li> </ul> <p><b>FEEDBACK:</b> Students to share responses (visuliser. Discussion of <a href="http://www.ebi">www.ebi</a>).</p> <p><b>CHALLENGE:</b> How far do you agree that Beats1 and similar online providers are a threat to conventional radio stations?</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section D1</p>
<p><b>Learning Cycle: Assessment Cycle (written and listening assessment questions)</b></p>				
<p>Lesson 9-10</p>	<p>All media products are strongly</p>	<p>Do It Now: EBI/.COM</p>		

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<p><b>Paper 1 &amp; 2</b></p>	<p><b>influenced by the ownership and control of the organisations that produce them.’</b>  <b>How far do you agree with this statement?</b>  <b>Answer with reference to <i>BBC Radio 1/Tony Blackburn Launch show and Apple/Beats 1 Julie Adenuga show</i> (Close Study Products) 20 MARKS</b></p> <p><b>Music radio may have met the needs of a youth audience in the early days of Radio 1 but it is no longer relevant to today’s youth audience.’</b>  <b>How far do you agree with this statement?</b>  <b>In your answer you must consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Social and cultural contexts of radio</b></li> <li>• <b>The <i>Tony Blackburn Show (1967)</i> and <i>Apple Beats 1 Radio</i> (Close Study Products)</b></li> <li>• <b>Technological change including the internet</b></li> <li>• <b>Radio as a media industry</b></li> <li>• <b>Radio audiences.</b></li> </ul>	<p><b>DELIBERATE PRACTICE</b> examination practice.</p> <p><b>QUESTIONING/EXPLANATION/FEEDBACK</b> Whole class feedback given of <a href="http://www.ebi.visuliser">www.ebi.visuliser</a>.</p>		
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