

What are the fundamental concepts of the media?

Media studies provides students with opportunities to discuss and create media texts. On the Pearson BTEC course, we look at all forms of media - from **established print media** like **newspapers, magazines, TV and film**, to newer digital forms like **websites, games and apps**. Media Studies is unique in that it synthesises the analytical with the practical - asking students to consider the **key concepts of audience, language, institutions and representations** in all of their work. It tests their ability to take their **theoretical knowledge** and place it in a practical representation, for 'real world' audiences. We study theoretical perspectives and critical analysis of produced media texts.

Media products have saturated almost every part of public and private life. The creative and media sectors currently include some of the most powerful, successful and sophisticated industries in the country, especially in the **world of online design, advertising and influencing**. Media studies examines all forms of visual communication and enables students to be participants in media practices. It hopes to empower students so that they are able to recognise the way in which our **consumption of media influences our behaviours, attitudes and beliefs**. The subject belongs in a world where online media dictates our everyday lives and influences all forms of Media.

What topics will the pupils be studying in each year?

Year 10	Year 11
Narrative	Digital Media production and Industry
Representation	Planning / editing skills and post production
Audience	Applying digital skills
Audio and Moving image – style, design and context in production	Responding to a client brief

Year 12	Year 13
TV	Radio
Film	Newspapers / Magazines
Advertising and marketing	Video Games
Online, social and participatory media	Music Video

All Close Study Products cover either a selection of or all of: Audience, Industry, Representation and Language.

What key skills will pupils develop over time?

Students will develop key skills such as teamwork (in classroom activities), leadership (in creative production teams), employability in the world of media, by developing creative and analytical skills to a high standard and a deeper understanding of the insight needed to be effective media producers and analysers of audience needs and perspectives.

Through studying media students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. They will research and develop an understanding of contemporary, diverse topics and varied and engaging content, helping your students to develop research, problem-solving skills as well as their creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives.

At A-level students will learn about contemporary thinking in media. Students will also extend their practical skills in their chosen medium, building their capacity for independent research, and gaining a deeper appreciation and understanding of the role media plays in day-to-day life. Students will learn to be critical in their thinking, analytical in their approach to texts, observers and participators in the analysis and creation of texts but, most importantly, engaged, educated consumers of a contemporary technological world which will shape their futures.

How are all pupils learning in media?

Students learn through set projects which are linked to dominant aspects of today's media culture. Students will learn through audio and visual examples, presentations on each key concept, analysis of techniques and reasons, creation of set practical pieces, recall of theory and technical vocab and component set tasks over 10 hours.

All students will be able to access a level of media through what they learn. There is differentiated work provided and clearly the grade descriptors help to differentiate what is expected from each ability profile. There is a taught module on practical editing – students can choose the professional but difficult to master 'Industry standard' editing suites or simpler, DTP based software.

To stretch pupils, their component research and analysis will be tailored to suit their skill set and the teaching of theories and the application to set media texts can be expanded. There are basic theories that all students should know and then more academic theorists whose suggestions require a deeper understanding of the contexts in which they are applied – studying feminist theories, post-modern theories etc

Using media is especially good for cognitive reasoning. Bloom's (1956) taxonomy lists the following cognitive functions: data recall, comprehension, application, analysis, synthesis, and evaluation. Many media products provide the opportunity for lesson content to activate all six cognitive domains.

Exam board provided assessment materials (exam papers / practice components) cannot be differentiated – there is no tiered entry to this subject.

How are pupils assessed in media?

Students are assessed by Component set tasks over 10 hours, at three points in Key Stage 4; Component 1 in Year 10 (February – April) and Components 2 and 3 in Year 11 (September to December and then May) which will also be completed as practice components before hand, so students understand the processes.

In Years 12 and 13, students are assessed through CSP set examination questions and centre assessments. Quizzes are also used to test vocabulary understanding across both key stages.

Homework will be set as required and according to the policy, via Go4schools. It can take the form of CSP related research and questions. It can also take the form of revision.

Students working below expectation can be supported in small groups or individually with set and structured questions, close exercises, regular retesting of vocab and understanding of key concepts, application of theory tests and intervention at 'bolt on sessions' such as lunchtimes and afterschool.

How can students progress in media?

As there is no specific teaching of media at Key Stage 3, students need to be 'aware' of the media around them at Key Stage 4. There are opportunities for students to participate in school projects (making short films to promote the school), join in with opportunities in the local area (Barrow based Signal films) and opportunities to develop their own interests by using their knowledge and gained skills to provide for business etc (app development, web design etc). As well as opportunities to develop their practical skills in school, there is also the chance to take that further on work experience. Students have worked for web design companies, local theatres and become technicians.

Vocational students can progress on A level Media courses and from there, University courses and apprenticeships at specialist companies etc. Some of our former media students have gone on to set up their own advertising companies and photography businesses and some work for the largest media corporations in the world.

How can pupils enrich their knowledge and understanding in this subject?

These are just some of the ways media specialists can develop a careers pathway, many subheadings of which can be undertaken in Enrichment sessions:

Journalism

While you might work for a newspaper, magazine, website or broadcaster you'll increasingly need to have multimedia skills and be able to work across all platforms. You'll need a combination of the skills from your degree and work experience to help you stand out and break into this competitive sector.

- Broadcast journalist
- Editorial assistant
- Magazine features editor
- Magazine journalist
- Newspaper journalist
- Press photographer
- Press sub-editor
- Web content manager
- Writer

Production

If writing the headlines or being in front of the camera doesn't appeal then there is lots you can do behind the scenes. A mixture of creative and technical skills is important for most production roles. You'll also need to be able to work with others and take and give directions, meaning effective communication skills are a must.

- Animator
- Film director
- Film/video editor
- Lighting technician, broadcasting/film/video
- Location manager
- Multimedia programmer
- Multimedia specialist
- Sound technician, broadcasting/film/video
- UX designer
- UX researcher

Publishing

The obvious role in publishing is to work with an author to edit their book but you could also work in design, production, marketing and sales. This can then be broken down into specialist areas including academic, educational, fictional or medical. The increase in eBooks means that those working in publishing also require digital skills.

- Commissioning editor
- Publishing copy-editor/proof-reader
- Publishing rights manager

Radio and television

Many roles will start as entry-level positions and you'll need to build your skills and experience to work your way up the ladder. It's not all about being the voice or the face

and many roles involve the creation of the programme or getting it out there for audiences to hear.

- Broadcast engineer
- Broadcast presenter
- Programme researcher, broadcasting/film/video
- Radio broadcast assistant
- Radio producer
- Runner, broadcasting/film/video
- Television camera operator
- Television floor manager
- Television production coordinator
- Television/film/video producer

Social Media Specialist

- Brand ambassador
- Social media strategist
- Social media manager
- Community manager
- Content manager
- Digital media manager
- Brand manager
- Creative manager
- Chief marketing officer
- Influencer