



## YEAR 13 Autumn 2

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Broadsheet Newspapers and Radio

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality media texts in order to develop their inference and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society.

**In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:**

- skills of enquiry, critical thinking, decision-making and analysis
- acquisition knowledge and understanding of a range of important media issues
- development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- an understanding and application of specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- an appreciation how theoretical understanding supports practice and practice supports theoretical understanding
- development of practical skills by providing opportunities for creative media production

#### Cross Curricular Links

**SMSC:** Individual liberty, mutual respect and tolerance are represented by the choice of texts within the unit and taught explicitly in some of the topics covered.

**PSHE/British Values:**

**Literacy:** Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.

**Numeracy:** n/a

**Skills Builder:**

#### Becoming future ready

**Personal Skills:** communication, problem-solving, imagination.

**Careers/Employability:** exposure to advertising and music industry.

#### QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:

**By product:**

**By resource:**

**By Intervention:** by providing different levels of supervision and support

**By Progressive Questioning:** exploring pupils' understanding through interactive dialogue.

**By Grouping:** according to prior attainment, gender, social preference, preferred learning style.


**By Task:** Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.

**By Offering Optional Activities:** In class or as homework, to extend learning.

This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

To be able to:

- Understand key media terminology.
- Understand media language and representation.

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Understand audience and industry.</li> <li>• Develop practical and creative skills.</li> </ul> <p>Key Vocabulary:</p>  <p>Subject specific vocabulary GCSE Mec</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

## Year 13



### Print: Newspaper - *The Guardian*

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

#### Media industries

The study of the position of *The Guardian* in the news industry will include the study of its development of digital technologies (websites, apps, podcasts) as ways of developing its brand and increasing readership. Industry issues to be studied include:

- How processes of production and circulation shape *The Guardian*.
- The impact and effects of technological change including digital convergence and the relationship between the print product and digital platforms.
- The effect of the Trust ownership on editorial position and the influence of the editor (the effect of individual producers on media industries).
- The significance of economic factors – how does *The Guardian* survive in a declining print market?
- The regulation of the newspaper industry through the Independent Press Standards Organisation (IPSO) post-Leveson debates re Impress, Royal Charter, etc.

#### Media audiences

The study of audience in the context of newspapers is of particular importance. The theoretical framework of audience intersects with the study of visual codes and representations which are crucial to analysing the mode of address and techniques of persuasion used to create a consensus for a particular set of beliefs and values.

- Demographics and Psychographics of target audience.
- How *The Guardian* reaches, addresses and positions its audience.
- How the content of individual news stories attracts the audience.
- The effect that newspapers such as *The Guardian* have on audiences (media effects theory, reception theory) – how does this relate to political affiliation?
- The uses made by audiences of a daily newspaper including aspects of identity and cultural capital.

#### Social, political, economic and cultural contexts

*The Guardian's* ideological position – its overall values and beliefs about the world – draw on a range of social, political and cultural contexts and reflect a progressive stance on a range of contemporary issues (which can cause controversy amongst its readership – such as in the recent debate around trans/gender critical positions). The political affiliation of the paper has shifted across left-wing parties, and it has a 'critical friend' approach to those parties rather than unconditional support for one organisation.

The economic context of the paper draws on issues which affect all organisations in an industry with a declining audience, but *The Guardian's* differing response to that is a notable area of study.

### **Product: Radio *War of the Worlds* (1938)**

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

#### **Media Industries**

*War of the Worlds* provides an historical context for broadcasting, being produced at a period when radio was the only form of domestic media; the 1930s and 1940s became known as the 'golden age' of radio.

- *War of the Worlds* was broadcast by Columbia Broadcasting Company – an institution still in existence (in a very different form) today. In 1938 there were only two national broadcasting companies – known as the networks.
- Radio broadcasting was seen as direct competition to newspapers, which had previously been the only way of receiving news. *War of the Worlds* was drawing on new forms – and referring to its main competitor – by using the news format.
- The broadcast is typical of the way institutions are always looking for new styles in order to attract audiences.
- Regulation – radio broadcasting was regulated by the Federal Communications Commission and it investigated the broadcast to see if it had broken any laws. In the 1930s there were concerns over the power of radio to cause distress.
- The broadcast provides an excellent example to consider the effect of individual producers on media industries as this is the work of Orson Welles who can be seen as the author of the work, pushing the boundaries of what was thought to be possible in radio.

### **Product: Radio – *Newsbeat***

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

#### **Media Industries**

*Newsbeat* as a BBC News product with bulletins are broadcast on BBC Radio 1, BBC Radio 1Xtra and BBC Asian Network

The funding of BBC Radio through the licence fee, concept of hypothecated tax

Issues around the role of a public service broadcaster within a competitive, contemporary media landscape

- The distinctive nature of the programme connected to its public service remit.
- Arguments on the need for addressing a youth audience already catered for commercially.
- The influence of new technology on media industries – *Newsbeat* as a multi-platform media product, eg:
  - Website
  - Twitter
  - Instagram
- The regulation of the BBC via Ofcom and the governance of the BBC.

#### **Media Audiences**

- The techniques the broadcast uses to target a youth audience and create audience appeal, eg:
  - Presentation style
  - News values
  - Content selection
- The opportunities for audience interaction, participation and self-representation.
- The way external factors – such as demographics and psychographics – are likely to also affect audience response and produce differing interpretations.
- Cultivation theory, including Gerbner.
- Reception theory, including Hall.

Social and cultural contexts

*Newsbeat* is part of BBC News. The BBC has a unique place in society as the ‘national’ broadcaster with an expectation of impartial reporting of the news. There is an expectation that the BBC will be a reliable source of accurate reporting in the context of rising concerns about ‘fake news’.

The BBC is at the heart of political arguments regarding its social role, the content of its programming and the fact that it offers competition for commercial media industries.

Traditional news providers (radio, TV and newspapers) are in competition with a host of digital websites and social media platforms that have become the primary providers of news for many, especially young people.

Teacher 1	Teacher 2
The Guardian	War of the Worlds
Newsbeat	NEA