# Careers, Employability and Enterprise Audit across the Curriculum

**Curriculum area: Media Studies**          **Staff: Mr Carmo & Miss Greene**                    **Date: 4/3/20**

| Year group | How does your subject contribute to the Careers, Employability and Enterprise curriculum? | What are the activities used? | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
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| 10 | Communicating accurately both speech and in writing. <br><br>Reading to understand, analyse and evaluate <br><br>Students learn to participate in class discussion and formulate arguments based on evidence <br><br>Working as part of a team <br><br>Analysing visual representations <br><br>Interpreting visual codes <br><br>Interpreting deeper meanings of language <br><br>Students learn the value and importance of inclusion and equal representation of gender, race and religion <br><br>Understanding the power of influence | Students are introduced and asked to discuss what they consider to be media industries and which ones they consume, as well as exploring which are the most popular ones amongst certain age groups <br><br>Students discuss what social media platforms they use and why <br><br>Students are shown magazines and asked to identify their codes and conventions <br><br>Students discuss and explore how magazines target certain audiences (demographics) and then produce content for said audience. <br><br>Students are introduced to the concept of hidden meanings and codes through the exploration of varying connotations <br><br>Students explore the varying modes of address such as formal and informal speech and the effect they produce as a means of communication <br><br>Through print and visual mediums, Students consider the varying representations of issues based on time, place, race, age, gender and religion | 1,2,3 | 4,5,6,7,8 | 11,12,14,15 |

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| | Exploring high quality means of production and the various roles and professions that work together to produce a final product<br><br>Links to careers in: Media/TV/Web design/journalism/editing/art & design/Entertainment/acting/costume design/sound engineering/lighting and special effects/NGOs/law/music production | Students are introduced to the varying agendas of media industries by exploring ownership and values.<br><br>Students are shown visual examples of films and explore production skills such as set and costume design as well as audio and lighting techniques.<br><br>Students explore the rules and regulations of advertising standards<br><br>School trip: Students will be taken to the SKY broadcasting headquarters to gain insight into how the industry works. | | | |
| 11 | Communicating accurately both speech and in writing.<br><br>Reading to understand, analyse and evaluate<br><br>Students learn to participate in class discussion and formulate arguments based on evidence<br><br>Raising confidence through contribution to class discussion and research<br><br>Research skills<br><br>Working as part of a team<br><br>Analysing visual representations<br><br>Interpreting visual codes | Continuation of knowledge and skills obtained in year 10<br><br>Through explorations of various tabloids and broadsheets, students consider the varying methods of communication they use through both language and visual choices<br><br>Students learn about class structure and how the media both challenges and reinforces stereotypes<br><br>Examples of controversial issues and how they are reported will show students how the press is regulated<br><br>Students explore how to differentiate between fiction and reality/entertainment and education<br><br>Students are shown how political affiliations and advertisements are expressed through both obvious and hidden means of language and visuals | 1,2,3 | 4,5,6,7,8 | 11,12,14,15 |

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| | Understanding the power of voice<br><br>Interpreting deeper meanings of language<br><br>The value and importance of inclusion and equal representation of gender, race and religion etc<br><br>Understanding the power of influence<br><br>Leadership skils<br><br>Exploring high quality means of production and the various roles and professions that work together to produce a final product<br><br>Links to careers in: Media/TV/Web design/journalism/editing/art & design/Entertainment/acting/costume design/sound engineering/lighting and special effects/NGOs/law/music production | Through an exploration of radio, students learn the power of the voice and persona<br><br>Students learn how program scheduling targets certain audiences depending on age and gender<br><br>Students learn about the rise of the gaming industry<br><br>Students look at how an industry's strong social media presence ensures sales<br><br>Students look at how blanket-coverage and saturation of exclusive/additional content across all media platforms as an effective means of advertising | | | |
| 12 | Communicating accurately both speech and in writing.<br><br>Reading to understand, analyse and evaluate<br><br>Students learn to participate in class discussion and formulate arguments based on evidence<br><br>Working as part of a team | Continuation of knowledge and skills obtained in year 10 & 11, but students will go further into explorations of social and historical context and the application of correct media terminology as well as applying the ideas of recognised media theorists<br><br>Constant focus and consistency of analysis directed towards media language and the codes of conventions of all media products and platforms is applied throughout and always referred to in the | 1,2,3 | 4,5,6,7,8,9 | 10,11,12,14,15,17 |

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| Analysing visual representations | form of: R.A.I.L – Representation, audience, Industry & language | |
| Interpreting visual codes | Students are introduced to "semiotics" and the use of codes within all human communication | |
| Interpreting deeper meanings of language | | |
| Submitting work to deadlines | Students learn the history and rise of advertising that emerged from the post-war economic boom. | |
| Time-management | Students explore the roles of men and women in society and the media's attempts to both target and reinforce these stereotypes | |
| Leadership skills | | |
| The value and importance of inclusion and equal representation of gender, race and religion | Through both dominant visual representations and the absence of them, students explore the lack of diversity within historic advertising products amongst people of race, sex, gender, age, religion etc | |
| Students understand the media's power to incite conflict and distribute false information | | |
| Understanding the power of influence | Students identify the changing of advertising standards as well as codes and conventions from hand drawn visuals to print and then digital production. | |
| Exploring high quality means of production and the various roles and professions that work together to produce a final product | Students are taught how the digital age has transformed traditional forms of media, enabling choice and lack of regulation | |
| Links to careers in: Media/TV/Web design/journalism/editing/art & design/Entertainment/acting/costume design/sound engineering/lighting and special effects/NGOs/law/music production/historian/education | Students explore the role of women and rise of feminism against the backdrop of conflict and political/social turmoil in the 60s | |
| | Students explore the class struggle arising in the Thatcher era to the modern day through an exploration of the Big Issue | |

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| | | Students understand why media companies will enter into vertical and horizontal takeovers so as to compete and maintain their presence within the monopoly of the market (Rupert Murdoch's media empire is used as a good example)<br><br>Students explore how an "elite" control mass-media, and consider if this prevents a diversity of material<br><br>Student consider what are ethical approaches to advertising<br><br>Students are introduced the concept of "gate-keeping": the supplying of fragmented information and truth.<br><br>Students are shown the dark side of data and how it is used to influence election results and target consumers<br><br>Music video analysis explores how visual representations influence and express popular/ mainstream views<br><br>Students learn how all forms of media and advertisements challenge or promote equality through celebrity endorsements.<br><br>Students understand the media's as a power to incite conflict and distribute false information.<br><br>Students consider impartial approaches to journalism and the challenges facing a free-press | | | |

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| | | Students are shown how traditional forms of media have converted to digital platforms to stay relevant and compete<br><br>Students explore how the world of gaming has now become a global community and require constant additional content to compete with our producers/companies<br><br>Practice exams each term will seek to enable students to demonstrate knowledge and progress beyond grades. Practice exams will serve as a basis to expand upon ideas supplied and points made so as to improve | | | |
| **13** | Communicating accurately both speech and in writing.<br><br>Reading to understand, analyse and evaluate<br><br>Students learn to participate in class discussion and formulate arguments based on evidence<br><br>Working as part of a team<br><br>Analysing visual representations | Continuation of knowledge and skills obtained in all previous years, but students will now seek to demonstrate said knowledge through:<br>  &bull;  Practice exams<br>  &bull;  Coursework tasks<br>  &bull;  Building a portfolio of work<br><br>Students will apply their knowledge and understanding of codes and conventions to produce the following products in-line with industry standards:<br>  &bull;  Magazine front cover + contents page + article<br>  &bull;  DVD front cover | 1,2,3 | 4,5,6,7,8,9 | 10,11,12,14,15,17 |

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| | Interpreting visual codes | • Movie poster | | | |
| | Interpreting deeper meanings of language | Discussions of career opportunities within the media will be given throughout the academic year. | | | |
| | Promoting initiative | | | | |
| | Encouraging imagination and ingenuity | Practice exams each term will seek to enable students to demonstrate knowledge and progress beyond grades. Practice exams will serve as a basis to expand upon ideas supplied and points made so as to improve. | | | |
| | Independent work and self-analysis | | | | |
| | Identifying errors in practice and improvement of methods | | | | |
| | Submitting work to deadlines | | | | |
| | Time-management | | | | |
| | Leadership skills | | | | |
| | The value and importance of inclusion and equal representation of gender, race and religion | | | | |
| | Students understand the media's power to incite conflict and distribute false information | | | | |
| | Understanding the power of influence | | | | |
| | Exploring high quality means of production and the various roles and professions that work together to produce a final product | | | | |
| | Links to careers in: Media/TV/Web design/journalism/editing/art & | | | | |

| design/Entertainment/acting/costume design/sound engineering/lighting and special effects/NGOs/law/music production/historian/education | | | | |
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# Careers, Employability and Enterprise Audit across the Curriculum

**Three core elements of Careers, Employability and Enterprise:**

| Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management and employability skills |
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| 1. Self-awareness<br>2. Self-determination<br>3. Self-improvement as a learner | 4. Exploring careers and career development<br>5. Investigating work and working life<br>6. Understanding business and industry<br>7. Investigating jobs and labour market information (LMI)<br>8. Valuing equality, diversity and inclusion<br>9. Learning about safe working practices and environments | 10. Making the most of careers information, advice and guidance<br>11. Preparing for employability<br>12. Showing initiative and enterprise<br>13. Developing personal financial capability<br>14. Identifying choices and opportunities<br>15. Planning and deciding<br>16. Handling applications and interviews<br>17. Managing changes and transitions |