G.C.E Advanced Level
Communication and Media Studies
Syllabus
Grade 12 and 13
(To be implemented from 2018)

Department of Sinhala Language

National Institute of Education

Maharagama

Sri Lanka

www.nie.lk

Communication and Media Studies Syllabus

Grades 12 and 13

Department of Sinhala

National Institute of Education

Sri Lanka.

Content

Foreword

This syllabus has been prepared for the stream Communication and Media Studies for G.C.E. AL curriculum in Sri Lanka. This will be implemented under the New Education Reforms in 2018.

In preparing the syllabus, the national and international syllabi on Communication and Media were studied. The recommendations made by UNESCO in 1982 in the Grunewald publication that media studies should be a part of education and the views of Paris Agenda on providing media studies to youth were taken as a guide.

The competencies and the competency levels of the subject content in this syllabus have been arranged in such a way as to bring about a behavioural change by developing attitudes, habits and the necessary theoretical and practical knowledge and skills so that the student is able to function as s successful communicator, to be a responsible and successful citizen throughout his life, whatever the direction he wants to move in at the end of the A/L examination, whether he wants to go on in for higher education or move on to vocational education.

Two teachers' guides for grades 12 and 13 have been scheduled to be introduced to provide the necessary guidance to implement this syllabus. Accordingly we believe that this syllabus will provide the necessary support to be successful at the examination and to be successful in life too as a good citizen.

Introduction

Communication is an essential human activity. The general meaning of communication is exchanging ideas, information, knowledge etc. Its not possible for an individual to live without exchanging information so much so that communication has become the factor on which human interrelationships are built. The human communication system that had started with simple signals and symbols has become very complex at present with the use of developed technical instruments of highly developed technology. In the face of a boundless flow of information the individual has become confused in selecting the necessary and relevant information.

Children and youth have become undecided as to what to select in the face of this boundless flow of information. Studies conducted by educated researchers have shown that media have affected the children and youth adversely and that they fall a prey to the media. The solution for this is not in keeping the children away from using these instruments. Instead they should be armed with the necessary knowledge to use them rationally rather than making them inactive, solitary units in the face of communication instruments. The titles of the units of this syllabus have been selected with the intention of making children active citizens with media literacy. The contents of the syllabus have been arranged in increasing difficulty from the basic concepts on communication to complex concepts to suit their level of intelligence.

This subject consists of two sections, namely, Communication and Media Studies. The skills the student achieves by studying the subject headings included here are depicted in the student profile.

Skills the students of the subject Communication and Media Studies acquire

Communication

- Being a good communicator
- Using the language well
- Being creative
- Working in an affable manner
- Having a balanced personality
- Developing leadership qualities
- Ability to work collaboratively
- Being an individual with proper organizational ability
- Being an individual with professional, leadership and communication skills
- Being an individual with an understanding about cultural diversity
- Being able to work in an environment of co-existence
- Being a person with a future vision
- Being a citizen who respects democracy
- Contributing to the development of the country

Student Profile

Common Factors

1. Communication skills
2. Media literacy
3. Rationality
4. Language use
5. Culture
6. Influence
7. Use of information
8. Development
9. Monitoring
10. Democracy

Media Studies

- Identifying different media and their nature
- Being an individual who can identify interrelationships among different media
- Being an individual who understands the content of the media
- Being an individual who has some knowledge about the language of the media
- Being an individual who has the ability to analyse media messages
- Being an individual who understands the influence of media
- Being an individual with an understanding of the influence of media on culture
- Being an individual with the understanding of the standards of media (ethics, principles etc.)
- Being an individual with the ability to prepare a simple media message
- Being an individual who will contribute to the development of media

This syllabus will provide the necessary guidance to follow the subject, Communication and Media Studies, be a successful communicator and develop as a citizen with a strong and balanced personality who can step into the international arena.

National Goals

(i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing the cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

(ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

(iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

(iv) Promoting the mental and physical well- being of individuals and a sustainable life style based on respect for human values.

(v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.

(vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

(vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

(viii) Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals:

(i)   Competencies in Communication
Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii)   Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii)   Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment -   Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment -   Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment -   Awareness, sensitivity and skills linked to space, energy, fuel, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv)   **Competencies relating to preparation for the World of Work.**
Employment related skills to maximize their potential and to enhance their capacity
- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v)   **Competencies in relation to Religion and Ethics**
Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi)   **Competencies in Play and the Use of Leisure**

Emotions of pleasure, joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii)   **Competencies relating to ' learning to learn'**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives of the subject Communication and Media Studies

1. Understanding the beginning, the development, the academic background and the trends of the field of Communication Studies.
2. Developing the necessary media literacy in children to use the media rationally.

3. Becoming a successful communicator displaying theoretical and practical subject matter through one's daily behaviour.

4. Becoming a social being who can maintain positive interrelationships with people and value harmonious living through successful communication.

5. Being a democratic citizen who respects the right of everyone for free expression and its limitations.

6. Developing the ability and the competency to face the future with a clear understanding of the trends and specifics related to media at national and international level.

7. Acquiring the ability to compile media messages creatively and engage in communication.

8. Being a citizen who has identified and actively contributes to the role and funtions of communication for national development.

Relationship between National Objectives and Subject Objectives

Objectives of Subject	National Objectives							
	i	ii	iii	iv	v	vi	vii	vii
1. Acquiring an understanding of the beginnings, development, academic background and trends of the field of communication studies	√	√		√			√	√
2. Developing media literacy in children necessary for a rational use of the media	√	√	√		√			
3. Becoming a successful communicator displaying theoretical and practical subject matter through one's behaviour in life		√		√	√	√	√	√
4. Becoming a social being that can maintain positive interrelationships with people and value harmonious living through successful communication	√	√	√	√			√	√
5. Being a democratic citizen who respects the right of expression and its limitations	√		√				√	√
6. Developing the ability and the competency to face the future with a clear understanding of the trends and specifics related to media at national and international level		√				√	√	√
7. Acquiring the ability to compile media messages creatively and engage in communication	√		√	√	√			
8. Being a citizen who has identified and actively contributes to the role and function of communication for national development	√					√	√	

Proposed Plan to divide the syllabus according to the school academic terms

Grade	Term	Competency Level	Periods
12	I	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	75
	II	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	110
	III	5.1, 5.2, 5.3, 6.1, 6.2, 6.3	115
13	I	7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 8.58.6, 8.7	130
	II	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	100
	III	11.1, 11.2, 11.3, 12.1, 12.2	70

Competency	Competency Level	Content	Learning Outcome	No. of Periods
1.0 Works with an understanding of the beginning, the expansion, the academic background and importance of studying communication studies.	1.1 Identifies and presents the beginning, expansion and importance of studying communication studies as an academic subject.	**1. Beginning and expansion of communication studies** • Beginning of communication studies • Expansion of communication studies • Importance of communication studies	• Describes the beginning of Communication Studies as an academic subject. • Presents facts about the expansion of Communication Studies. • Describes the importance of learning Communication Studies as an academic subject.	05
	1.2 Understands the introduction of the subject Communication to Sri Lanka and the factors that provided the background.	• Introducing communication studies to Sri Lanka	• Describes the introduction of Communication Studies to Sri Lanka.	03

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	1.3 Explains the necessity of learning Communication and Media Studies as an academic subject.	• Identifying the subject Communication and Media Studies • The necessity for learning the subject, Communication and Media Studies	• Introduces the subject Communication and Media Studies. • Explains the necessity of learning the subject Communication and Media Studies.	07

Competency	Competency Level	Content	Learning Outcome	No. of Periods
2.0 Uses communication, its nature, basics, function and role with investigative understanding to make the day to day communication successful.	2.1 Introduces what Communication is.	**2. Foundation of Communication** • Understanding communication	• Identifies communication and explains its meaning.	04

	2.2 Explains the nature of communication with understanding.	• Nature of communication
		  - goal directed
		  - purposive
		  - symbolic
		  - contextual
		  - a process
		  - diverse
		  - a force
		  - bidirectional
			• Explains the nature of communication.	16

	2.3 Explains the fundamentals of the process of communication.	• The fundamentals of communication process
		  - communicator
		  - encoder
		  - message
		  - channel
		  - receiver
		  - decode
		  - feedback
		  - noise
		  - frame of reference
		  - context
		  - effects and influence
			• Recognizes and presents the fundamentals of the communication process.
			• Explains the fundamentals of communication separately. (one by one)
			• Realises the need for understanding the fundamentals in order to understand the process of communication and comments accordingly.
				16

3

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	2.4 Defines the term 'communication'	• Definitions of communication 1. Wilbur Schramm 2. Harold Lasswell 3. Claude Shannon and Warren Weaver	• Explains what communication is through definitions.	06

	2.5 Explains with understanding the basic functions of communication.	• Role and functions of Communication process
		
		  - Compiling information
		  - Compiling instructions
		  - Persuasion
		  - Entertainment
		  - Surveillance
		  - Interpretation
		  - Collaboration
		  - Socialization
			• Explains with examples the role and function of communication.	18

Competency	Competency Level	Content	Learning Outcome	No. of Periods
3.0 Understands theoretical facts about types, forms, models of communication and uses them according to the situation.	3.1 Understands the types of communication and uses them according to the situation.	**3. Basic communication types, forms and models** • Types of communication - Intra personal communication - Interpersonal communication - Group communication - Public communication - Mass communication - Virtual communication	• Names the types of communication. • Identifies the types of communication separately. • Accepts that it is possible to achieve successful communication through making practical use of theoretical facts about communication types. • Analyses the nature and process of intra personal communication. • Explains what interpersonal communication is. • Engages in interpersonal communication courteously. • Identifies the necessity of acting with responsibility and accountability in the use of group communication and acts accordingly.	30

Competency	Competency Level	Content	Learning Outcome	No. of Periods
			• Perceives and presents the nature and the specifics of group communication.	
			• Identifies what group communication is and acts accordingly.	
			• Explains what public communication is.	
			• Interprets mass communication.	
			• Identifies the form and process of virtual commutation and presents it accordingly.	
			• Analyses the practical necessity and effectiveness of the types of communication.	

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	3.2 Explains the forms of communication and utilises them.	• Forms of communication - Verbal/nonverbal - Spoken/Performing - Written/Oral/ Visual/ Spoken - Formal/Informal	• Introduces various communication forms. • Explains with examples how communication forms are used. • Performs various forms of communication with understanding.	10
	3.3 Analyses with understanding the theoretical facts relating to communication models.	• Communication models - Introduction - Basic communication models 1. Aristotle model 2. Lasswell model 3. Claude Shannon and Warren Weaver model 4. Schramm - Osgood model	• Identifies and explains communication models. • Explains how the communication process operates through the use of models.	24

Competency	Competency Level	Content	Learning Outcome	No. of Periods
4.0 Make use of traditional media, mass media and new media in diverse communication functions by studying their especial characteristics and interpreting them.	4.1 Interprets what traditional media is and explains their special features.	**4. Traditional media and mass media, new media and social media** • Introduction of traditional media and their characteristics	• Interprets what traditional media is. • Names and describes the types of traditional media. • Describes the importance of traditional media.	08
	4.2 Recognizes different types of mass media and analyses the special features with understanding.	• Introduction of mass media and their characteristics • Mass communication models • HUB model	• Interprets what mass media is. • Describes the specifics of mass media. • Describes mass communication models with examples.	16

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	4.3 Recognizes new media and social media and explains their social impact.	• Introduction of modern media and their characteristics • Introduction of social media and their characteristics	• Identifies and presents new media. • Explains the functions of the new media. • Explains what social media is. • Explains the impact of social media.	10
	4.4 Displays practical skills in new media and social media.	• New media abilities, skills and usage • Social media abilities, skills and use	• Prepares and presents messages using new media abilities and skills. • Prepares and presents messages using social media abilities and skills.	12

Competency	Competency Level	Content	Learning Outcome	No. of Periods

5.0 Understands culture and acts critically with an awareness of the changes that have occurred in the culture as a result of the impact of media.	5.1 Explains the nature and significance of culture with understanding.	**5. Understanding culture, nature of media and its impact**
		
		• Introduction
		
		  What is culture?
		
		  Nature and significance of culture
			• Explains what culture is.
			
			• Explains the nature and specialities of culture with understanding.
				08

	5.2 Studies culture and identifies the differences among cultures and explains them through Comparison.	• Study of culture
		
		  - Traditional culture
		
		  - Mass culture
		
		  - Media culture
		
		  - Popular culture
		
		  - Global culture
		
		  - Cross cultural studies
			• Explains how culture has changed with the evolution of media.
			
			• Explains the differences and significances of these cultures separately.
				22

Competency	Competency Level	Content	Learning Outcome	No. of Periods

	5.3 Presents facts analytically on the impact of media on culture.	• Impact of media
		
		  - introduction
		  - theoretical foundation
		
		• Impact of media on culture
		
		  - attitudes
		  - behaviour
		  - violence
		  - cultural shock
		  - addiction
			• Introduces what the impact of media is.
			
			• Explains critically the impact of media on culture.
				10

Competency	Competency Level	Content	Learning Outcome	No. of Periods
6.0 Make use of the media rationally selecting what is required for self, out of the limitless information put out by the mass media and makes use of one's media literacy in one's day today life.	6.1 Analyses the basic elements of media literacy with an understanding of what media literacy is.	**6. Media literacy and media criticism** • Media literacy - Introduction - What is literacy? - Media literacy - Definitions of media literacy - Elements of media literacy i. Ability to recognize the media message process ii. Ability to recognize the influence of media messages iii. Ability to analyse media messages and build up a discussion on them iv. Ability to understand the inter texts in media messages v. Ability to evaluate media messages vi. Ability to perceive a media message	• Introduces what media literacy is. • Explains media literacy using definitions. • Explains with an understanding of the basics of media literacy. • Presents media literacy recognising the importance of media literacy. • Uses the knowledge and understanding of media literacy practically.	30

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	6.2 Recognizes media Criticism and its different aspects and describes what a critical receiver is.	• Media criticism - Introduction - What is media review? 1. Media and day today life 2. Media and different visions/perceptions 3. Media and similarities and disparities in messages 4. Authority of media message 5. Media economy 6. Media and technology 7. Media and culture 8. Media and illusion - The critical receiver	• Introduces 'media review' • Describes the necessity of media review. • Describes different aspects of media review. • Reviews a selected media message. • Introduces the critical receiver. • Describes with understanding the qualities in the critical receiver.	25
	6.3 Acts rationally with an understanding of media message analysis.	• Analysing media message • Meaning • Appropriateness • Motivation • Bias • Credibility • Distortion • Effectiveness • Manipulation • Stereotyped • Evaluation	• Introduces the basic facts in analysing a media message. • Analyses a selected media message.	20

Competency	Competency Level	Content	Learning Outcome	No. of Periods
7.0 With an understanding of the basics and the importance of creative communication, makes opportune use of different media in messaging.	7.1 Explains that creative communication is a more effective communication strategy.	**7. Creative communication** • Introduction - Nature of creative communication - Necessity and importance	• Identifies and explains what creative communication is. • Explains the necessity and importance of creative communication.	16
	7.2 Recognizes the basics of creative communication and uses them to suit the situation.	• Basics of creativity i. Creation/creativity ii. Creative thinking iii. Creator iv. Creative composition	• Recognizes the basics of creativity and describes them with understanding. • Presents creative messages for different media to suit the situation.	24

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	7.3 Recognizes and explains the creative use of language and the creativity in different publishing media.	• Communication and creativity • Creative use of language • Creativity in print and the electronic media • Cinema and creativity • Use of creative performing arts	• Explains that it is possible to use language creatively for communication. • Prepares messages for various media using creative language.	15
	7.4 Explains with understanding that folklore and folk art can be used to build a message creatively and prepares creative messages for different media.	• Awareness of creative communication in relation to folklore and folk art	• Realizes that folklore and folk art can be used creatively in communication, and makes presentations. • Uses folklore and folk art appropriately and creatively in one's own work.	15

Competency	Competency Level	Content	Learning Outcomes	No. of Periods

8.0 Uses public relations and event management in one's day today work with the understanding that they are practical subject areas.	8.1 Analyses the beginning, the importance and the necessity of public relations.	**8. Public relations and event management**
		
		• Introduction
		
		  - Public relations
		  - Initial background
		  - Necessity and importance
			• Describes the facts that influenced the inception of public relations.
			
			• Explains the importance and necessity of public relations.
				08

	8.2 Defines the term 'public relation'	• Definitions of public relations	• Defines public relations.	06

	8.3 Describes with understanding the public relation situations.	• Instances of public relations
		  - State and public relations
		  - Institutional public relations
		  - Professional public relations
		  - Business and public relations
		  - Media and public relations
			• Explains instances of public relations with examples.	06

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	8.4 Recognizes and uses instruments and strategies of public relations.	• Instruments and strategies of public relations	• Recognizes and describes instruments and strategies of public relations separately. • Uses instruments and strategies of public relations when the need arises.	10
	8.5 The Public relations officer: describes his role with understanding.	• The role of the Public Relations officer • Media officer and public relations	• Gives investigative comments on the public relations officer and his role. • Describes the media officer's public relation role.	08

	8.6 Interprets event management.	• Event management
		
		   - Introduction
		
		   - Definitions
		
		   - Necessity and importance
			• Realises what an event management is and describes it.
			
			• Describes the necessity and importance of event management.
				10

Competency	Competency Level	Content	Learning Outcomes	No. of Periods

	8.7 Recognizes the stages of event management and gains practice on event management.	• Stages of event management
		
		   - Identifying stages
		
		   - Role of event management
		
		   - Plan
		
		   - Methodology
		
		   - Performance procedure
		
		   - Sponsorship
			• Recognizes and explains what event management is.
			
			• Prepares an event management plan with an understanding of its stages.
				12

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
9.0 Recognizing the origins, the expansion, necessity and trends, uses communication for development, and understanding how knowledge, attitudinal behaviour conform to them, gains practice on creating development messages.	9.1 Analyses development and opinions on development.	**9. Communication for Development** • Introduction - Definitions, origin and expansion of development - Opinion on the concepts of development - New trends in the concept of development	• Interprets the concept of development. • Explains the historical expansion of the concept of development. • Studies the opinions on development comparatively. • Introduces new trends in the concept of development.	10
	9.2 Identifies and explains the current nature of development.	• Nature of the concept of development - People centeredness - Localization - Building social links and equality - Minimizing poverty - Involvement of people in policy making	• Explains with understanding the nature of the concept of development.	10

Competency	Competency Level	Content	Learning Outcomes	No. of Periods

	9.3 Explains rationally communication needs for development.	• Communication needs for development
		  - Making the media qualitative
		  - Strengthen participation and interpersonal relationships
		  - Compiling essential human information
		  - Getting involved in reforms
		  - Development of sustainability
			• Explains with understanding communication needs for development.	10

	9.4 Identifies and expresses communication expectations for development.	• Communication expectations for development
		  - Needs centeredness
		  - Self-decision
		  - Self confidence
		  - Building a conducive environment
		  - Participative democracy
			• Critically Presents facts on communication expectations for development.	10

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
10.0 Works rationally understanding that media boundaries have been shown by media policies, media monitoring, mass media ethics and guidance.	10.1 explains with understanding communication policies.	**10. Communication policies and media monitoring** • Communication policies - Introduction - Universal declarations on human rights - The constitution - Mass media freedom - Intellectual property act/rights - Bill on Right to information	• Introduces communication policies. • Explains with understanding that the fundamental right to speech and writing is established by the constitution. • Interprets media freedom • Comments rationally on media freedom. • Describes the intellectual Property Act. • Analyses the right to information and its importance.	20

Competency	Competency Level	Content	Learning Outcome	No. of Periods

	10.2 Interprets media monitoring and analyses its need, significance, monitoring agencies and their role.	• Media monitoring
		  - Introduction
		  - History of media monitoring
		  - Need
		  - Types of monitoring
		  - Media censorship
		  - A few monitoring agencies and their role
		
		• Telecom regulatory commission
		
		• Sri Lanka Computer Emergency Readiness Team (SLCERT)
		
		• Press Council of Sri Lanka
		• Public performance Board
		
		• Press Complaints Commission
			• Recognizes and explains media monitoring.
			
			• Describes the history of media monitoring.
			
			• Recognizes and explains the need and the significance of media monitoring.
			
			• Comments on media censorship.
			
			• Names a few media monitoring institutions.
			
			• Explains the role of a few monitoring institutions.
				20

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	10.3 Recognizes that various media have mass media ethics and guidance and comments on their need.	• Media ethics and guidance - Newspaper - Radio - Cinema and performing arts - Television - New media	• Explains media ethics. • Recognizes and explains what media guidance is. • Critically comments on the need for media guidance.	20

Competency	Competency Level	Content	Learning Outcome	No. of Periods
11.0 Works with understanding of the expansion of media and trends.	11.1 Recognizes and comments on the expansion of media at present.	**11. Contemporary media trends** • Introducing media in Sri Lanka	• Prepares a formal chart on the expansion of media in Sri Lanka. • Explains the expansion of media in Sri Lanka.	12
	11.2 Analyses the contemporary trends in media.	• Trends in media - Media Convergence - Demassification - Deregulation - Consumerism - Co modification - Commercialization - Globalization	• Explains trends in media. • Explains with example concepts of trend.	12
	11.3 Recognizes and Explains trends in media specific to Sri Lanka.	• Media trends specific to Sri Lanka - Technical - Institutional - Content - Receiver	• Presents facts about media trend concept specific to Sri Lanka.	12

Competency	Competency Level	Content	Learning Outcome	No. of Periods

12.0 Studies the investigation process methodically and applies the discipline gained through it to life.	12.1 Interprets surveys in media and communication.	**12. Communication investigations**
		
		• Introduction
		  - Communication and media survey
		  - Surveys
		  - Survey methodology
		  - Survey types
		  - Advantages and disadvantages of using surveys
			• Interprets survey.
			
			• Analyses the meaning of media survey.
			
			• Describes the advantages and the disadvantages of survey.
				16

	12.2 Follows the survey process and conducts a simple survey.	• Communication survey process
		  - Introduction
		  - Identifying the problem
		  - Objectives
		  - Selecting the survey type
		  - Collecting data
		  - Analysing data
		  - Arriving at conclusions
		  - Compiling the report and presenting
			• Shows the steps of a survey in their order.
			
			• Following the steps of a survey carries out a survey.
				18

School Policies and Programmes

Communication Studies is very close to life, live and a practical subject area. The child who studies the subject matter included in this syllabus would show to the society attributes of a good communicator. The teacher should strive to make the learning activities more practical and suitable to the school level. The following activities will help you.

- Establish a media association at school level
- Make the children involved in the functions as active members of the association
- Media day/week programmes
- Wall papers, annual publications
- Contact institutions and academics and have,

  Lectures

  Workshops

  Discussions

  Explorations

  Exploration studies

  Field trips

Assign activities like,

- Exploring simple information and preparing/presenting reports
- Creative activities

  e.g.   creating blogs

  short, simple media programmes

  recording (radio, TV)directing the child to compile messages and evaluating appropriately

Evaluation and assessment

The examination conducted by the Department of Examinations, Sri Lanka based on this syllabus is the national level evaluation.

Schools should plan to have suitable school level exams at the end of each term and year.

Under the School Based Assessment programme class level evaluation should be planned relevant to the expected competencies and competency levels.

Basic guidance has been provided through the Teachers' Guide. These methods of evaluation could be developed further using the creative abilities of the teachers.

Board of Syllabus Preparation

Internal

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