

GCSE Media Studies Curriculum - Overview

Year 10

Year 10 Media Studies students will build on their existing analytical skills that they have developed in English and apply these concepts to a variety of Media products. The Media Studies curriculum prepares all students to become critical analysts and producers of media texts through their engagement with a wide range of contemporary and historical media texts and platforms.

The range of media texts which students engage with through the course increases their cultural capital through exploring a deeper understanding of different and often complex points of view. Opportunities for practical production are implemented throughout the course. Students will complete their Component 3 NEA in Year 10.

Throughout Year 10 Media Studies, focusing on a range of set products and unseen products, students will aim to:

- Identify and analyse media language and aspects of representation in media products.
- Explain the purpose of media language.
- Explain the ways in which media language is used to create specific representations.
- Use theoretical perspectives when considering practical aspects of the media.
- Explain what the message(s) of the media products are and how they are affected by the context
- Explain how audiences may respond to media products.
- Explain how industry factors affect production.
- Explain how industry factors affect choices for print and online platforms
- Explain how audiences may respond to media products.
- Explain why certain production choices are made
- Identify and explain how audiences are targeted
- Using the exam board brief research and plan for media production.
- Research existing media products to influence media production choices and genre conventions.
- Consider media language, representation, industry and audience factors when preparing and planning for the media production.

Year 11

Throughout Year 11 Media Studies, focusing on a range of set products and unseen products, students will aim to:

- Identify and analyse media language and aspects of representation in media products.
- Explain the purpose of media language.
- Explain the ways in which media language is used to create specific representations.
- Explain what the message(s) of the media products are and how they are affected by the context
- Identify and analyse media language and aspects of representation in media products in the historical product.
- Identify and explain how the products appeal to the audience.
- Identify industry issues in the set products.
- Explore the role of the BBC as a PSB and the audience/industry factors that apply to The Archers.
- Discuss the purpose of the BBC as a PSB.
- Explore the use of online media in the set products
- Make comparisons between the historical and contemporary products.
- Identify audience and industry factors in the media products.
- Consolidate learning from the two year course in preparation for the final exams.
- Practise exam technique
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- Practise exam technique

## Media Studies Curriculum Map

- Produce a statement of aims to demonstrate the intentions of the production.
- Consider media language, representation, industry and audience factors when producing the media production.
- Use planning and intentions to produce the media products.
- Use the exam board brief to construct media products.
- Revise Year 10 topics in preparation for the mock exam.

### Curriculum – Topic Sequencing

Year 10	Year 11
<p><b>Half Term 1 (5 lessons per fortnight)</b>  <b>Introduction to Media and Component 1 (Exploring the Media)</b>                      A focus on an introduction to media concepts and the Component 1 Set products.</p> <ul style="list-style-type: none"> <li>• General Introduction to Media Studies</li> <li>• Practical introduction to production concepts and opportunities to design your own media products.</li> </ul> <p>Study of the following set products for Component 1 Section A (media language, representation and media contexts):</p> <ul style="list-style-type: none"> <li>• Quality Street (1954)</li> <li>• This Girl Can (2016)</li> <li>• Comparative analysis of a set product with an unseen text</li> <li>• Bond: No Time to Die (2021) and Bond: The Man with the Golden Gun (1974)</li> </ul> <p><b>Half Term 2 (5 lessons per fortnight)</b>  <b>Component 1 Section A and Section B Audience topics.</b></p> <ul style="list-style-type: none"> <li>• To continue with Component 1 products and to begin work on Section B Industry and Advertising and Marketing strategies and concepts within the media.</li> <li>• Bond Section B (Bond film industry, audience and production processes).</li> <li>• Section A (media language and representation analysis) on the set magazine texts.</li> <li>• GQ Magazine (2019) and Vogue Magazine (2021)</li> </ul> <p><b>Half Term 3 (5 lessons per fortnight)</b>  <b>Component 1 Newspapers</b></p> <ul style="list-style-type: none"> <li>• To continue with studies on Component 1 Section A and Section B products. Section A (media language and representation study of the set newspapers).</li> <li>• The Guardian (2022) and The Sun (2021)</li> <li>• Section B Newspaper study. Industries and Audiences.</li> </ul>	<p><b>Half Term 1 (5 lessons per fortnight)</b>  <b>Component 2 (Understanding Media Forms and Products)</b>                      Component 2 Crime Drama</p> <ul style="list-style-type: none"> <li>• Introduction to audio-visual analysis</li> <li>• Comp 2 section A introduction</li> <li>• Study of the set product ‘Luther’ (2010)</li> <li>• Media language study of the set episode</li> <li>• Representation study of the set episode. Focus on characters, places, issues, genre.</li> <li>• Contextual study of the set product.</li> </ul> <p><b>Half Term 2 (5 lessons per fortnight)</b>  <b>Component 2 and Component 1 Radio</b>                      To continue with Component 2 Crime Drama products</p> <ul style="list-style-type: none"> <li>• Crime drama industry issues and audience issues</li> <li>• Historical product The Sweeney (1975)– media language and representation study.</li> <li>• Comparison of products context and industry</li> <li>• The Archers (BBC Radio 4) industry and audience study.</li> </ul> <p><b>Half Term 3 (5 lessons per fortnight)</b>  <b>Component 2 and Component 1 Radio</b>                      To continue with Component 2 Music and to complete radio Component 1.</p> <ul style="list-style-type: none"> <li>• Complete The Archers. BBC and PSB.</li> <li>• Music video and online media analysis.</li> <li>• Analysis of Contemporary video 1 (Taylor Swift The Man 2019). Media Language and Representation.</li> <li>• Context, audience responses.</li> <li>• Analysis of Contemporary video 2 (Stormzy Superheroes 2019). Media Language and Representation.</li> </ul>

## Media Studies Curriculum Map

### Half Term 4 (5 lessons per fortnight)

#### Component 1 Section B Gaming Industries

- Component 1 Section B
- Study of the set product 'Fortnite'. Study of the gaming industry and audience appeal.

### Half Term 5 (5 lessons per fortnight)

#### Component 3 Coursework and Planning

Introduction to the practical components. Research, planning and coursework preparation. Begin to produce coursework.

- Production 1 planning and preparation.
- NEA brief provided by Eduqas.

### Half Term 6 (5 lessons per fortnight)

#### Component 3 Coursework and Mock preparation

To continue to plan and produce products for coursework.

- Production planning and preparation and complete draft of product

- Analysis of older video (Duran Duran Rio 1982).

### Half Term 4 (5 lessons per fortnight)

#### Component 2

Complete study of Component 2 products

- Comparison of historical video with contemporary video (media language and representation).
- Analysis of online media for Taylor Swift.
- Industry and audience issues (TS).
- Analysis of online media for Stormzy. Industry and audience issues (Stormzy).

### Half Term 5 (5 lessons per fortnight)

#### Revision and exam preparation

Revise for the exams

- Revise key topics for the exam
- Exam technique and preparation