



Curriculum Overview:

Media Studies

Year 7-11

YEAR 10 MEDIA

Year 11

End of Year

Mock exams

Assessment

You will benefit from regular formative assessment and feedback in relation to demonstrate clear understanding of set texts and theories. You will also undergo formal assessment at the end of each unit as well as mock exams at the end of the year.

Component 1 Revision and consolidation

In preparation for our mock examinations we will revisit each of the topics studied, with a focus on consolidating our areas of strength and returning to those areas which we found most challenging, as well as focusing on key examination skills.



Half Term

Component 1, Section B: Media Industries and Audiences

In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.

The Guardian

Half Term

Component 1, Section A: Exploring Media Language and Representation

In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media.



Media Studies

Students will study the following media forms: advertising and marketing, film, magazines, music videos, newspapers, radio, television and video games. This will enable learners to develop knowledge and understanding of a broad range of media forms and products. Learners will study a wide range of media products, reflecting different forms, historical periods and audiences. The exploration of media will be broken into historical, social, cultural and political representations within media.

LEARNING JOURNEY

YEAR 11 MEDIA

Post-16 education or training

Assessment

You will benefit from regular formative assessment and feedback in relation to your reading, writing and speaking and listening. You will also undergo formal assessment at the end of each unit and a full programme of mock exams in February/March.

End of Year

GCSE Exams



Preparation and Intervention

Guided by our performance in the mock examinations, we will address any areas of misconception and consolidate the key skills required to excel in our GCSE examinations.

END OF TERM

Mock Exams

COMPONENT 3

Learners will be given a set brief to create a media product. Students are to apply the skills developed throughout component 1 and 2 and complete a research task to help aid their design, draft and creating of a product that is fit for a specific target audience. To be successful students are to apply their understanding of language and meaning alongside media representation to their design.



COMPONENT 2:

This section involves a detailed study of a specific television genre and a variety of music videos. This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas, sitcoms and music videos reflect the key social, cultural, political and historical contexts in which they are produced.

END OF TERM

Media Studies

Students will study the following media forms: advertising and marketing, film, magazines, music videos, newspapers, radio, television and video games. This will enable learners to develop knowledge and understanding of a broad range of media forms and products. Learners will study a wide range of media products, reflecting different forms, historical periods and audiences. The exploration of media will be broken into historical, social, cultural and political representations within media.

LEARNING JOURNEY

Year 10-11 Media Studies

Exam Board: EDUQAS **Code:** C680QS

Timing: 2 years

Topic title/Key Question: Students will study the following media forms: advertising and marketing, film, magazines, music videos, newspapers, radio, television and video games. This will enable learners to develop knowledge and understanding of a broad range of media forms and products. Learners will study a wide range of media products, reflecting different forms, historical periods and audiences. The exploration of media will be broken into historical, social, cultural and political representations within media.

Breakdown:

Component 1: Section A: Exploring Media Language and Representation

In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media.

Learners will develop the ability to:

- Analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses.
- Use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately.
- Respond through discursive writing to show knowledge and understanding of media issues.
- Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Set texts:

- Magazines: *Pride* (November 2015) and *GQ* (August 2019)
- Film posters: *The Man with the Golden Gun* (1974) *No Time To Die* (2021)
- Newspaper front pages: *The Guardian* (18 January 2021) and *The Sun* (1 January 2021)

Component 1: Section B: Exploring Media Industries and Audiences

In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.

Learners will develop the ability to:

- analyse the textual features of the set products
- use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately
- understand the relevant industries and audiences linked to specific media forms and consider the issues they present
- construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.
- Recognize the online presence of these media products provided and how websites, radio and gaming provide a key way into both industry and audience issues.

Set texts:

- Newspapers: *The Sun* (<https://www.thesun.co.uk/>)

- Film (media industries only): *No Time To Die 2021* (<http://www.007.com/>)
- Radio: *The Archers* (<https://www.bbc.co.uk/programmes/b006qpgr>)
- Video games: *Fortnite 2017* (<https://www.epicgames.com/fortnite/en-US/home>)

Component 2: Section A: Television – Crime Drama or Sitcom

This section involves a detailed study of a specific television genre. Television genres have distinct social and cultural significance in terms of their particular representations of the world, their financial importance to the television industry, and their popularity with television audiences. Each set option involves study of a complete episode from a contemporary programme and one ten minute extract from a programme produced in the past. This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas and sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. The complete episodes set will also exemplify industry issues and emerging, contemporary developments in television in the form of online broadcasting. Both genre studies provide opportunities to address key aspects of media audiences, including targeting, consumption and appeals.

Learners will develop the ability to:

- Analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses.
- Use relevant theories or theoretical perspectives and relevant subject-specific terminology.
- Respond through discursive writing to show knowledge and understanding of media issues.
- Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Set texts:

- *Man Like Mobeen, Series 1, Episode 2: Wifey Riddim* (2019, cert:15)
- *Friends, Season 1, Episode 1* (1994, cert. 12)

Component 2: Section B: Music video and online media

Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. In addition, learners study one music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.

Learners will develop the ability to:

- Analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses.
- Use relevant theories or theoretical perspectives and relevant subject-specific terminology.
- Respond through discursive writing to show knowledge and understanding of media issues.
- Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Set texts:

- Taylor Swift, *Bad Blood* (2014). <https://taylorswift.com/>
- Bruno Mars, *Uptown Funk* (2014) <http://www.brunomars.com/>
- TLC, *Waterfalls* (1995)

Component 3: Creating Media Products (Coursework)

Learners will be given a set brief to create a media product. Students are to apply the skills developed throughout component 1 and 2 and complete a research task to help aid their design, draft and creating of a product that is fit for a specific target audience. To be successful students are to apply their

understanding of language and meaning alongside media representation to their design.

Assessment:

- Component 1: 1 hour 30 minutes exam
- Component 2: 1 hour 30 minutes exam

Component 3: Non-exam assessment: internally assessed and externally moderated by WJEC, 30% of qualification, 60 marks.

This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In Components 1 and 2, learners gain a detailed understanding of media language, representation and audience in relation to a range of media forms. In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC.

Knowledge Organizer