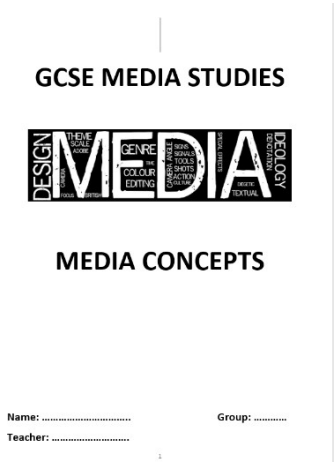
Media Studies Curriculum Unit Overview Year 10

Media Studies GCSE - Year 10 Unit 1: What is Media Studies?				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
What 'The Media' is – as many students take media studies without really understanding what it is. The key industries that make up the mass media. The basics of media analysis – denotation and connotation.	Knowledge of the key industries in the mass media. Understanding of basic media analysis through denotation and connotation. Skills: Text analysis; analytical writing; examining technical and visual codes.	Ability to analyse a text applying denotation and connotations. Use of term 'anchorage.' To analyse technical codes and their impact on audience. Understanding of symbolism in media images.	KS3 English skills of analysis applied to words and images in advertisements. Critical analysis. Use of what / how / why structure.	BBC Bitesize Media Studies: https://www.bbc.co.uk/bitesize/subjects/ztnygk7 Class text book: EDUQAS GCSE Media Studies.

Media Studies GCSE - Year 10 Unit 2: ADVERTISING				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Set texts for Exam - Component One Section A: Advertising & Marketing: TEXTS: *Quality Street & This Girl Can.* *Film marketing: No Time to Die & The Man with the Golden Gun*	Knowledge: The set advertising texts for the GCSE examination. Understanding: Develop an understanding of representation and the social and historical context and how it affects a text. Skills: Analysis of set texts for study – specific elements of media language. Comparative analysis with *other products.* With focus on representation of people, places or issues. Practical application – INTRODUCTION to Photoshop - plan/ draft an advert.	Ability to analyse a text applying denotation and connotations. Use of term 'anchorage.' Ability to analyse texts using key areas – image (representation) / Layout and design / language. Understand issues of representation and the social and historical context and how it affects a text. Practical skills: Create a template in photoshop – import and edit original photographs and text. Create a product that has 'finish' and looks like a real media text. Facts about the set text learned.	KS3 English skills of analysis applied to words and images in advertisements. Critical analysis. Use of what / how / why structure. Some pupils will have used photo shop previously.	EDUQAS Fact sheets on set texts for Component 1: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950 EDUQAS Text book. Independent Internet research around the topic area. Photo shop tutorial videos. School produced booklet – Media Concepts. Available on SharePoint: 
Media Studies GCSE - Year 10 Unit 3: Film Industry				

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Component 1 Section B: Film Industry & *No Time To Die* / Audience & *No Time To Die.*	Knowledge: of the film industry and target audience. Understanding: of how the set text – *No Time To Die* is a product of an organisation and the processes involved in pre-production / production / distribution and exhibition. The differences between mainstream and independent films. How audiences can be categorised. Skills: skills of analysis using media terminology.	Knowledge of key processes in film industry in an economic context: in pre-production / production / distribution and exhibition / regulation. Ability to write a longer answer essay using relevant media terminology and appropriate references to the texts. Facts and figures about the set text learned.	Use of knowledge and information learned in Unit 2. Comparative writing skills taught in the KS3 English curriculum. Use of what / how / why structure.	BBFC website: https://www.bbfc.co.uk/ EDUQAS Fact sheets on set texts for Component 1: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950 EDUQAS Text book. Independent Internet research around the topic area.

Media Studies GCSE - Year 10 Unit 4: Magazines				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Component 1 Section A: Magazines *GQ* & *Vogue* –	Knowledge of magazine construction and layout – text specific terminology. Understanding: Develop an awareness of media representations of ethnicity. Discussion on the under representation of BAME. Skills of analysis using media terminology / representations of gender and ethnicity. Comparative analysis with other products	Understanding of social and historical context in terms of both texts and how they influence representations of gender and ethnicity. Ability to write a comparative essay using relevant media terminology and appropriate references to the texts. Ability to apply media theories to the texts we study – Dyer's theory / Male gaze theory / Blumler and Katz. Facts and figures about the set text learned.	Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3. Comparative writing skills taught in the KS3 English curriculum. Use of what / how / why structure.	EDUQAS Fact sheets on set texts for Component 1: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950 EDUQAS Text book. Independent Internet research around the topic area.

Media Studies GCSE - Year 10 Unit 5: Newspapers

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Component 1 Section A&B - set texts Newspapers. Texts: The Guardian & The Sun / The Sun website.	Knowledge of the newspaper industry in relation to ownership, production, audience and regulation. The importance of online media to traditional media industries. Understanding that different newspapers have difference audiences, and this determines content and editorial bias. Skills of analysis using media terminology / representations of issues in newspapers. Analysis of news websites - effect on print news. Analysis of audience demographic, psychographic and audience response.	Knowledge of key processes in newspaper industry in an economic context: in ownership, production, distribution (online and print) and regulation. Ability to write an essay using relevant media terminology and appropriate references to the texts. Understanding of the importance of online media to traditional media industries and the ability to use textual examples from The Sun website to illustrate points. Understanding of newspaper audience demographic and ability to apply text examples to evidence audience appeal. Inclusion of appropriate media theory in responses. Ability to apply media theories to the texts we study – e.g. Blumler and Katz. Facts and figures about the set text learned.	Building awareness of media industries and the organisations behind them and the regulatory bodies monitoring them. Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3. Use of what / how / why structure.	Newspaper websites EDUQAS Fact sheets on set texts for Component 1: https://resources.eduqas.co.uk/Pages/ EDUQAS Text book. Independent Internet research around the topic area.

Media Studies GCSE - Year 10 Unit 6: Video Games

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Component 1 Section B - Video Games Text: *Fortnite*	Knowledge of video game Industry and Audience- with reference to the set text. Understanding of economic factors, funding and regulation in a global context. Skills: analysis of set text (Fortnite) and its appeal to target audience.	Understanding of video game audience demographic and ability to apply text examples to evidence audience appeal. Facts and figures about the set text learned. Ability to apply media theories to the texts we study – Blumler and Katz.	Application of knowledge about audience and demographics from unit 5. Use of what / how / why structure.	• Game play videos on YouTube. • Industry websites. • Fan websites. • PEGI website. EDUQAS Fact sheets on set texts for Component 1: https://resources.eduqas.co.uk/Pages/ EDUQAS Text book. Independent Internet research around the topic area.

Media Studies GCSE - Year 10 Unit 7: Controlled Assessment				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Component 3: NEA -Controlled Assessment. Introduction to briefs, initial ideas/ research. Research & Planning - Draft of initial ideas, Pitch concept; treatment Planning - layout designs etc. Planning - shooting schedule, planning of resources. Submit Statement of Aims Production – photographing constructing layout constructing design	Knowledge of film industry marketing and genre. Knowledge of the exam board's brief – which changes annually. Knowledge of film classification – BBFC and audience. Knowledge of codes and conventions of the products in the brief (Film posters / DVD covers.) Understanding of film genre and how it affects construction in terms of representation and design. Skills: Planning and research skills / Technical skills: Construction and framing in photographing for products /editing photographs/ font design and choices to suit genre / use of photoshop in production process / reflection in statement of aims (SOA) / independent learning skills as this is a individual production.	Production pieces that have a professional 'finish' – look like real media products. Production pieces that fulfil the codes and conventions of the set genre. Pupils show an understanding and awareness of their target audience and the production will appeal to that audience and can be evidenced in their statement of Aims (SOA). Use of media language and application of media theories in SOA. Pupils can evidence the products certification and how it is appropriate to their product using language from the BBFC guidelines.	Knowledge learned in Unit 2 & 3 when examining and analysing film posters / advertising texts. Use of media language and application of media theories in SOA. Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3. Application of knowledge about audience and demographics from unit 5. Use of what / how / why structure.	BBFC website (British Board of Film classification) NEA booklet – produced and issued by teacher. EDUQAS Text book. Independent Internet research around the topic area.

Year 10 into Year 11 Media Studies

Media Studies GCSE - Year 11 Unit 8: Radio				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Component One Section B: Radio Industry Text: *The Archers*	Knowledge of the set text (*The Archers.)* Understanding of the BBC as a PSB (public service broadcaster) and the characteristics of it in comparison to commercial stations; an understanding of an evolving media product through historical context and examination of *The Archers* website and episode content. Skills: Application of knowledge learned to examination style questions about industry and audience. Use of text specific terminology.	Ability to apply media theories to the texts we study – Blumler and Katz. Understanding of target audience and how the text appeals to them. Knowledge of PSB and how text fulfils the remit of the BBC. A historical context of the text and how the text has evolved to appeal to a more modern audience – with textual evidence from plotlines / website.	Analysis skills using media language from all previous units. Application of knowledge about audience and demographics from unit 5. Use of what / how / why structure.	EDUQAS Text book. Archers website. Fan websites. Independent Internet research around the topic area.
Media Studies GCSE - Year 11 Unit 9: TV				

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Component 2 Section A - TV genre study. Texts: *'Luther' & 'The Sweeney.'*	Knowledge of TV Industry (BBC /ITV/ OFCOM) and audience. Understanding of Representation of gender / ethnicity in set texts ('Luther / The Sweeney.') Understanding of how social and historical context affects representations in TV programmes. Skills: Analysis of moving image and technical terms for micro analysis of text. Comparison of audience and industry with non-contemporary text.	Ability to analyse extracts from the set text in terms of media language: technical codes / representation / genre codes and conventions. Understanding of social and historical context in terms of both texts and how they influence representations and narrative. Ability to write a structured essay response with appropriate references and analysis using media language.	Building awareness of media industries and the organisations behind them and the regulatory bodies monitoring them. Understanding of BSB remit for BBC from Unit 8. Analysis skills using media language from all previous units. Understanding of social and historical context in relation to texts – from all previous units.	OFCOM website https://www.ofcom.org.uk/home EDUQAS online resource: TV CRIME GENRE https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1054 EDUQAS Text book. YouTube / NETFLIX – to view extracts for study. Independent Internet research around the topic area.

Media Studies GCSE - Year 11 Unit 10: Music Video & Online Media

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Component Two Section B: Music video & online media *Taylor Swift / Stormzy / Duran Duran*	Knowledge of the music industry and how technology has impacted upon and changed it. Understanding of Representation of gender and ethnicity in a social context and representations in historical text. Understanding of how artists and their image are a construct of the music industry for economic reasons. Skills: Constructing essays which include media language, text reference and analysis of representation in the set music videos / music websites.	Ability to apply media theories to the texts we study – Dyer's theory / Male gaze theory / Blumler and Katz. Ability to write about representations of gender and apply a social and historical context to these representations. Ability to analyse examples from the set texts and include them in written responses. Use of media language relevant to the text type.	Building awareness of media industries and the organisations behind them. Analysis skills using media language from all previous units.	Taylor Swift: EDUQAS online resources: https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1053 Taylor Swift official website. Stormzy official website. Wiki – Duran Duran – background information Internet research – history of music video/ information. EDUQAS Text book.