


## Media Studies Curriculum Unit Overview Year 10

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

**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?
<p>Set texts for Exam - Component One Section A:</p> <p>Advertising &amp; Marketing:</p> <p>TEXTS:  <i>Quality Street &amp; This Girl Can.</i>  <i>Film marketing: No Time to Die &amp; The Man with the Golden Gun</i></p>	<p>Knowledge: The set advertising texts for the GCSE examination.</p> <p>Understanding: Develop an understanding of representation and the social and historical context and how it affects a text.</p> <p>Skills: Analysis of set texts for study – specific elements of media language. Comparative analysis with <i>other products</i>. With focus on representation of people, places or issues.</p> <p>Practical application – INTRODUCTION to Photoshop - plan/draft an advert.</p>	<p>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.</p> <p>Understand issues of representation and the social and historical context and how it affects a text.</p> <p>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.</p> <p>Facts about the set text learned.</p>	<p>KS3 English skills of analysis applied to words and images in advertisements.</p> <p>Critical analysis.</p> <p>Use of what / how / why structure.</p> <p>Some pupils will have used photo shop previously.</p>	<p>EDUQAS Fact sheets on set texts for Component 1: <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=950">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=950</a></p> <p>EDUQAS Text book.</p> <p>Independent Internet research around the topic area. Photo shop tutorial videos.</p> <p>School produced booklet – Media Concepts. Available on SharePoint:</p> <div style="text-align: center;"> <p><b>GCSE MEDIA STUDIES</b></p>  <p><b>MEDIA CONCEPTS</b></p> <p>Name: ..... Group: .....</p> <p>Teacher: .....</p> </div>
<p align="center"><b>Media Studies GCSE - Year 10 Unit 3: Film Industry</b></p>				

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?
<p>Component 1 Section B: Film Industry &amp; <i>No Time To Die</i> / Audience &amp; <i>No Time To Die</i>.</p>	<p>Knowledge: of the film industry and target audience.</p> <p>Understanding: of how the set text – <i>No Time To Die</i> 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.</p> <p>Skills: skills of analysis using media terminology.</p>	<p>Knowledge of key processes in film industry in an economic context: in pre-production / production / distribution and exhibition / regulation.</p> <p>Ability to write a longer answer essay using relevant media terminology and appropriate references to the texts.</p> <p>Facts and figures about the set text learned.</p>	<p>Use of knowledge and information learned in Unit 2.</p> <p>Comparative writing skills taught in the KS3 English curriculum.</p> <p>Use of what / how / why structure.</p>	<p>BBFC website: <a href="https://www.bbfc.co.uk/">https://www.bbfc.co.uk/</a></p> <p>EDUQAS Fact sheets on set texts for Component 1: <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950</a></p> <p>EDUQAS Text book.</p> <p>Independent Internet research around the topic area.</p>

**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?
<p>Component 1 Section A: Magazines <i>GQ &amp; Vogue</i> –</p>	<p>Knowledge of magazine construction and layout – text specific terminology.</p> <p>Understanding: Develop an awareness of media representations of ethnicity. Discussion on the under representation of BAME.</p> <p>Skills of analysis using media terminology / representations of gender and ethnicity. Comparative analysis with other products</p>	<p>Understanding of social and historical context in terms of both texts and how they influence representations of gender and ethnicity.</p> <p>Ability to write a comparative essay using relevant media terminology and appropriate references to the texts.</p> <p>Ability to apply media theories to the texts we study – Dyer’s theory / Male gaze theory / Blumler and Katz.</p> <p>Facts and figures about the set text learned.</p>	<p>Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3.</p> <p>Comparative writing skills taught in the KS3 English curriculum.</p> <p>Use of what / how / why structure.</p>	<p>EDUQAS Fact sheets on set texts for Component 1: <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=950</a></p> <p>EDUQAS Text book.</p> <p>Independent Internet research around the topic area.</p>

**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?
<p>Component 1 Section A&amp;B - set texts Newspapers.</p> <p>Texts: The Guardian &amp; The Sun / The Sun website.</p>	<p>Knowledge of the newspaper industry in relation to ownership, production, audience and regulation. The importance of online media to traditional media industries.</p> <p>Understanding that different newspapers have different audiences, and this determines content and editorial bias.</p> <p>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.</p>	<p>Knowledge of key processes in newspaper industry in an economic context: in ownership, production, distribution (online and print) and regulation.</p> <p>Ability to write an essay using relevant media terminology and appropriate references to the texts.</p> <p>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.</p> <p>Understanding of newspaper audience demographic and ability to apply text examples to evidence audience appeal.</p> <p>Inclusion of appropriate media theory in responses. Ability to apply media theories to the texts we study – e.g. Blumler and Katz.</p> <p>Facts and figures about the set text learned.</p>	<p>Building awareness of media industries and the organisations behind them and the regulatory bodies monitoring them.</p> <p>Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3.</p> <p>Use of what / how / why structure.</p>	<p>Newspaper websites EDUQAS Fact sheets on set texts for Component 1: <a href="https://resources.eduqas.co.uk/Pages/">https://resources.eduqas.co.uk/Pages/</a></p> <p>EDUQAS Text book.</p> <p>Independent Internet research around the topic area.</p>

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?
<p>Component 1 Section B - Video Games</p> <p>Text: <i>Fortnite</i></p>	<p>Knowledge of video game Industry and Audience- with reference to the set text.</p> <p>Understanding of economic factors, funding and regulation in a global context.</p> <p>Skills: analysis of set text (Fortnite) and its appeal to target audience.</p>	<p>Understanding of video game audience demographic and ability to apply text examples to evidence audience appeal.</p> <p>Facts and figures about the set text learned.</p> <p>Ability to apply media theories to the texts we study – Blumler and Katz.</p>	<p>Application of knowledge about audience and demographics from unit 5.</p> <p>Use of what / how / why structure.</p>	<ul style="list-style-type: none"> <li>• Game play videos on YouTube.</li> <li>• Industry websites.</li> <li>• Fan websites.</li> <li>• PEGI website.</li> </ul> <p>EDUQAS Fact sheets on set texts for Component 1: <a href="https://resources.eduqas.co.uk/Pages/">https://resources.eduqas.co.uk/Pages/</a> EDUQAS Text book.</p> <p>Independent Internet research around the topic area.</p>

**Media Studies GCSE - Year 10 Unit 7: Controlled Assessment**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
<p>Component 3: NEA -Controlled Assessment.</p> <p>Introduction to briefs, initial ideas/ research.            Research &amp; 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</p>	<p>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.)</p> <p>Understanding of film genre and how it affects construction in terms of representation and design.</p> <p>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.</p>	<p>Production pieces that have a professional ‘finish’ – look like real media products.</p> <p>Production pieces that fulfil the codes and conventions of the set genre.</p> <p>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).</p> <p>Use of media language and application of media theories in SOA.</p> <p>Pupils can evidence the products certification and how it is appropriate to their product using language from the BBFC guidelines.</p>	<p>Knowledge learned in Unit 2 &amp; 3 when examining and analysing film posters / advertising texts.</p> <p>Use of media language and application of media theories in SOA.</p> <p>Using media language to analyse images. Analysis of image / text / design and layout – units 1,2,3.</p> <p>Application of knowledge about audience and demographics from unit 5.</p> <p>Use of what / how / why structure.</p>	<p>BBFC website (British Board of Film classification)</p> <p>NEA booklet – produced and issued by teacher.</p> <p>EDUQAS Text book.</p> <p>Independent Internet research around the topic area.</p>

## 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?
<p>Component One Section B: Radio Industry</p> <p>Text: <i>The Archers</i></p>	<p>Knowledge of the set text (<i>The Archers</i>.)</p> <p>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 <i>The Archers</i> website and episode content.</p> <p>Skills: Application of knowledge learned to examination style questions about industry and audience. Use of text specific terminology.</p>	<p>Ability to apply media theories to the texts we study – Blumler and Katz.</p> <p>Understanding of target audience and how the text appeals to them.</p> <p>Knowledge of PSB and how text fulfils the remit of the BBC.</p> <p>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.</p>	<p>Analysis skills using media language from all previous units.</p> <p>Application of knowledge about audience and demographics from unit 5.</p> <p>Use of what / how / why structure.</p>	<p>EDUQAS Text book.</p> <p>Archers website.</p> <p>Fan websites.</p> <p>Independent Internet research around the topic area.</p>
<b>Media Studies GCSE - Year 11 Unit 9: TV</b>				



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

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?
<p>Component Two Section B: Music video &amp; online media</p> <p><i>Taylor Swift / Stormzy / Duran Duran</i></p>	<p>Knowledge of the music industry and how technology has impacted upon and changed it.</p> <p>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.</p> <p>Skills: Constructing essays which include media language, text reference and analysis of representation in the set music videos / music websites.</p>	<p>Ability to apply media theories to the texts we study – Dyer’s theory / Male gaze theory / Blumler and Katz.</p> <p>Ability to write about representations of gender and apply a social and historical context to these representations.</p> <p>Ability to analyse examples from the set texts and include them in written responses.</p> <p>Use of media language relevant to the text type.</p>	<p>Building awareness of media industries and the organisations behind them.</p> <p>Analysis skills using media language from all previous units.</p>	<p>Taylor Swift: EDUQAS online resources: <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1053">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1053</a></p> <p>Taylor Swift official website.</p> <p>Stormzy official website.</p> <p>Wiki – Duran Duran – background information</p> <p>Internet research – history of music video/ information.</p> <p>EDUQAS Text book.</p>