

<b>KS4 Media Studies Curriculum Overview</b>	<b>Links to KS3</b>		We do not teach Media Studies at KS3; however, many of the skills developed in KS3 English such as close analysis of language, persuasive writing, non-fiction reading of e.g. newspaper, magazine and online articles etc are further developed for those who choose Media GCSE as an option.					
	<b>Intent</b>	<b>Statement of Intent</b>	The media has huge importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The Eduqas Media Studies GCSE allows learners to study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. Through their analysis of a range of set media products, learners have the opportunity to develop understanding of these key issues and the ability to debate important questions about the media, as well as creating their own products.					
		<b>Timeline</b>	<b>Term 1 - 7 Weeks</b>	<b>Term 2 - 7 Weeks</b>	<b>Term 3 - 6 Weeks</b>	<b>Term 4 - 6 Weeks</b>	<b>Term 5 - 6 Weeks</b>	<b>Term 6 - 7 Weeks</b>
		<b>Year 10 Overview</b>	In Year 10, pupils are taught the majority of the Component 1 set products through the relevant concepts: Section A - Advertising, Magazines, Newspapers and Film Posters for Media Language, Representation and Context; Section B - Film Promotion, Video Games and Radio for Industry, Audience and Context. They also learn a range of media terminology and set theories and how to apply these to products. Finally they are introduced to the coursework unit to work on over the summer break.					
		<b>SOW</b>	<b>ADVERTISING, MAGAZINES + introducing media concepts: 10 weeks</b>	<b>FILM POSTERS, COMP 1B FILM INDUSTRY + introducing media theories: 10 weeks</b>		<b>COMPONENT 1B: INDUSTRIES AND AUDIENCE; + COMP 3 intro: 17 weeks</b>		
		<b>Assessment Type &amp; Unit Focus</b>	This introductory unit focuses on the key concepts of Media Language and Representation. pupils start to develop skills of media literacy and analysis.. The 2 studied print products, a 1950s Quality St advert and a This Girl Can poster, emphasise the essential link between context and meaning, pupils start to learn and use key terminology; we then introduce the second key concept of representation, focusing on gender stereotyping. pupils also apply the conventions they have learnt by producing their own advertisement.	The magazine unit focuses on the key concepts of Media Language and Representation. pupils learn the conventions of magazine covers through the studied products of Pride and GQ. Their understanding of media language and analysis is enhanced through the practical task of creating their own magazine cover; this also helps prepare them for Component 3, the coursework unit. pupils further develop their understanding of representation through comparing the representations of gender and ethnicity constructed in two magazine covers.		This unit covers knowledge, skills and exam approaches needed for Comp 1B: understanding and applying the Uses and Gratification theory, learning about the structure, marketing and regulation of the film industry, focusing particularly on the Bond franchise. Radio and the PSB model of the BBC, The Archers and the history, context, online presence and audience appeal of the programme. The final section on video games industry and audience uses Fortnite as the studied product. In term 6 they are introduced to Comp 3 brief start to R+P their coursework.		

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Implementation (Year 11)	<b>Year 11 Overview</b>	In Year 11, pupils complete their Comp 3 coursework, then cover the last remaining Comp 1A and 1B products - the Guardian and sun front pages, and the Sun newsbrand in print and online - and finally cover the TV and Music elements of Component 2. They have 3 lessons a week rather than 2.					
	<b>SOW</b>	<b>NEWSPAPERS: 10 weeks MUSIC VIDEOS / ONLINE: 8 weeks TV CRIME DRAMA: 9 weeks</b>				<b>COMP 1 REVISION: 5 weeks</b>	<b>Course Completed</b>
	<b>Assessment Type &amp; Unit Focus</b>	Comp 1A Newspaper unit - study 2 newspaper front pages focusing on Media Language, Context and Rep: conventions and terminology, apply K+U representation to news issues; understand political bias and the differences between tabloids and broadsheets. 1/3 lessons a week of Term 1 is dedicated to completing Comp 3 coursework.	The Newspaper unit for Comp 1B uses the Sun in print and online to focus firstly on the news industry: ownership and control, funding and production, and regulation. Then pupils study audience factors, considering who reads the news, in what form and why: circulation and readership, demographics, psycho- graphics, and applying the Uses and Gratifications and Reception theories.	In the Music Videos / Online unit, pupils choose 2 from a range of contemporary musicians and music videos, alongside one older music video offering a contextual contrast. They use all 4 key concepts to analyse the set products; consider representations of gender / ethnicity; gain knowledge of the music industry; and learn how musicians are marketed to audiences especially through websites and social media.	Like the previous Music unit, in the TV Crime Drama unit pupils apply all 4 key concepts to study a set episode of Luther, alongside an extract from The Sweeney to offer contextual contrast. They learn the conventions of the genre, analyse the media language of the set product, consider how characters and issues are represented, develop their understanding of the BBC, and consider the appeal of the genre and the products to audiences.	Term 5 offers pupils the opportunity to revisit the Component 1 studied products in response to class and individual needs, and to further hone the exam skills and approaches necessary for each question type. This includes application of all aspects of the key concepts, and revision and application of all relevant theories.	
	<b>Topic Texts</b>	8 Print products and factsheets; + Radio and Videogame products and factsheets; whole copy of The Sun; TV crime drama episodes and 2 x factsheets; Music Video factsheets.					
Impact	<b>Year Tracking</b>	Y10 asst: terminology test	Y10 asst: textual analysis	Y10 asst: Media theories test	Y10 asst: Comp 3 mock	Y10 asst: comp 1 mock	
	<b>Literacy and Numeracy links</b>	Y11 asst: Comp 3 cwk	Y11 asst: Media theories test	Y11 asst: Comp 1 mock	Y11 asst: Comp 2 mock		
	<b>Skills and Links</b>	Skills developed: analysis of images + language, selecting + using evidence, considering the impact of context - links to English Lang and Lit, and Humanities. Awareness of representations and bias within media products - links to English and English Lit, Science / Humanities, later Politics and EPQ/ Higher Education research. Practical production skills and following the demands of a brief: links to all other visually / technologically creative subjects and activities. Following a brief demands higher level creative thinking of making choices, being select, being organised and directing a project, as well as considering the impact upon an audience.					
	<b>Links to Higher Education</b>	pupils can progress to studying A level Media Studies which enhances analytical skills, critical thinking and production practice; it combines well with a range of creative, analytical and technical subjects. This could lead on to a media-related degree or an apprenticeship in a media-related field such as broadcasting, marketing or journalism.					
	<b>Careers in the Curriculum</b>	Media Studies qualifications can lead into a wide range of careers which require media literacy, design skills and/or technological expertise such as: journalism, film industry, broadcasting, marketing, game design, photography, computer programming etc.					