

# CURRICULUM OVERVIEW 2018-19



# Media

## Year 10

Success for All through Achievement, Challenge & Enjoyment



## Curriculum Overview 2018-19

Year group: 10

Subject (include exam board if examination subject): Media Studies **Eduqas**

Periods per fortnight: 6

<b>Term</b>	<b>Topics studied</b> Add dates and any assessments included	<b>Extended learning opportunities</b> (homework, controlled assessments, field work, trips etc.)	<b>How parents could support students</b>
Autumn Term	<p><b>Component 1 – Section A</b> <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>Quality Street</i></li> <li>- <i>This Girl Can</i></li> <li>- <i>GQ</i></li> <li>- <i>Pride</i></li> </ul> <p>Students will study the set texts with a focus on</p> <ul style="list-style-type: none"> <li>- Media Language</li> <li>- Representation</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Analysing moving image texts</li> <li>- Analysing how media texts are constructed (micro-elements)</li> <li>- Analysing how representations are created in media texts.</li> </ul> <p><b>Component 1 Section B:</b> <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>Spectre</i></li> </ul> <p>Students will study the set texts with a focus on</p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Institution</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Understanding the institutions responsible for Media texts</li> <li>- Understanding how ownership influences media texts.</li> <li>- Analysing how media texts target audiences</li> </ul> <p><u>Assessment</u> Oct 2018 – Section A exam question</p> <p>Nov 2018 – Section A exam question</p> <p>Dec 2018 - Section B exam question</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> <li>- Annotating unseen texts</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to source unseen media texts.</li> <li>- Discuss texts being studied.</li> </ul>

<p>Spring Term</p>	<p><b>Component 1 – Section A</b>  <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>The Sun</i></li> <li>- <i>The Guardian</i></li> </ul> <p>Students will study the set texts with a focus on</p> <ul style="list-style-type: none"> <li>- Media Language</li> <li>- Representation</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Analysing how media texts are constructed (micro-elements)</li> <li>- Analysing how representations are created in media texts.</li> </ul> <p><b>Component 1 – Section B:</b>  <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>The Sun</i></li> <li>- <i>Pokemon Go</i></li> </ul> <p>Students will study the set texts with a focus on:</p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Institution</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Analysing seen and unseen media texts</li> <li>- Understanding the institutions responsible for Media texts</li> <li>- Understanding how ownership influences media texts.</li> <li>- Analysing how media texts target audiences</li> </ul> <p><u>Assessment:</u>  Feb 2019 – Section A exam question</p> <p>March 2019 – Section B exam question</p> <p>April 2019 – Section B exam question</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> <li>- Annotating unseen texts</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to source unseen media texts.</li> <li>- Discuss texts being studied.</li> <li>-</li> </ul>
<p>Summer Term</p>	<p><b>Component 1 Section A and B</b></p> <p>Revision of set texts for End of Year Examination</p> <p><i>Component 1 Set Texts</i>  <i>Section A:</i></p> <ul style="list-style-type: none"> <li>- <i>Quality Street</i></li> <li>- <i>This Girl Can</i></li> <li>- <i>The Sun</i></li> <li>- <i>The Guardian</i></li> <li>- <i>GQ</i></li> <li>- <i>Pride</i></li> </ul> <p><i>Section B:</i></p> <ul style="list-style-type: none"> <li>- <i>The Sun</i></li> <li>- <i>Pokemon Go</i></li> <li>- <i>Spectre</i></li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> <li>- Annotating unseen texts</li> <li>- Drafting NEA</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to source unseen media texts.</li> <li>- Discuss texts being studied.</li> </ul>

	<p>Students will revise the set texts focusing on:</p> <ul style="list-style-type: none"> <li>- Representation</li> <li>- Media Language</li> <li>- Audience</li> <li>- Institution</li> </ul> <p><i>NEA</i></p> <p>Students will begin researching, planning and producing their NEA.</p> <p>New NEA briefs are released annually by EDUQAS.</p> <p>Students will need to:</p> <ul style="list-style-type: none"> <li>- Produce a 500 word statement of aims (a document outlining their intentions for the NEA)</li> <li>- Conduct research into genre and audience</li> <li>- Plan for genre and audience</li> <li>- Produce a number of media texts across different platforms.</li> </ul> <p><u>Assessment:</u></p> <p>May 2019 – Section A or B exam question</p> <p>June 2019 – End of Y10 Examination</p> <p>July 2019 – NEA draft</p>		
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