

# Curriculum Overview 2019-20

Year group: 10

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

Periods per fortnight: 6

## INTENT:

Powerful knowledge in Media Studies starts from the understanding that everything presented in the Media is a construction. The KS4 Media Studies curriculum is designed to encourage students to become critical receivers of the Media and question the Media texts they are faced with.

In Media Studies, students will have the opportunity to analyse a wide range of Media products ranging from print productions such as magazines and adverts through to audio visual texts (music videos, TV drama). This analysis is explored through the theoretical framework which includes Media language, audience, representation and industry. The practical component of the curriculum involves research, planning and production of a convincing Media product utilising appropriate conventions and using various software and practical equipment.

Whilst the texts at KS4 have been set by the examination board, Eduqas, students will explore a wide range of unseen texts which have been carefully selected to explore a range of genres and Media forms.

The course will provide students with a wide range of skills: resilience in the face of analysing unseen Media texts in examination conditions; evoke curiosity to discover more about the time periods in which a text was created; respecting the opinions of others whilst having the confidence to express their own; the ambition and integrity to create a Media product which presents fair and balanced representations.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b>Component 1 – Section A</b>  <b>Set Texts:</b></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>  <b>Set Texts:</b></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><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>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 2019 – Section A exam question</p> <p>Nov 2019 – Section A exam question</p> <p>Dec 2019 - Section B exam question</p>		
<p>Spring Term</p>	<p><b>Component 1 – Section A</b>  Set Texts:</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>  Set Texts:</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 2020 – Section A exam question</p> <p>March 2020 – 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>

	April 2020 – Section B exam question		
Summer Term	<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></p> <p><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>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 2020 – Section A or B exam question</p> <p>June 2020 – End of Y10 Examination</p> <p>July 2020 – NEA draft</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> <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>

## IMPACT:

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their analysis of the set texts and unseen Media texts from different Media platforms. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness. Summative assessments are

designed in line with the Eduqas Media Studies specification to provide ample opportunities for students to familiarise themselves with examination style questions to ensure they are fully prepared for the GCSE examinations at the end of Year 11.