



Curriculum Overview

Media Studies

Subject Leader

Mr Scott Drew

Intent

Key Stage 3

The Year 9 Media Studies curriculum introduces students to the foundational concepts of media and equips them with the critical skills needed to analyse and create media products. It aims to:

- Foster an understanding of media language and genre conventions, enabling students to decode and interpret media products with confidence and precision.
- Encourage students to consider the role of representation in media, examining how individuals, social groups, and issues are portrayed across various forms and platforms.
- Provide opportunities for students to engage in practical production work, promoting creativity, teamwork, and technical proficiency.
- Develop an awareness of media audiences and industries, laying the groundwork for future exploration at GCSE level.
- Cultivate curiosity and appreciation for the media's role in shaping society, culture, and individual perspectives.
- Prepare students for the demands of GCSE Media Studies through bridging units and project-based learning, focusing on design and production skills.

This stage also emphasises the development of transferable skills such as research, planning, critical thinking, and verbal and written communication.

Implementation

Key Stage 3

The Year 9 Media Studies curriculum is structured to introduce foundational knowledge and skills in a logical sequence, enabling students to build confidence in both analysis and production. Each term focuses on specific aspects of the theoretical framework—media language, representation, industries, and audiences—while providing opportunities for practical application.

Year 9 (3-Year GCSE Course)

Term	Unit
1	<p>INTRODUCTION TO MEDIA STUDIES: MEDIA LANGUAGE, GENRES AND REPRESENTATION (FOUNDATIONAL KNOWLEDGE FOR COMPONENT 1 & 2)</p> <p>In Term 1, students are introduced to the foundational concepts of Media Studies through an exploration of media language, genre conventions, and representation. This unit aims to build students' understanding of how media products construct meaning using techniques such as mise-en-scène, editing, sound, and cinematography. They will analyse a variety of media forms, including film posters, trailers, and print advertisements, to uncover how these elements engage audiences and communicate key messages. Alongside these analytical skills, students will engage in practical activities, such as deconstructing media texts and using desktop publishing tools like Canva to create their own designs. The unit emphasises the importance of understanding stereotypes and diversity in media representation, encouraging students to reflect on the societal impact of media. Assessment for this term involves a summative task requiring students to analyse a selected media text, demonstrating their grasp of media language and representation concepts.</p>
2	<p>PREPARATION FOR PRACTICAL PRODUCTION WORK (COMPONENT 3)</p> <p>During Term 2, students transition to practical production work, applying the theoretical knowledge gained in Term 1 to create their own media products. This unit focuses on developing the ability to target specific audiences through the effective use of media language and representation. Students will plan, design, and produce a media product, such as a magazine cover or a simple film trailer, guided by audience research and initial planning tools like storyboards and a basic Statements of Aims. They will enhance their technical skills by utilising tools such as ClipChamp for video editing and Canva for graphic design. The project requires students to manage their time effectively and work collaboratively to meet deadlines. Cultural capital is enriched through discussions about the societal role of media producers in reflecting and shaping public attitudes. Assessment takes the form of a completed media product and a reflective evaluation of its effectiveness in achieving its aims.</p>
3	<p>MAGAZINES (COMPONENT 1 SECTION A)</p> <p>In Term 3, students focus on the study of magazines as part of Component 1 Section A. This unit delves into how magazines use media language and representation to engage audiences and convey cultural values. By analysing set texts, such as Vogue and GQ, students gain insight into the codes and conventions of magazine front covers. They explore how elements such as layout, coverlines, and imagery are used to appeal to specific demographic groups. This analysis is supported by semiotic techniques, including denotation and connotation, and an introduction to the principles of comparative analysis. The unit also encourages students to consider how cultural and historical contexts shape media products. Students demonstrate their learning through extended written responses to questions about representation and audience engagement, with assessment comprising a past paper question.</p>

<p>4</p>	<p>PRINT ADVERTISEMENTS (COMPONENT 1 SECTION A)</p> <p>The study of print advertisements in Term 4, also part of Component 1 Section A, further develops students' understanding of representation and media language. Using texts such as <i>Quality Street</i> (1956) and <i>This Girl Can</i> (2015), students explore how advertisements construct meaning and target audiences. This unit focuses on the use of unique selling points, layout, and design to convey messages and promote products. Students are encouraged to critically evaluate how cultural and social contexts influence advertising practices, fostering a deeper appreciation of the media's role in shaping societal values. Practical tasks, such as designing their own advertisements, allow students to apply their knowledge creatively while refining their technical and analytical skills. This term's assessment involves creating a print advertisement and writing a reflective analysis to justify design choices.</p>
<p>5</p>	<p>RADIO AND WEBSITES (COMPONENT 1 SECTION B)</p> <p>In Term 5, students move on to the study of radio and websites, exploring media industries and audiences as part of Component 1 Section B. Through the analysis of <i>The Archers</i> and its online presence, students gain a nuanced understanding of how radio engages audiences and adapts to changes in media consumption. They explore key industry concepts, including funding models, regulation, and audience targeting. This unit also introduces students to the impact of digital technologies and media convergence, helping them to analyse the evolving relationship between traditional and new media. Assessment takes the form of a past paper question focused on industry and audience issues.</p>
<p>6</p>	<p>VIDEO GAMES AND WEBSITES (COMPONENT 1 SECTION B)</p> <p>Finally, Term 6 examines video games and their online platforms, also within Component 1 Section B. This unit introduces students to the global nature of the video game industry, exploring how franchises like <i>Fortnite</i> reach large and specialised audiences. Students investigate the role of representation in video games, including the use of stereotypes and the implications of diversity in media. They also analyse key industry concepts, such as vertical and horizontal integration, and theoretical approaches like Blumler and Katz's <i>Uses and Gratifications Theory</i>. This term fosters critical thinking about the ethical implications of media content, particularly how games influence identity and self-perception. Assessment involves an end-of-year examination covering the year's topics.</p>

By the end of Year 9, students will have developed a comprehensive understanding of media language, representation, and industry practices, as well as strong practical skills. This foundation ensures they are well-prepared for the theoretical and practical demands of the next stage of the GCSE course.

Intent

Key Stage 4

The Media Studies GCSE curriculum is designed to enable students to achieve their full potential through a comprehensive exploration of media language, representation, audiences, and industries. In the case of students following the three-year course, they will be building upon the foundational skills developed in Year 9. For these students and those beginning the two-year GCSE course the program seeks to:

Enhance Analytical Understanding:

- Equip students with the theoretical tools needed to critically engage with media texts from diverse contexts and historical periods.
- Develop students' ability to analyse how media language is used to create meaning, how representations are constructed, and how media products reflect or influence social, political, and cultural contexts.

Promote Creative Application:

- Inspire students to become confident and innovative creators of media, capable of applying their understanding of media language and representation to their own productions.
- Engage students in the complete production process, from ideation and research to design, editing, and presentation.

Broaden Knowledge of Media Industries and Audiences:

- Deepen understanding of how media industries operate, including aspects of production, distribution, and regulation.
- Examine audience behaviour, including how media products target, reach, and engage different demographic groups.

Support Career and Life Skills:

- Encourage students to see the relevance of media in their daily lives and its potential as a career path, offering insights into roles such as journalism, graphic design, filmmaking, and marketing.
- Develop essential skills such as project management, collaboration, and the ability to adapt to technological advances.

Encourage Critical Engagement:

- Empower students to question and challenge media representations and messages, fostering media literacy and responsible consumption.
- Highlight the importance of diversity, inclusion, and ethical considerations in media production and consumption.

Whole-School and Cross-Curricular Contribution

Media Studies supports the broader educational aims of the school by:

- Strengthening literacy skills through analytical writing, research, and verbal expression.
- Enhancing digital literacy by teaching students to use industry-standard tools and platforms for media production.
- Promoting awareness of global, social, and cultural issues through the analysis of media texts.
- Encouraging interdisciplinary connections with subjects such as English (narrative analysis), History (contextual influences), and Art/Design (visual communication).

Implementation

Key Stage 4

The Key Stage 4 Media Studies curriculum is designed to build upon the foundational knowledge and skills acquired in Key Stage 3, progressively developing students' analytical, creative, and theoretical understanding. Delivered through a blend of theoretical study and practical application, the curriculum ensures a comprehensive exploration of the four key areas of the theoretical framework: media language, representation, industries, and audiences. Students engage with a range of set media texts and real-world examples to deepen their knowledge, supported by regular opportunities to demonstrate their learning through practical production tasks.

Year 10 (3-Year GCSE Course)

Term	Unit
1	<p>COMPONENT 1 SECTION A & B: MEDIA LANGUAGE, REPRESENTATION, INDUSTRY (FILM)</p> <p>In Term 1, students focus on Component 1 Section A and B, exploring media language, representation, and industries through the lens of film marketing. They analyse set texts, such as <i>The Man with the Golden Gun</i> (1974) and <i>No Time to Die</i> (2021), to identify how media language constructs meaning and engages audiences. This unit introduces key theoretical frameworks, including semiotic analysis and representation theories, to understand how social, cultural, and historical contexts shape media products. Students also explore the film industry, examining ownership, funding, regulation, and global distribution. Skills development focuses on analysing print-based media products using media-specific terminology and constructing coherent arguments in extended writing. Assessment involves comparative analysis of set texts, enabling students to demonstrate their ability to decode media language and critique representation.</p>
2	<p>COMPONENT 1 SECTION A & B: MEDIA LANGUAGE, REPRESENTATION, INDUSTRY AND AUDIENCES (NEWSPAPERS)</p> <p>In Term 2, students transition to newspapers within Component 1, analysing both print and online media. Through a detailed study of <i>The Sun</i> and <i>The Guardian</i>, students explore how newspapers use media language and representation to appeal to their audiences. They gain an understanding of industry practices, including ownership models, regulation, and distribution, and evaluate how these influence content and representation. Students are introduced to audience theories, such as Cultivation Theory and Reception Theory, to understand how media consumption shapes audience perceptions. This term emphasises critical thinking and analytical writing, with assessments focused on evaluating the use of media language, representation, and audience targeting in newspapers.</p>

3

COMPONENT 2 SECTION A: MEDIA LANGUAGE, REPRESENTATION, INDUSTRY AND AUDIENCES (TELEVISION CRIME DRAMA)

Term 3 delves into Component 2 Section A, focusing on television crime drama. Students analyse set texts, such as Luther (Season 1, Episode 1) and an extract from The Sweeney, to explore how media language constructs narratives and representations. They examine genre conventions and audience engagement, considering how crime dramas reflect societal attitudes toward justice and law enforcement. Lessons emphasise the role of the television industry, including broadcasting models, regulation, and audience demographics, in shaping content. Students refine their ability to interpret layered meanings and critically evaluate ideological messages. Assessment involves an extended response linking textual analysis to industry and audience considerations.

4

COMPONENT 2 SECTION B: MEDIA LANGUAGE, REPRESENTATION, INDUSTRY AND AUDIENCES (MUSIC VIDEOS AND ONLINE, SOCIAL AND PARTICIPATORY MEDIA)

In Term 4, students turn to Component 2 Section B, which covers music videos and online media. Through case studies of set texts, such as Lizzo’s ‘Good as Hell’ and Stormzy’s ‘Superheroes’, students analyse how media language and representation are used to construct meaning and engage audiences. This unit explores the intersection of music and digital platforms, focusing on how artists use social media to market their work and connect with fans. Students examine audience behaviour, participatory culture, and ethical considerations in digital spaces, such as privacy and regulation. Practical tasks, such as analysing an artist's online presence, help students apply theoretical knowledge. Assessment centres on evaluating the role of representation, audience engagement, and industry practices in music and online media.

5

MOCK EXAMINATION REVISION

In Term 5, students consolidate their understanding of the year’s topics by revisiting key concepts and strengthening their ability to analyse media texts in-depth. This term is dedicated to reviewing content from both Component 1 (Media Language and Representation, and Media Industries and Audiences) and Component 2 (Television and Music Videos), ensuring students can confidently interlink theoretical frameworks with practical applications. Lessons emphasise developing exam techniques, including how to approach unseen texts, construct extended responses, and effectively utilise subject-specific terminology. Formative assessments, such as practice papers and targeted feedback sessions, help students identify and address areas for improvement. This period allows students to develop a clearer understanding of their learning journey, preparing them for the challenges of Year 11.

6

COMPONENT 3: NEA (COURSEWORK PREPARATION)

In Term 6, the focus shifts towards future coursework and practical application. Students are introduced to the Non-Exam Assessment (NEA) requirements for Component 3, gaining a detailed understanding of how to respond to a media brief. They begin initial planning for their coursework projects, including audience research, drafting Statements of Aims, and brainstorming ideas for media production. Technical skills are introduced through practical workshops on tools like Adobe Creative Suite, Canva, and Adobe Premiere Pro. This term fosters creativity, collaboration, and project management skills, ensuring students are well-prepared to produce high-quality media products in Year 11. Assessment for this term includes project proposals and the submission of initial plans for their coursework.

Year 11 (3-Year GCSE Course)

Term	Unit
1	<p>COMPONENT 3: NEA (COURSEWORK COMPLETION)</p> <p>In Term 1, students focus on completing the Non-Exam Assessment (NEA) for Component 3. This unit allows students to apply their theoretical knowledge to create a polished media product in response to a set brief. Students are required to plan, research, and produce a media product tailored to a specified audience, such as a magazine, advertisement, or film trailer. They begin in by conducting initial research into their target audience, developing a Statement of Aims, and creating storyboards or drafts of their designs. Throughout this process, students utilise advanced production tools, such as Adobe Creative Cloud Suite, to enhance the quality of their work. They gain practical skills in design, photo-editing, and video production, while also learning to work independently to meet project deadlines. Cultural capital is enriched as students consider how their work reflects societal trends and audience needs. Assessment involves the submission of the completed media product, which is internally assessed and externally moderated.</p>
2	<p>COMPONENT 1 SECTIONS A & B: MEDIA LANGUAGE AND REPRESENTATIONS/MEDIA AUDIENCE AND INDUSTRY (NEWSPAPERS AND MOCK EXAM REVISION)</p> <p>In Term 2, the focus shifts to revisiting Component 1, Sections A and B, with a particular emphasis on newspapers. Students deepen their understanding of media language and representation by analysing set texts, such as The Sun and The Guardian, and exploring how these texts use visual language, codes, and conventions to construct meaning. They also examine representation in newspapers, analysing how events, issues, and social groups are portrayed and how media producers use stereotypes and ideologies to shape audience perceptions. This unit extends into media industries and audiences, exploring how ownership, regulation, and funding influence the production and distribution of news. Students analyse audience</p>

behaviours, considering targeting, categorisation, and engagement strategies. Mock exams are conducted during this term to prepare students for their final assessments, with feedback emphasising structured and detailed responses. This approach helps students refine their discursive writing and critical evaluation skills.

3 **COMPONENT 1 REVISION**

In Term 3, students undertake a thorough revision of Component 1. This term is designed to consolidate their knowledge of media language, representation, industries, and audiences across all studied media forms, including newspapers, advertisements, and magazines. Lessons are tailored to reinforce students' understanding of theoretical frameworks and their application to both set texts and unseen media products. The focus is on refining analytical writing skills and constructing coherent, substantiated arguments in extended responses. Students also revisit past paper questions to build confidence and fluency in exam conditions. Cultural capital is enriched as students engage in discussions about how media reflects and influences societal values, helping them to navigate contemporary debates around representation and ideology. Assessment involves practice exams and targeted feedback to address areas for improvement.

4 **COMPONENT 2 REVISION**

In Term 4, the curriculum centres on revising Component 2, with an emphasis on television and music videos. Students review set texts, such as Luther and Lizzo's 'Good as Hell', to consolidate their understanding of media language, representation, and audience engagement. They analyse how production techniques, such as mise-en-scène, editing, and sound, are used to communicate meaning and create impact. The revision also addresses media industries and contexts, exploring the role of public broadcasting, technological convergence, and the globalisation of media. Students further develop their ability to evaluate media texts within their historical, social, and cultural contexts, considering how these factors influence production and audience interpretation. Lessons focus on exam strategies, including time management, structuring responses, and addressing unseen media texts effectively. Assessment includes mock exam questions for Component 2, providing students with opportunities to demonstrate their readiness for final examinations.

Throughout the year, students are encouraged to engage with a wide range of reading materials, including set texts, industry case studies, and academic articles, to broaden their understanding of media forms and contexts. Practical tasks, such as drafting storyboards or creating audience profiles, enable students to connect theory to real-world applications. Cultural capital is further developed as students critically examine the societal impact of media, considering issues such as diversity, representation, and the role of media in shaping public opinion.

By the end of Year 11, students will have developed a sophisticated understanding of media concepts and practices, equipped with the analytical and creative skills required to excel in their final assessments. This comprehensive preparation ensures students are ready to approach their GCSE examinations with confidence and critical insight.

Year 10 (2-Year GCSE Course)

Term	Unit
1	<p>COMPONENT 1 SECTION A: MEDIA LANGUAGE AND REPRESENTATIONS (NEWSPAPERS AND ADVERTISING)</p> <p>In Term 1, students begin their GCSE studies by exploring Component 1 Section A, focusing on media language and representation in print-based media. This unit is designed to deepen their understanding of how media texts construct meaning and engage audiences. By analysing set texts, such as <i>The Man with the Golden Gun</i> (1974) film poster and <i>Quality Street</i> (1956) advertisement, students learn to identify and evaluate media codes and conventions. They explore semiotic principles like denotation and connotation, as well as theoretical perspectives on representation, including feminist and post-colonial approaches. This unit emphasises the importance of historical, social, and cultural contexts in shaping media products, helping students to critically assess how stereotypes and ideologies are reinforced or subverted. Skills development focuses on structured analytical writing, with students applying subject-specific terminology to examine how meaning is communicated. Assessment is centred on an extended-response question comparing a set text with an unseen example, enabling students to demonstrate their analytical and evaluative skills.</p>
2	<p>COMPONENT 1 SECTION B: MEDIA AUDIENCE AND INDUSTRY (NEWSPAPERS, RADIO, FILM AND VIDEO GAMES)</p> <p>During Term 2, the focus shifts to Component 1 Section B, where students explore media industries and audiences. This unit introduces key industry concepts, such as ownership, regulation, production, and distribution, alongside audience theories like Uses and Gratifications, Reception Theory, and the Hypodermic Needle Model. Case studies, including <i>The Sun</i> and <i>Fortnite</i>, provide practical examples of how media organizations operate and target their audiences. Students examine the impact of conglomerate ownership, diversification, and vertical integration on media content and consumption. They also analyse audience behaviour, including categorisation, targeting, and engagement, considering how technological convergence has transformed the relationship between producers and audiences. This term develops students' ability to construct sustained arguments in response to media industry and audience issues, culminating in a summative assessment that requires them to critically evaluate these interactions.</p>
3	<p>COMPONENT 2 SECTION A: MEDIA FORMS AND PRODUCTS (TV CRIME DRAMA)</p> <p>In Term 3, students move on to Component 2 Section A, studying television as an audio-visual medium through the lens of TV crime drama. By analysing set texts such as <i>Luther</i> (Season 1, Episode 1) and <i>The Sweeney</i> (extract), students explore genre conventions, narrative structures, and production values. This unit delves into representation, focusing on how social issues, law, and justice are portrayed in television dramas. Students also consider how production techniques such as <i>mise-en-scène</i>, editing, and sound design contribute to audience engagement. The role of</p>

	<p>public broadcasting and the increasing globalisation of television are explored to provide a broader industry perspective. Students refine their analytical skills by linking textual analysis to contextual factors. The term concludes with an assessment that challenges students to evaluate the use of representation and industry practices in TV crime dramas.</p>
<p>4</p>	<p>COMPONENT 2 SECTION B: MEDIA FORMS AND PRODUCTS (MUSIC VIDEOS)</p> <p>In Term 4, the curriculum focuses on music videos as part of Component 2 Section B. Students study set texts, such as ‘Lizzo’s Good as Hell’ and Stormzy’s ‘Superheroes’, to understand how music artists construct personas and represent identity, gender, and culture. This unit emphasizes the use of media language, including mise-en-scène, cinematography, and editing, to create meaning and engage diverse audiences. Students examine the role of online platforms in marketing and distributing music, considering how social media facilitates audience interaction and participation. They also explore how artists subvert traditional conventions to challenge societal norms and establish unique brand identities. Students critically analyse representation and industry practices in music videos, with an emphasis on applying theoretical frameworks and contextual analysis. Assessment focuses on students’ ability to evaluate the relationship between representation, audience, and industry in music media.</p>
<p>5</p>	<p>MOCK EXAMINATION REVISION</p> <p>In Term 5, students consolidate their understanding of the year’s topics by revisiting key concepts and strengthening their ability to analyse media texts in-depth. This term is dedicated to reviewing content from both Component 1 (Media Language and Representation, and Media Industries and Audiences) and Component 2 (Television and Music Videos), ensuring students can confidently interlink theoretical frameworks with practical applications. Lessons emphasise developing exam techniques, including how to approach unseen texts, construct extended responses, and effectively utilise subject-specific terminology. Formative assessments, such as practice papers and targeted feedback sessions, help students identify and address areas for improvement. This period allows students to develop a clearer understanding of their learning journey, preparing them for the challenges of Year 11.</p>
<p>6</p>	<p>COMPONENT 3: NEA (COURSEWORK PREPARATION)</p> <p>In Term 6, the focus shifts towards future coursework and practical application. Students are introduced to the Non-Exam Assessment (NEA) requirements for Component 3, gaining a detailed understanding of how to respond to a media brief. They begin initial planning for their coursework projects, including audience research, drafting Statements of Aims, and brainstorming ideas for media production. Technical skills are revisited and expanded through practical workshops on tools like Adobe Creative Suite, Canva, and Adobe Premiere Pro. This term fosters creativity, collaboration, and project management skills, ensuring students are well-prepared to produce high-quality media products in Year 11. Assessment for this term includes project proposals and the submission of initial plans for their coursework.</p>

Throughout the year, students engage with a range of media texts and academic resources, enhancing their cultural capital and understanding of media's societal impact. Practical tasks allow them to creatively apply theoretical knowledge, while frequent formative assessments ensure continuous skill development. By the end of Year 10, students are confident in their ability to analyse, evaluate, and create media, equipped with the tools needed for the final stage of their GCSE studies.

Year 11 (2-Year GCSE Course)

Term	Unit
1	<p>COMPONENT 3: NEA (COURSEWORK COMPLETION)</p> <p>In Term 1, students focus on completing the Non-Exam Assessment (NEA) for Component 3. This unit allows students to apply their theoretical knowledge to create a polished media product in response to a set brief. Students are required to plan, research, and produce a media product tailored to a specified audience, such as a magazine, advertisement, or film trailer. They begin in by conducting initial research into their target audience, developing a Statement of Aims, and creating storyboards or drafts of their designs. Throughout this process, students utilise advanced production tools, such as Adobe Creative Cloud Suite, to enhance the quality of their work. They gain practical skills in design, photo-editing, and video production, while also learning to work independently to meet project deadlines. Cultural capital is enriched as students consider how their work reflects societal trends and audience needs. Assessment involves the submission of the completed media product, which is internally assessed and externally moderated.</p>
2	<p>COMPONENT 1 SECTIONS A & B: MEDIA LANGUAGE AND REPRESENTATIONS/MEDIA AUDIENCE AND INDUSTRY (NEWSPAPERS AND MOCK EXAM REVISION)</p> <p>In Term 2, the focus shifts to revisiting Component 1, Sections A and B, with a particular emphasis on newspapers. Students deepen their understanding of media language and representation by analysing set texts, such as The Sun and The Guardian, and exploring how these texts use visual language, codes, and conventions to construct meaning. They also examine representation in newspapers, analysing how events, issues, and social groups are portrayed and how media producers use stereotypes and ideologies to shape audience perceptions. This unit extends into media industries and audiences, exploring how ownership, regulation, and funding influence the production and distribution of news. Students analyse audience behaviours, considering targeting, categorisation, and engagement strategies. Mock exams are conducted during this term to prepare students for their final assessments, with feedback emphasising structured and detailed responses. This approach helps students refine their discursive writing and critical evaluation skills.</p>

3

COMPONENT 1 REVISION

In Term 3, students undertake a thorough revision of Component 1. This term is designed to consolidate their knowledge of media language, representation, industries, and audiences across all studied media forms, including newspapers, advertisements, and magazines. Lessons are tailored to reinforce students' understanding of theoretical frameworks and their application to both set texts and unseen media products. The focus is on refining analytical writing skills and constructing coherent, substantiated arguments in extended responses. Students also revisit past paper questions to build confidence and fluency in exam conditions. Cultural capital is enriched as students engage in discussions about how media reflects and influences societal values, helping them to navigate contemporary debates around representation and ideology. Assessment involves practice exams and targeted feedback to address areas for improvement.

4

COMPONENT 2 REVISION

In Term 4, the curriculum centres on revising Component 2, with an emphasis on television and music videos. Students review set texts, such as Luther and Lizzo's 'Good as Hell', to consolidate their understanding of media language, representation, and audience engagement. They analyse how production techniques, such as mise-en-scène, editing, and sound, are used to communicate meaning and create impact. The revision also addresses media industries and contexts, exploring the role of public broadcasting, technological convergence, and the globalisation of media. Students further develop their ability to evaluate media texts within their historical, social, and cultural contexts, considering how these factors influence production and audience interpretation. Lessons focus on exam strategies, including time management, structuring responses, and addressing unseen media texts effectively. Assessment includes mock exam questions for Component 2, providing students with opportunities to demonstrate their readiness for final examinations.

Throughout the year, students are encouraged to engage with a wide range of reading materials, including set texts, industry case studies, and academic articles, to broaden their understanding of media forms and contexts. Practical tasks, such as drafting storyboards or creating audience profiles, enable students to connect theory to real-world applications. Cultural capital is further developed as students critically examine the societal impact of media, considering issues such as diversity, representation, and the role of media in shaping public opinion.

By the end of Year 11, students will have developed a sophisticated understanding of media concepts and practices, equipped with the analytical and creative skills required to excel in their final assessments. This comprehensive preparation ensures students are ready to approach their GCSE examinations with confidence and critical insight.

Allocated Curriculum Time

	Y9	Y10	Y11
Fortnightly lesson allocation	4 (3-year course)	4 (3-year GCSE course) 6 (2-year GCSE course)	4 (3-year GCSE course) 5 (2-year GCSE course)

Media Studies GCSE

The **EDUQAS GCSE Media Studies** course offers students an engaging and critical exploration of contemporary and historical media. It equips students with the analytical skills needed to understand the role of media in society, examining how media products communicate messages, influence audiences, and reflect social, cultural, and political contexts.

The course is built around four key areas of the theoretical framework: media language, representation, media industries, and audiences. Through these lenses, students explore a wide range of media forms, including print media (advertisements, magazines, newspapers), audio-visual media (television, film, and music videos), and online, social, and participatory media.

The qualification is assessed through two written examinations and a practical Non-Exam Assessment (NEA), with the following weightings:

Component 1: Exploring the Media (40%)

Written exam: 1 hour 30 minutes.

Students analyse set texts, unseen texts, and industry case studies, focusing on media language, representation, industries, and audiences. This paper includes short-answer and extended-response questions, providing opportunities to demonstrate a range of analytical skills.

Component 2: Understanding Media Forms and Products (30%)

Written exam: 1 hour 30 minutes.

This component emphasises television and music media. Students conduct an in-depth study of set texts, exploring how media language and representation create meaning, and how industry practices and audience engagement shape media content.

Component 3: Creating Media Products (30%)

Non-Exam Assessment (NEA): Internally assessed, externally moderated.

Students apply their theoretical knowledge to create a media product in response to a brief set by the exam board. This involves planning, research, and production, utilising advanced digital tools to create a professional-quality product targeting a specific audience.

The course fosters creativity, critical thinking, and media literacy, preparing students for further study and careers in the dynamic media industry. By engaging with diverse media products and debates, students develop a deeper understanding of the cultural, social, and technological forces that shape the world around them.