



## Curriculum Map: Subject: GCSE Media Studies

Year 10

Term	Unit of Work	Knowledge and Skills	Assessment
1	Introduction to key concepts: Media Language and Representation	<p>This introduction to media covers the following key concepts. We will investigate the theory behind all of these and then apply this knowledge into the analysis of how these concepts are used in media products.</p> <ul style="list-style-type: none"> <li>• Denotation and Connotation</li> <li>• Technical and symbolic codes Including colour connotations and shot types</li> <li>• Semiotics (A study into signs)</li> <li>• Mise-en-scène</li> <li>• Gender representations in the media</li> <li>• Feminism in the media including theories</li> <li>• Positive and negative representations</li> <li>• Representations in advertisement (Goffman's theory)</li> <li>• Stuart Hall's representation theory linked to The Truman Show</li> </ul>	<p><b>Key assessment:</b> Media Language question – Baseline assessment using Jessica Ennis Hill advertisement (old WJEC A-Level question)</p> <p><b>Additional tasks:</b> Media and ethics using The Truman Show Ikea storyboard creative task</p>
2	Institutions and audiences and Set products 1 and 2 Newspapers	<p>Following on from the introduction, we will focus on the last two key concepts before moving onto applying to the first two set products.</p> <ul style="list-style-type: none"> <li>• Public service broadcasters and commercial institutions (BBC, C4, ITV and SKY)</li> <li>• Regulation and control in media (group task)</li> <li>• Active and passive audiences</li> <li>• Uses and gratifications theory &amp; Stuart Hall's Reception theory</li> <li>• News Values system</li> <li>• Newspaper codes and conventions</li> <li>• Newspaper regulations and industries</li> <li>• Newspaper ideologies</li> <li>• Set product – The Sun</li> <li>• Set product – The Guardian</li> </ul>	<p><b>Key assessment:</b> Newspaper extended written task</p> <p><b>Additional task:</b> PSB and commercial exam question Newspaper context question</p>
3	Magazine	<p>This term we will investigate another print media; magazines. We will focus on the basic magazine media language before exploring the representation of genders. This will be the first attempt at an unseen product.</p> <ul style="list-style-type: none"> <li>• Magazine codes and conventions</li> <li>• Gender representation in magazines – NUTS magazine and GQ magazine</li> <li>• Set product – GQ magazine</li> <li>• Set product – Pride magazine</li> </ul>	<p><b>Key assessment:</b> GQ magazine comparison with an unseen magazine (Kerrang) – plan for response</p> <p><b>Additional task:</b> Analyse of unseen product</p>



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		<ul style="list-style-type: none"> <li>• Unseen product - Kerrang</li> </ul>	Social context – Pride magazine
4	Advertisement set products	<p>This term will focus on advertisements; focus on gender representations throughout the decades. Pupils will then compare two set products based on historical and modern advertisements. Following on from this, pupils will investigate film industry and the use of film posters in advertisement.</p> <ul style="list-style-type: none"> <li>• Set product – SPECTRE film poster</li> <li>• Set Product – The Man With the Golden Gun poster</li> <li>• Gender roles within society (1950's Britain)</li> <li>• Recap gender representation in advertisements (including feminist views, male/female gaze)</li> <li>• Introduction of feminist theories by Butler, Zoonen and hooks</li> <li>• Set Product – Quality street 1950 advertisement</li> <li>• Set Product – This Girl Can advertisement</li> <li>• Unseen advertisement</li> </ul>	<p><b>Key assessment:</b> Extended written response of Quality street and unseen product – 25 mark</p> <p><b>Additional task:</b> Gender representation comparison James Bond film poster exam questions</p>
5	Video Games and Radio	<p>This term sees the end of component one set products. We will investigate how genders are represented in video games and audiences, before finishing with industries. This leads onto The Archers and focus on audience and representations.</p> <ul style="list-style-type: none"> <li>• Video games Language and Representation</li> <li>• Video games Audiences and Institutions</li> <li>• FORTNITE set product</li> <li>• Radio Audience</li> <li>• Radio Representation and Institutions</li> <li>• The Archers set product</li> </ul>	<p><b>Key assessment:</b> The Archers 12 mark extended response based on Uses and Gratifications theory</p> <p><b>Additional task:</b> FORTNITE exam question – short responses</p>
6	NEA set briefs and Year 10 Mock	<p>This term we begin the NEA using the set briefs. Pupils will choose a brief and complete the research and planning. We will also recap the set products for Component one ready for the mock</p> <ul style="list-style-type: none"> <li>• Revision of Year 10 set products</li> <li>• Introduction into NEA briefs</li> <li>• Research and planning idea based on chosen brief</li> </ul>	<p><b>Key assessment:</b> Year 10 mock</p> <p><b>Additional task:</b> NEA planning – Statement of aims planning</p>



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### Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1	NEA creation Component 2 section A – Television crime drama	Welcome to Year 11. We continue where we left off, planning the NEA. Pupils will write their 'Statement of Aims' which is worth 10 marks and goes towards their final grade. At the same time, we start the next component: Television crime drama. <ul style="list-style-type: none"> <li>• Statement of aims NEA</li> <li>• NEA creation (10 hours)</li> <li>• Introduction into Television Crime Drama – Language and Audiences</li> <li>• Television crime drama (representation and institutions)</li> <li>• Set product 1: Luther</li> <li>• Set product 2: The Sweeney</li> </ul>	<b>Key assessment:</b> Practice of Component 2 section A  <b>Additional task:</b> NEA Statement of aims
2	Year 11 mock – Component 2 section A – Television crime drama	This term we finish off the NEA and recap television crime drama in preparation for the upcoming mock in November/December. We will practice the skills required to analyse a scene from Luther <ul style="list-style-type: none"> <li>• NEA creation (10 hours remaining)</li> <li>• Television crime drama recapping Luther and The Sweeney <ul style="list-style-type: none"> <li>○ Language</li> <li>○ Audiences</li> <li>○ Representation</li> <li>○ Institutions</li> <li>○ Extracts</li> </ul> </li> </ul>	<b>Key assessment:</b> Year 11 mock -Luther question – respond to an extract – media language and representation question  <b>Additional assessment:</b> The Sweeney – historical context
3	Music industries - Component 2 section B –	This term marks the end of the set products. We will investigate the music industry through music videos, social media and record labels. <ul style="list-style-type: none"> <li>• Music video codes and conventions linking to genre related style (representation)</li> <li>• Music record labels (industries)</li> <li>• Music video theories – (Goodwin's and Dyer's star theory)</li> <li>• Set product 3: Katy Perry's ROAR</li> <li>• Set product 4: Pharrell Williams Freedom</li> <li>• Set Product 5: TLC Waterfall</li> <li>• Set product 6: Tyler Swift – E-media (website and social media)</li> </ul>	<b>Key assessment:</b> Representation question using either music videos or e-media examples  <b>Additional tasks:</b> Historical question – TLC 10 mark E-media question based on Tyler Swift – 10 mark
4	Component 1 Recapping section A and B	This term will recap component one focusing on exam questions and unseen products. Pupils will also be invited too Easter booster sessions leading up to the exam.	<b>Key assessment:</b> Practice paper 1



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		<ul style="list-style-type: none"><li>Recapping set products from Year 10 (Spectre, The Man with the Golden Gun, Quality Street, This Girl Can, GQ, Pride, The Sun, The Guardian, FORTNITE and The Archers)</li></ul>	<b>Additional assessment:</b> Mixture of short and extended responses based around set products.
5	EXAM	<p>This term will recap component one and two and practice the extended writing questions.</p> <ul style="list-style-type: none"><li>REVISE (depending on time – Component 2 paper to practice as students will have not done a paper in one go) Students will complete exam style questions throughout the year.</li><li>Recap component one set products</li></ul>	<b>Key assessment:</b> Practice paper 2  <b>Additional assessment:</b> Media Studies booster