



St Dunstan's School

GLASTONBURY



Media Studies Curriculum Booklet 2023-24

Subject Lead: Mrs K Gregory

Media Studies Curriculum Intent:

“The medium is the message” Marshall McLuhan

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and 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 media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

The St Dunstan’s Media Studies curriculum intends to instil the St Dunstan’s core values of Truth, Resilience, Ambition, Community and Kindness (TRACK) as follows:

- **Truth:** Students explore the extent to which truth plays a part in Media Studies. For example, exploring issues of representation and through the application of media theories.
- **Resilience:** Students are encouraged to develop their resilience in Media both through practice and repetition of analysis of exam texts and through the NEA which requires students to work independently from conception and planning, right through to presentation of the finished media product, fit for a given audience. The skills used mirror those of the workplace in the media industry and are good preparation for working life.
- **Ambition:** Outside speakers and liaison with others e.g Millfield School grows ambition for all. Students are encouraged to be ambitious with the practical aspect of the course and to consider ambitious careers in the media industry.
- **Community:** The Media curriculum has been developed to encourage students to become culturally, historically and politically aware, through the study of specific texts, to the issues surrounding the creation and reception of media texts in a variety of communities.
- **Truth:** In peer assessment and group work, students are kind and thoughtful in the comments and advice that they offer to their peers.

The curriculum prepares for next stages and employment / study of A Level or BTec Media Studies in further education. The learning journey guides students to develop skills of enquiry, critical thinking, decision-making and analysis. The curriculum guides students to acquire knowledge and understanding of a range of important media issues, such as representation, political bias and the impact of new media technologies. Students will develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics. This involves some in depth study of historical and contemporary media texts. In addition, the ability to understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed is taught. This enables students to make informed arguments, reach substantiated judgements and draw conclusions about media issues.

Media Studies Curriculum Implementation:

Throughout the course, students will develop an understanding of key media theories such as Uses and Gratifications and Propp's Character theory, which they will apply to their own practice.

The four key areas of study are:

- Media Language
- Representation
- Media Industries
- Audiences

Route 2, suggested by Eduqas exam board is followed and this allows almost all of the component 1 texts to be studied in Year 10, laying the foundations for media language analysis and providing students with a good base for the NEA (30%) which is completed in the summer term of Year 10. Representation is also covered in depth and a study of audiences and industries for film and newspapers. Two component 1 texts (section B) are studied in Year 11 and these allow greater depth into how new media technologies help reach audiences. In addition, the Crime Drama and Music Industry units are studied, which are synoptic and draw all threads together from all content taught so far.

We are committed to developing practical skills by providing opportunities for creative media production. Adaptation, particularly for SEND learners, helps access to the same curriculum resources and scaffolds are adapted to learners' targets. As the exam is a single tier, all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries. The curriculum is appropriately and continuously challenging in line with the exam board specification and to ensure that the subject matter studied does not get outdated. An example of this is the substitution of TLC's 'Waterfalls' instead of Michael Jackson's 'Black or White' for the historical music video. In addition, the newspaper front covers have been subject to change from a refugee themed lead to one covering Brexit.

It is an untiered paper. Progress is monitored termly and follows a mix of longer, extended written pieces and shorter lower tariff questions.

Allocated Curriculum Time:

Year Group	Year 10 and 11
Fortnightly lesson allocation in hours	5 lessons

Curriculum Plan: Year 10 Media Studies

Exam Board: Eduqas

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><u>Introduction to Media Studies</u></p> <p><u>Advertising</u> Quality Street – lays the foundation for later historical products, embeds the first theories (The Male Gaze, Propp).</p> <p>This Girl Can – Builds upon textual analysis skills from QS but relates to more recent social/ historical context. Practise practical work.</p>	<p>Assessment 1: Advertising Explore how the advert for Quality Street magazine uses media language to communicate meanings:</p> <ul style="list-style-type: none"> • images • language • layout and design.
2	<p><u>Film Marketing</u> The Man with the Golden Gun – Builds upon prior learning of contextual factors affecting production and marketing. Introduces franchises and further character and narrative theory.</p> <p>No Time to Die – Continuation of learning about Bond franchise and the opportunity to analyse the longevity of it. Study of film industry, production, regulation and audience theory. This will be needed for several other products later in the course (Video Games, Crime Drama, The Archers)</p>	<p>Assessment 2: Film Marketing Representation question using unseen text (gender, ethnicity, age)</p> <p>Film Industry Low tariff questions on regulation.</p>
3	<p><u>Magazines</u> Pride / Vogue – Introduces the idea of targeted / niche audiences and conventions of printed magazines which will be needed for CA.</p> <p>GQ – Builds upon conventions of magazines but looks at how audiences change e.g the metrosexual to the spornosexual. Introduces demographics / psychographics.</p>	<p>Assessment 3: Magazines How are language, image and layout used to create meaning?</p>
4	<p><u>Newspapers</u> The Sun – Introduction of political bias, representation of social groups and topical issues. Builds upon audience theory from previous units. Study of news values, regulation, audience uses and gratifications and convergence issues which are necessary for later in the course (Archers). Examine conventions of websites / how it differs from print copy of The Sun.</p> <p>The Guardian – Continues prior learning on political bias, news values etc. Embeds knowledge about newspaper industry, tabloids Vs broadsheets. Reinforces knowledge about political bias and news industry.</p>	<p>Assessment 4: Newspaper industry Low tariff questions</p> <p>Newspapers Textual analysis of The Sun cover</p>
5 and 6	<p><u>Controlled Assessment NEA 30% of Qualification</u> Create a media product for a set target audience (magazine, TV extract, website, film poster and DVD cover). Set on March 1 st each year. Students finish Year 10 combining their skills from component 1 in this project. 30% of course.</p>	<p>Assessment 5: Controlled assessment</p>

Curriculum Plan: Year 11

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><u>Video Games</u> Fortnite – Examination of regulation, targeting audiences, use of technology and convergence. Issues of ownership. All topics introduced in Year 10.</p> <p><u>Radio</u> The Archers – Convergence and how traditional products use new media technologies to target audiences and diversify. More in depth study of audience profiling (demographics / psychographics).</p>	<p>Assessment 1: Fortnite - Industries and Audiences</p>
2	<p>Revision of Component 1 Mock Exams</p> <p><u>Crime Drama</u> Luther and The Sweeney– Synoptic unit building upon all theories, textual analysis, contextual and industry issues.</p>	<p>Assessment 2: Mock Exam - Component 1</p>
3	<p>Crime Drama Continuation</p> <p><u>Music Videos</u> Introduction to music videos Katy Perry – Roar / Lizzo - Good as Hell Justin Beiber - Intentions Duran Duran - Rio / TLC – Waterfalls Synoptic unit building upon all theories, textual analysis and industry issues. Websites and representation.</p>	<p>Assessment 3 - Note taking for Crime Drama viewing exam</p>
4	<p>Continuation of Music Videos</p> <p>Revision of all products.</p>	<p>Assessment 4: Mock exam - Component 2 - Crime Drama</p>
5	<p>Revision of all products</p>	<p>Final Assessment: Final Exams Component 1 40% Component 2 30%</p>

Media Studies Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Paper 1	40%	Component 1 1 hour 30 minutes	May/June of Year 11
Paper 2	30%	Component 2 1 hour 30 minutes	May/June of Year 11
NEA	30%	12 weeks on practical production	May - July of Year 10

Please see exam board websites for up to date information:

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments