# EDUQAS GCSE Media Studies 2020-
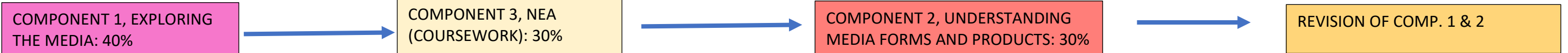
| COMPONENT 1, EXPLORING THE MEDIA: 40% | → | COMPONENT 3, NEA (COURSEWORK): 30% | → | COMPONENT 2, UNDERSTANDING MEDIA FORMS AND PRODUCTS: 30% | → | REVISION OF COMP. 1 & 2 |

| | AUTUMN MODULE 1 (Sept-Otc) | AUTUMN MODULE 2 (Oct-Dec) | WINTER MODULE (Jan-Feb) | SPRING MODULE (Feb-March) | EASTER MODULE (April-May) | SUMMER MODULE (May-July) |
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| **YEAR 10: SET TEXTS** | - **MARKETING**: This Girl Can<br>- **MARKETING**: Quality Street (1954)<br>- **FILM MARKETING**: The Man With the Golden Gun (1974) | - **FILM INDSUTRY AND MARKETING**: NTTD<br>- **MAGAZINE REPRESENTATION**: GQ magazine (2016)<br>- Pride magazine (2016) | - **NEWSPAPERS**: The Guardian (2021)<br>- The Sun (2021) (Section A & B) | - **RADIO INDUSTRY:** The Archers (Section B)<br>- **GAMES INDUSTRY**: Fortnite (Section B) | - **NEA**: Research and planning of NEA brief | - **NEA**: Production of NEA, based on set brief by Eduqas |
| **KEY KNOWLEDGE & SKILLS** | - Introduction to Media: construction of and analysis of media language and representation in print products<br>- Contextual analysis of historical and modern products<br>- Annotating products and evaluating effects and messages<br>- Introduction to gender theory<br>- Introduction to Propp's theory<br>- Comparative analytical essay writing | - Introduction to audio-visual media<br>- Film industry, regulators and production processes<br>- Construction of media language and representation in magazines<br>- Magazine industry<br>- Introduction to Uses & Gratifications theory<br>- Introduction to social class theory<br>- Annotation of online media / websites (007)<br>- Introduction to racial theory<br>- Introduction to Dyer's Star Theory | - Introduction to newspaper media, construction and analysis of media language – analysis of copy text<br>- Political context / theory/ideology and newspaper industry and audiences<br>- Representation of social class and news events | - Introduction to radio media, history and industry<br>- Audiences context and appeal of radio<br>- Study of individual episode of The Archers<br>- Annotation of online media (website of The Archers)<br>- Production processes and regulators (Radio and Games)<br>- Introduction to games media, industry and audiences | - Independent working on project<br>- Application of theoretical framework<br>- Constructing representations of genre and character<br>- Constructing (non)conventional representations of task<br>- Encoding messages and connotations | - Independent working on project<br>- Application of theoretical framework<br>- Constructing representations of genre and character<br>- Constructing (non)conventional representations of task<br>Encoding messages and connotations |
| **LINKS TO PRIOR LEARNING / CROSS-CURRICULAR / SPACED LEARNING** | - Post-war England and Cold War (History)<br>- SMSC studies on body image and gender<br>- Colour schemes and illustration (Art) | - Recap of Male Gaze and gender theory<br>- Recap of poster design<br>- Magazine study (Art) | - Recap of photo construction / typography design<br>- Language analysis, transactional writing (English)<br>- Deduction and inference of photos (History, Art) | - Recap of conglomerate companies – Sony (Business/economics)<br>- Recap of Uses and Grat. Theory<br>- Links to Design/Tech modules using Sketchup | - Revisit construction of film posters (Spectre) and photoshoot design (GQ & Pride) | - Revision of ICT / Photoshop / art skills<br>Independent projects undertaken in Drama, ICT, Tech etc. |

| KEY LANGUAGE FOR LEARNING | Media language; representation; layout; colour scheme; lighting; context; stereotype; femininity; masculinity; (sans) serif | Marketing; regulator; masthead; connotation; metrosexual; spornosexual; C2DE; ABC1; navigation; header; convergence; intertextuality; cover lines | Left-wing; right wing; ideology; tabloid; mid-market; broadsheet; news values; copy; hard news; soft news; editor | Soap; omnibus; franchise; podcast; interactive audiences; mainstream; niche | | |
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| **ASSESSMENT** | | <mark>SUMMATIVE ASSESSMENT: COMPONENT 1 SECTION A MOCK DEC</mark> | | <mark>SUMMATIVE ASSESSMENT: COMPONENT 1 FULL MOCK (SECTION A & B) EASTER</mark> | | <mark>DRAFT HANDED IN MAY/JUNE: GRADED AND FEEDBACK GIVEN</mark> |
| **VALUES** | **Courage**: to analyse products in a new academic way<br>**Wisdom**: to learn new LFL and methods of analysis for media products<br>**Passion**: to engage studying in a new subject with enthusiasm<br>**Generosity**: to be open-minded to new ideas and working alongside new peers<br>**Curiosity**: to be curious about new subject matter, new approach to subject and how it links to their everyday life | **Courage**: to engage positively with challenging ideas of gender and racial representation<br>**Wisdom**: To learn and recall knowledge about the film industry<br>**Passion**: To apply knowledge learnt about media representation to a new context<br>**Generosity**: to annotate media products in groups / with peers<br>**Curiosity**: To be curious about minorities and representation outside of set texts | **Courage**: To engage with an unfamiliar and complex media form<br>**Wisdom**: to learn and recall entirely new knowledge around media language, representation, industry and context of newspapers<br>**Passion**: To link knowledge learnt to new texts and to embrace challenging content<br>**Generosity**: to support peers by sharing learning<br>**Curiosity**: to be curious about newspaper industry and how it used to be dominant form of media communication | **Courage**: To engage with an unfamiliar and complex media form (radio)<br>**Wisdom**: to learn, recall and link new knowledge around radio industry; to embrace studying game industry in an academic way<br>**Passion**: To engage positively with a media form and target audience they are unfamiliar with<br>**Generosity**: to be patient and understanding with peers or oneself if there are varying levels of understanding/familiarity around the product(s)<br>**Curiosity**: to embrace the challenge of looking at a familiar product in an academic way | **Courage**: to have the independence to begin researching the production of own media product<br>**Passion**: to begin planning storylines, characters and photoshoots based off research begun<br>**Wisdom**: to be inspired by, link, recall and imitate design and style of media language of studied forms<br>**Generosity**: to feature in one another's NEA and to support one another in research and photoshoot-taking<br>**Curiosity**: to explore wider media products and genres/styles related to the media product chosen to produce | **Courage**: to have the independence to create, edit and finalise a project<br>**Passion**: to continue working when you are uncertain / resilience<br>**Wisdom**: to revisit research and planning as well as applying knowledge and skills from content<br>**Generosity**: to feature in one another's NEA and to support one another in research and photoshoot-taking<br>**Curiosity**: to explore wider media products and genres/styles related to the media product chosen to produce |
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| YEAR 11: SET TEXTS | - **TV REPRESENTATION AND INDUSTRY**: Luther (2010, Series 1, Episode 1)<br>- The Sweeney (1974, Series 1, Episode 1 – first 10 mins) | - **MUSIC VIDEOS**: Bad Blood, *Taylor Swift*<br>- Uptown Funk, *Bruno Mars*<br>- Waterfalls, *TLC* | - Newspapers<br>- Print<br>- Music Videos | - Magazines<br>- Radio<br>- Film | - All content | |
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| **KEY KNOWLEDGE AND SKILLS** | - Construction of and analysis of audio-visual media (mise-en-scene, cinematography and editing) (Luther)<br>- Representations of character types; gender, race, social class and messages/ideology<br>- TV industry (BBC and ITV), marketing and audiences<br>- Production processes, regulators and context | - Analysis of audio-visual (mise-en-scene, cinematography and editing) (BB & UF)<br>- Representation of gender, race, social class, messages and ideology<br>- History of music videos, industry and audiences<br>- Star theory (evolution of)<br>- Annotation of online media (websites and social media)<br>- Industry (90's music videos and artists – TLC) | - | - | - | |
| **LINKS TO PRIOR LEARNING / CROSS-CURRICULAR / SPACED LEARNING** | - Recap of gender and race representation (Pride)<br>- Recap of wider filming industry (Spectre/Film industry)<br>- Recap of BBC as broadcaster (The Archers) | - Recap of cinematography and construction of audio-visual (Luther)<br>- Recap of industries and regulators (Games, Film, TV)<br>- Recap of gender and race representation | | | | |
| **KEY LANGUAGE FOR LEARNING** | Conglomerate, pre-production, post-production; archetype; maverick detective; femme fatale; imitable behaviour; watershed, commercial; public broadcaster; mise-en-scene; framing; editing; sequence | Paradox; commodity; construct; platforms; concept; performance; narrative; brand identity; star persona; fanbase | | | | |

| ASSESSMENT | SUMMATIVE ASSESSMENT: COMPONENT 2 SECTION A MOCK OCT | SUMMATIVE ASSESSMENT COMPONENT 2 SECTION B MOCK DEC | | SUMMATIVE ASSESSMENT: FULL MOCK OF COMPONENT 1 AND 2 <br><br>FINAL EDITS MADE TO NEA | ONGOING PRACTICE PAPERS / EXAM PREPARATION | |
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| VALUES: | **Courage:** to embrace challenge of analysing cinematography <br>**Wisdom:** to recall and apply knowledge learnt from analysis of representation and media language to new media form <br>**Passion:** to explore history/genre of TV crime dramas <br>**Generosity:** to support peers in analysis of new content <br>**Curiosity:** to explore how Film/TV applies media language | **Courage:** to embrace challenge of applying all knowledge and skills <br>**Wisdom:** to learn and apply new knowledge and skills to a new set text <br>**Passion:** to be enthusiastic about new content <br>**Generosity:** to support peers in analysing new content <br>**Curiosity:** to explore how both Film/TV and music industry | **Courage:** to revisit all previous content learned <br>**Wisdom:** to revisit content with all new knowledge and skills <br>**Passion:** To embrace the challenge of revising two years' of content <br>**Generosity:** to support peers in process of revising and practice exam <br>**Curiosity:** to explore new set texts and apply all knowledge and skills | **Courage:** to revisit all previous content learned <br>**Wisdom:** to revisit content with all new knowledge and skills <br>**Passion:** To embrace the challenge of revising two years' of content <br>**Generosity:** to support peers in process of revising and practice exam <br>**Curiosity:** to explore new set texts and apply all knowledge and skills | **Courage:** to revisit all previous content learned <br>**Wisdom:** to revisit content with all new knowledge and skills <br>**Passion:** To embrace the challenge of revising two years' of content <br>**Generosity:** to support peers in process of revising and practice exam <br>**Curiosity:** to explore new set texts and apply all knowledge and skills | |