

The Media GCSE Course

Component 1 40%	Component 2 30%	Component 3 NEA 30%
<p><u>Component 1 Section A</u> <u>Language and Representation</u></p> <p>Advertising and Marketing– print advertisements (Quality Street and This Girl Can) Magazines– magazine front covers (Pride, GQ) Pride – March 2016 GQ August 2019 Newspapers- Introduction and Overview The Guardian 18.01.22 The Sun 01.01.21</p> <p><u>Component 1 Section B Industries and Audiences</u></p> <p>Film (No Time to Die and Man with the Golden Gun) Focus on both posters and website (official James Bond)</p> <p>Radio – The Archers Video Games – Fortnite Newspapers</p>	<p><u>Component 2 Section A</u></p> <p><u>Crime Drama</u> Luther The Sweeney</p> <p><u>Music Video and Online Media</u> Katy Perry – Roar Bruno Mars – Uptown Funk Duran Duran - Rio Katy Perry – online media Bruno Mars – online media</p>	<p><u>Component 3 NEA</u></p> <p>Research Introduction to briefs, initial ideas/research Analysis of similar products Training on equipment Draft of initial ideas, pitch concept, treatment Planning Storyboarding, scripting, layout designs Submit <u>Statement of Aims</u> Production Filming, photographing, constructing layout, copywriting, editing</p>



Media Studies GCSE 2022 – 2023 Year 9

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p><u>Year 9 Intent</u> The first year of the GCSE course offers students the opportunity to learn about the Theoretical Framework (Language, Representation, Audience and Industry) that makes up the assessment criteria in Year 10 and 11. Students begin with an introduction to what Media Language is and how producers use signs and symbols to convey meanings. Students learn about how media products have specific audiences and how producers target them. Ownership is also covered, ending with a practice NEA</p>	<p><u>An Introduction to Media Language</u></p> <ul style="list-style-type: none"> • Visual Codes • Audio Codes • Technical Codes <p>Introduction to Barthes 5 codes of meaning including Semantic and referential codes.</p>	<p><u>Media Audiences</u></p> <ul style="list-style-type: none"> • Demographics • Stereotypes • Audience Theory including Blumler and Katz 	<p><u>Media Representation</u> Pop Band Project (constructing representations – skills required for NEA productions)</p>	<p><u>Media Institutions</u></p> <ul style="list-style-type: none"> • Understanding powerful industries • Convergence and diversification 	<p><u>Applying theory to different products</u></p> <p>Key Media Theories</p> <p>Propp – narrative theory</p> <p>Todorov – narrative theory</p> <p>Barthes – narrative theory</p> <p>Stuart Hall – negotiated/oppositional reading</p> <p>Bumler and Katz – Uses and Gratifications</p> <p>Applying theory to media texts e.g. radio programmes, film posters</p>	<p><u>Practical Project Practise</u> Using Component 3 Brief from 2020 Film marketing</p>
	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean</p>	<p>Key Knowledge To know what stereotypes are and how they are used To know the techniques that organisations use to target audiences</p>	<p>Key Knowledge To know how people, events and issues are represented and how these representations are constructed</p>	<p>Key Knowledge To know what conglomerates are. To know how organisations are funded</p>	<p>Key Knowledge To know how to apply key theories to a range of media products</p>	<p>Key Knowledge To know how to use media language to demonstrate and signal genres</p>



Media Studies GCSE 2022– 2023 Year 10

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p>Year 10 Intent Eduqas operate over a 2 year rolling curriculum of set texts, making it impossible to teach the set texts until Year 10. The purpose of Year 10 is to cover as much of the set text content as possible. The C1 units are less detailed and take less time to cover. These are easily revised in Year 11. Only one of the two set texts for C2 is studied as C2 requires a more in-depth study. Students cover a series of set texts that are sequenced together as they link closely in the way the product is used e.g. to promote or to advertise. They start with Advertising (both print and audiovisual, move on to film marketing and then finish C1 with a look at the magazine industry, including close study of the way cover stars are marketed. The NEA is also completed in the summer term, allowing for extra time in Year 11 if necessary.</p>	<p><u>Component 1 Section A Language and Representation</u> Advertising and Marketing– print advertisements (<i>Quality Street and This Girl Can</i>)</p> <p><u>Component 1 Section B Industries and Audiences</u> Film (<i>No Time to Die and Man with the Golden Gun</i>) Focus on both posters and website (official James Bond)</p>	<p><u>Component 1 Section A Language and Representation</u> Magazines– magazine front covers (Pride, GQ) <i>Pride</i> – March 2016 GQ August 2019</p> <p><u>Component 2 Section A Crime Drama</u> <i>Luther</i> <i>The Sweeney</i></p>	<p><u>Component 2 Section A Crime Drama</u> <i>Luther</i> <i>The Sweeney</i></p>	<p><u>Component 1 Section A Language and Representation</u> Newspapers- Introduction and Overview <i>The Guardian 18.01.22</i> <i>The Sun 01.01.21</i></p>	<p><u>Component 3 NEA Research</u> Introduction to briefs, initial ideas/research Analysis of similar products Training on equipment Draft of initial ideas, pitch concept, treatment</p> <p><u>Planning</u> Storyboarding, scripting, layout designs</p> <p style="text-align: center;">NEA BRIEF RELEASED 1ST MARCH 2023</p>	<p><u>Component 3 NEA Production</u> Submit Statement of Aims Filming, photographing, constructing layout, copywriting, editing</p>
	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know what the codes and conventions of advertisements are To know how contexts impact on our understanding, particularly of representations</p>	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know how contexts impact on our understanding, particularly of representations</p>	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know how contexts impact on our understanding, particularly of representations</p>	<p>Key Knowledge To know how ownership impacts on meaning To know how political bias is used To know what denotations and connotations mean To know how contexts impact on our understanding, particularly of representations</p>	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know what the codes and conventions of advertisements are To know how to construct clear representations</p>	<p>Key Knowledge To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know what the codes and conventions of advertisements are To know how to construct clear representations</p>



Media Studies GCSE 2022 – 2023 Year 11

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p><u>Year 11 Intent</u> At the start of Year 11, students study the final part of C2 – The Music Industry. This allows students to recognize issues around representation, particularly of ethnicity and gender, through close analysis of a two main music videos. A third video is introduced as a historical texts for comparison. Final C1 untis are covered which allows for significant revision time for the remainder of the yea</p>	<p><u>Component 2 Section B Music Video and Online Media</u></p> <p>Katy Perry – <i>Roar</i> Bruno Mars – <i>Uptown Funk</i> Duran Duran - <i>Rio</i> Katy Perry – online media Bruno Mars – online media</p>	<p><u>Continued....</u></p> <p><u>Component 2 Section B Music Video and Online Media</u></p> <p>Katy Perry – <i>Roar</i> Bruno Mars – <i>Uptown Funk</i> Duran Duran - <i>Rio</i> Katy Perry – online media Bruno Mars – online media</p> <p><u>Component One Section B Media Industries and Audience</u></p> <p>Radio – <i>The Archers</i></p> <p><u>Component One Section B Media Industries and Audiences</u></p> <p>Video games – <i>Fortnite</i></p>	<p><u>REVISION of SPRING Year 10 Component 1 units</u></p> <p>Revision of:</p> <p><u>C1</u> Advertising Film Marketing Magazines</p>	<p><u>REVISION of SPRING Year 10 Component 2 units</u></p> <p>Revision of:</p> <p><u>C2</u> TV Crime Drama</p>	<p>Home Learning Booklet <u>C1 Focus REVISION</u></p>	
	<p><u>Key Knowledge</u> To know what camera shots and angles are and why they are used To know what denotations and connotations mean To know what the codes and conventions of music videos are To know how contexts impact on our understanding, particularly of representations</p>	<p><u>Key Knowledge</u> To know how new technologies impact on how audiences consume media products To know how organisations target specific audiences</p>	<p><u>Key Knowledge</u> To know how to retrieve key information To know how to respond to exam style questions</p>	<p><u>Key Knowledge</u> To know how to structure a longer answer in relation to C2 exam questions</p>		