

Media Studies Overview – Year 10



As a Key Stage 4 option, students receive five hours of Media Studies lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Music and Music Videos (Paper 2, Section B)	Print Media – Newspapers (Paper 1, Section A)	Visual Media - Television (Paper 2 Section A)
Topic Objectives	<p>Historical context, social context, political context, ideologies, values, objectification</p> <ul style="list-style-type: none"> Analysing presentations of ideologies Analysing objectification Relating media to its contexts Applying theoretical perspectives. 	<p>Historical context, social context, political context, ideologies, values, objectification</p> <ul style="list-style-type: none"> Analysing presentations of ideologies Analysing objectification Relating media to its contexts Applying theoretical perspectives. 	<p>Mise-on-scene, lighting, sound, camera, characterisation, narrative, iconography, intertextuality, Propp’s stock character theory, Todorov’s narrative theory</p> <ul style="list-style-type: none"> Analysing the use of media code and language in visual media Comparing presentations of genre in two examples of visual media. Relating media to its contexts
Acquired Knowledge/Skills	<p>This unit aims to introduce students to the bedrocks of media representations and media contexts, two of the four key components of analysis throughout the GCSE syllabus. Students will explore these concepts through an exploration of the foundations of visual media, They will apply the skills they developed in Aut 1 to a set product exploring how Taylor Swift uses media language for effect and how she represents herself to audiences. Students will also begin to understanding how media is influenced by the theoretical theories that underpin it, to consider ideas such as Propp’s characters and Mulvey’s ideas of the “male gaze”.</p> <p>Set Product Studies: Taylor Swift (The Man) Stormzy (Superheroes) TLC, Waterfalls (1995)</p> <p>Students will also be introduced to practical elements of media, creating their own media products influenced by historical contexts whilst also linking back to learning about language and audiences.</p>	<p>This unit introduces students to the study of print media in Paper 1. Through this, they will develop their skills in exploring media language, representations and context that they began developing in Autumn 1.</p> <p>This module will also introduce them to two other key aspects of the course: audience and industry. Students will learn about Uses and Gratifications theory as well as Stuart Hall’s Reception Theory and consider how audiences engage differently with media. They will also consider how media as an industry influences media products, for example the impact of industry, convergence and synergy.</p> <p>Set Product Studies: The Sun (01/01/2021) sample sources and website The Guardian (18/01/2022) sample sources and website</p> <p>Students will also be introduced to practical elements of media, creating their own media products influenced by historical contexts whilst also linking back to learning about language and audiences.</p>	<p>This unit introduces students to the second of four key sections in the set analysis – visual media, through a detailed study of the genre of crime drama and the set product, <i>Trigger Point</i>. Students will start by engaging with ideas of genre and typicality, indenting media tropes within this genre based on Propp’s theories of characterisation and narrative. They will learn how to deconstruct an extract exploring various aspects of key visual media methodology, including setting, lighting, sound and camera positioning.</p> <p>They will then apply their developing skills in representation analysis to consider how representations and contexts influence the production of the set visual media products, focusing on discussions of race in <i>Trigger Point</i>, and representation of masculinity/gender In <i>The Sweeney</i>.</p> <p>Set Product Studies: <i>Trigger Point</i> (Series 1, Episode 1) <i>The Sweeney</i> (Series 1, Episode 1)</p>
Assessments	<p>Sample Mark – Analysis of presentation of women in ‘The Man.’ Assessment</p>	<p>Sample Mark – Analysis of media language on ‘The Sun’ front cover. Assessment</p>	<p>Sample Mark – Analysing the effects of sound and shot in a clip from <i>Luther</i>. Assessment Paper 2 Section A mock</p>

	'Music videos often reinforce negative stereotypes about gender.' How far is this true of the two music videos you have studied? [20]	Paper 1 Section A mock all questions newspaper focused.	
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Media texts studied in Year 10 such as 'Trigger Point' and various music videos allow students to explore many strands of the PSHE curriculum such as the representation of differing genders, faiths and ethnicity in modern society. • Careers Education: The study of the media allows students to get into good exam habits, focusing on processes, independence, resilience, and time-management. The curriculum content has wider linked to social sciences, developing critical thinking skills, empathy, and ethical reasoning. All students will study a variety of theoretical concepts within the media which helps to bridge learning content between KS4 and KS5. • Fundamental British Values: Through the study of the set texts, our students will learn how different genders, faiths, ethnicities are represented within modern society by the media. This will enable them to develop skills of empathy, tolerance and understanding of how to develop from a passive to an active audience, empowering them to challenge stereotypes that they may be exposed to within the media. • SMSC Development: Media texts allow us to explore humanity with a keen focus on spiritual, moral, cultural and social development. By exploring the representation of various cultures within the media, students will reflect on the struggles and celebrations of cultures other than their own and become a considerate and empathetic member of their community. 		

	Spring 2	Summer 1	Summer 2
Topic(s)	Social and Participatory Media (Paper 2 Section B)	Print Media – Magazines (Paper 1, Section A)	Extended Responses – Paper 2 Mock (4 WEEKS)
Topic Objectives	<p>Media Language, messages and values, representations, Star Theory</p> <ul style="list-style-type: none"> • Analysing the use of media code and language in visual media • Comparing presentations of genre in two examples of visual media. • Relating media to its contexts 	<p>Text Institution Audience Active Audience Genre Media Language Uses and Gratification Theory</p> <ul style="list-style-type: none"> • Explaining use of media language/codes in a media product. • Explaining how print media appeals to its audiences. • Comparative Analysis of Print Media 	<p>Exam technique and strategy</p> <p>Active deconstruction strategies for media texts (extract – television)</p> <p>Understanding requirements of mark scheme for Component 2</p>
Acquired Knowledge/Skills	<p>This unit completes Paper 2 and explores how social media has developed in the past 20 years to become an incredibly important media form. They will apply their understanding of media language, representation and industry to music websites considering how they function not only to make the industry money but also to construct celebrities and star identities. Students will also be introduced in this unit to 'Star Theory' (Dyer) and consider critically how media is used to build a relationship between audience and 'star' built on common values and messages. Students will also</p>	<p>This unit covers the other option for Paper 1, Section A. At this point, students will have developed skills in all the core areas and will practice refining those skills. Students will focus more in this unit on the skill of unseen comparison as the exam requires comparison of set product and unseen product. Students will be taught strategies for deconstructing unseen products and drawing comparisons between these and the products they have studied. They will also be exposed to the final key theorists relating to the depiction of ethnicity in the media including Alvarado and Tolstoy.</p>	<p>They will focus on developing extended responses to the set Products within Paper 2 (Trigger Point, The Sweeny, music videos and music websites). Students will complete a formal mock of Paper 2 and be given chance to reflect on their performance and edit and improve their work.</p> <p>The focus of this unit will also be on exam strategy and approaches, specifically focused on deconstruction in Paper 2, Section A.</p> <p>REVISIT Set Products</p>

	<p>explore the symbiotic relationship between audience and media considering how they are both influence and shaped by one another.</p> <p>Set Product Studies: Websites of Taylor Swift and Stormzy NEW PRODUCT – Social Media of Taylor Swift and Stormzy Taylor Swift material from 22-23 can be reused as unchanged.</p>	<p>Set Product Studies: VOGUE (July 2022) GQ (August 2019) Quality Street (1956) This Girl Can (2015)</p> <p>Students will also be introduced to practical elements of media, creating their own media products influenced by historical contexts whilst also linking back to learning about language and audiences. This will help prepare them for their creative unit in Year 11.</p>	<p>Trigger Point (Series 1, Episode 1) The Sweeney (Series 1, Episode 1) Taylor Swift (The Man) Stormzy (Superheroes) TLC, Waterfalls (1995) <i>Websites of Taylor Swift and Stormzy (2020)</i></p>
Assessments	<p>Assessment To what extent do the websites of the artists you have studied reinforce their messages and values? (20)</p>	<p>Sample Mark How does 'This Girl Can' use media language to communicate meaning? [15] Assessment Paper 1 Section A mock focused on magazines only/</p>	YEAR 10 MOCKS – Paper 2 (2022 PAPER)
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Media texts studied in Year 10 such as 'Trigger Point' and various music videos allow students to explore many strands of the PSHE curriculum such as the representation of differing genders, faiths and ethnicity in modern society. • Careers Education: The study of the media allows students to get into good exam habits, focusing on processes, independence, resilience, and time-management. The curriculum content has wider linked to social sciences, developing critical thinking skills, empathy, and ethical reasoning. All students will study a variety of theoretical concepts within the media which helps to bridge learning content between KS4 and KS5. • Fundamental British Values: Through the study of the set texts, our students will learn how different genders, faiths, ethnicities are represented within modern society by the media. This will enable them to develop skills of empathy, tolerance and understanding of how to develop from a passive to an active audience, empowering them to challenge stereotypes that they may be exposed to within the media. • SMSC Development: Media texts allow us to explore humanity with a keen focus on spiritual, moral, cultural and social development. By exploring the representation of various cultures within the media, students will reflect on the struggles and celebrations of cultures other than their own and become a considerate and empathetic member of their community. 		

Media Studies Overview – Year 11



As a Key Stage 4 option, students receive five hours of Media Studies lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Unit 3 – Non-Examination Assessment: Creating Media Products (1)	Unit 3 – Creating Media Products (2) Paper 1, Section A (Newspapers)	Media Marketing, Branding and Industry (Film) (Paper 2 Section B/ Paper 1 Section B)
Topic Objectives	Theoretical framework of media Contexts of media and their influence on media products and processes.	Historical context Social context Political context Ideologies Values Objectification	Media Industries Media Conglomerates Marketing

	<p>Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<ul style="list-style-type: none"> Analysing presentations of ideologies Analysing objectification Relating media to its contexts Applying theoretical perspectives. 	<p>Consumer Characteristics Production processes Regulation <i>Media Language relating to film.</i></p> <ul style="list-style-type: none"> Exploring how media values are influenced by personal and shared values Examining motivations behind media branding Comparing branding choices across media products.
<p>Acquired Knowledge/Skills</p>	<p>Students will begin this year revisiting their key skills from last year through a recap of the set products studies for advertisement. This will also lead well into the creative brief where advertisements are usually the most common media form to replicate (print magazine brief)</p> <p>REVISIT Set Products Vogue (July 2021) GQ (August 2019)</p> <p>Students will complete Component 3, a coursework unit where they apply their analysis within Year 10 to create their own media products. Students will choose from two briefs linked to the areas of study: creating their own print magazine or print-based marketing material for a fictionalised TV or film. They will start by exploring how they will apply codes and conventions, before creating a statement of aims and developing a media product across a four-week time span.</p>	<p>Students will be supported to write-up an extended piece of work relating to the media product produced in Autumn 1. They will analyse the aims of their media product, considering how it has been constructed using media language to meet the needs of audience and is influenced by representations. Students will also consider how theoretical concepts such as intertextuality and stereotyping may have influenced them as creators of media products.</p> <p>In the final four weeks of term, students will apply their learning from the practical element to the use of codes, conventions and media language in newspapers. They will recap their study of ‘The Sun’ and ‘The Guardian’ in Year 10 and then apply this to their set products. This unit has been given slightly less time as the context and conventions of this genre were covered in the Introduction to Media unit in Autumn 1 of Year 10.</p> <p>Set Product Studies: The Guardian (18 January 2022) The Sun (01 January 2021)</p>	<p>This unit and the following make up Component A Section B. Students will develop a critical eye for how marketing choices are made based on values and representations and develop ideas about synergy, exploring if media shapes values or if values shape media, or both. Students will also engage with the concept of media industries more explicitly here, considering how the regulatory bodies of a media form, and the ways in which the media form is funded, impact the work that is done and how the set products ensure these regulations are followed. Students will also consider how industries use their structure, for example in the case of conglomerates, to maximise their marketing strategies. Especially in the case of cinema, students will also explore how media industries respond to challenges, such as the new ‘digital age’ and the impact of changing production processes over time. This unit will then develop on the comparative skills from Year 10 and application of new more advanced knowledge can be applied to the previous marketing focus in websites by revisiting these set products</p> <p>Set Product Studies: <i>The Man with the Golden Gun (1974)</i> <i>No Time to Die (2021)</i></p> <p>REVISIT Set Products Websites of Taylor Swift and Stormzy Social Media accounts of Taylor Swift and Stormzy</p>
<p>Assessments</p>	<p>COURSEWORK UNIT – Students should have a recommended total of 25-30 hours for this unit including planning, creation and evaluation. This term will focus on preparation, statement of intent and creation.</p> <p>3 lessons a week – 50 minutes each. 30 lessons needed. 10 weeks.</p>	<p>COURSEWORK WRITE UP – 3 WEEKS Students should finalise the completion of their media products and then construct their evaluation.</p> <p>ANY PRODUCTS NOT COMPLETED AFTER THE 10 ALLOCATED WEEKS WILL NEED TO BE OUTSIDE OF ALLOCATED LESSON TIME.</p>	<p>Assessment Compare the representation of men in the film posters for <i>The Man with the Golden Gun</i> and <i>No Time To Die</i> (from June 2019 paper)</p>

Citizenship	<ul style="list-style-type: none"> • PSHE Development: Throughout Year 11, students will be supported in developing good exam habits such as organisational skills and meeting a series of self-imposed deadlines for their non-examination assessment. A series of walk-throughs will also support well-being and positive mental health as we approach the exam season. The media texts studied will allow for debate and discussion within the classroom over a variety of topical issues within modern society. • Careers Education: By Year 11, students will be conversant with the key skills needed to enable them to bridge the gap between KS4 and KS5 - notable skills being independent learning, resilience and problem solving through their coursework where teacher input is intentionally limited in accordance with exam board guidelines. • Fundamental British Values: A variety of media texts throughout Year 11 allows students to build upon the content taught in Year 10 and continue focusing on topical issues within the media such as the representation of ethnicity, gender. This will allow students to consider a variety of cultures from different perspectives and challenge negative stereotypes as an active audience member. They will also carefully consider the evolving nature of modern technology and social media and its role and impact in modern society. • SMSC Development: students will develop their own sense of identity and belonging in the modern world via an exploration of various cultures and their portrayal within the media. As with British values, there will be a focus on promoting diversity within society and how to develop the necessary skills to identify and challenge negative stereotypes within the media.
-------------	---

	Spring 2	Summer 1	Summer 2
Topic(s)	Media Marketing, Branding and Industry (Film) (Paper 2 Section B/ Paper 1 Section B)	Industry and Audience – Radio and Video (Paper 1, Section B)	Revision and Exams
Topic Objectives	Media Industries Media Conglomerates Marketing Consumer Characteristics Production processes Regulation <i>Media Language relating to film.</i> <ul style="list-style-type: none"> • Exploring how media values are influenced by personal and shared values • Examining motivations behind media branding • Comparing branding choices across media products. 	Media Industries Media Conglomerates Marketing Consumer Characteristics Production processes Regulation <i>Media Language relating to film.</i> <ul style="list-style-type: none"> • Exploring how media values are influenced by personal and shared values • Examining motivations behind media branding • Comparing branding choices across media products. 	REVISION – Unit 1 and 2 focus
Acquired Knowledge/Skills	This unit and the following make up Component A Section B. Students will develop a critical eye for how marketing choices are made based on values and representations and develop ideas about synergy, exploring if media shapes values of it values shape media, or both. Students will also engage with the concept of media industries more explicitly here, considering how the regulatory bodies of a media	Students will begin the final new content unit: radio and video games. Students will focus on how industries regulate these two areas of media and how audiences interact with these two differing forms of media, including applying analysis of Uses and Gratification and Active Audience theories to these two differing media forms. Students then apply their understanding of industry back to television recapping	REVISE ALL SET PRODUCTS BASED ON CLASS NEED.

	<p>form, and the ways in which the media form is funded, impact the work that is done and how the set products ensure these regulations are followed. Students will also consider how industries use their structure, for example in the case of conglomerates, to maximise their marketing strategies. Especially in the case of cinema, students will also explore how media industries respond to challenges, such as the new 'digital age' and the impact of changing production processes over time. This unit will then develop on the comparative skills from Year 10 and application of new more advanced knowledge can be applied to the previous marketing focus in websites by revisiting these set products</p> <p>Set Product Studies: <i>The Man with the Golden Gun (1974)</i> <i>No Time to Die (2021)</i></p> <p>REVISIT Set Products Websites of Taylor Swift and Stormzy Social Media accounts of Taylor Swift and Stormzy</p>	<p>their set products here and drawing similarities between the impact of industry on these different media forms.</p> <p>Set Product Studies: <i>Desert Island Discs</i> <i>Fortnite</i></p> <p>REVISIT Set Products (3rd exposure): Trigger Point (Series 1, Episode 1) The Sweeney (Series 1, Episode 1)</p>	
Assessments	<p>Assessment Compare the representation of men in the film posters for <i>The Man with the Golden Gun</i> and <i>No Time To Die</i> (from June 2019 paper)</p>	<p>Assessment Paper 2 Section B mock focused on radio and video games.</p> <p>YEAR 11 MOCK EXAM – PAPER 1 (2020 PAPER)</p>	<p>Assessment Mock papers based upon class need.</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Throughout Year 11, students will be supported in developing good exam habits such as organisational skills and meeting a series of self-imposed deadlines for their non-examination assessment. A series of walk-throughs will also support well-being and positive mental health as we approach the exam season. The media texts studied will allow for debate and discussion within the classroom over a variety of topical issues within modern society. • Careers Education: By Year 11, students will be conversant with the key skills needed to enable them to bridge the gap between KS4 and KS5 - notable skills being independent learning, resilience and problem solving through their coursework where teacher input is intentionally limited in accordance with exam board guidelines. • Fundamental British Values: A variety of media texts throughout Year 11 allows students to build upon the content taught in Year 10 and continue focusing on topical issues within the media such as the representation of ethnicity, gender. This will allow students to consider a variety of cultures from different perspectives and challenge negative stereotypes as an active audience member. They will also carefully consider the evolving nature of modern technology and social media and its role and impact in modern society. • SMSC Development: students will develop their own sense of identity and belonging in the modern world via an exploration of various cultures and their portrayal within the media. As with British values, there will be a focus on promoting diversity within society and how to develop the necessary skills to identify and challenge negative stereotypes within the media. 		

