

Curriculum Map template

Subject: EDUQAS GCSE Media Studies



Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	Advertising: Quality Street / This Girl Can	Magazines: GQ / Pride	Film: No time to die / Man with the Golden Gun	Radio / Video Games: Archers / Fortnite	NEA	NEA
Skills	<p>The various forms of media language used to create and communicate meanings in media products. Use the codes and conventions of media language (i.e. genre conventions, theory) and how these have developed. Understand the choices the media producers make about how to represent particular events, social groups and ideas i.e. stereotypes, gender (feminine and masculine) and ethnicity. Apply representations (including self representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced. This will be supported by theory and keywords process of selection, construction and mediation. Demonstrate how representations reflect the social, historical and cultural contexts in which they were produced.</p>			<p>Understand the nature of media production and the effects of the different ownership as well as its models and how it is regulated.</p> <p>Commenting on the impact of evolution of media industries.</p> <p>Develop knowledge on how the media operate to reach all kinds of audiences.</p> <p>Commenting on the ways in which audiences may interpret the same media products, how they connect to</p>		<p>Develop practical and decision-making skills Apply knowledge and understanding of media language and representation to a media production Use media language to express and communicate meaning to an intended audience.</p>

				the media product Apply the theoretical perspectives on audiences - active and passive, response and interpretation	
Key Questions	<p>Media language: how the media through their forms, codes and conventions communicate meanings? Relates to Spring 1, Spring 2 and Summer 2.</p> <p>Representation: how the media portray events, issues, individuals and social groups? Relates to Spring 1, Spring 2 and Summer 2.</p> <p>Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms? Relates to Spring 2, Summer 1 and 2.</p> <p>Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves? Relates to Spring 2, Summer 1 and Summer 2.</p>				How and why will you apply knowledge and understanding of media language to your media production? How and why will you construct representations of individuals, groups or issues/events? How will you target your intended audience/users?
Assessment	Case Study Topic Tests based on exam questions. Halfway through each term, a mini-assessment will be done based on the previous term.				Completion of research and planning and a Statement of Aims. Practical task of DVD and Poster of students own idea.
Literacy/numeracy/ SMSC/Character	The representation of gender and objectification is explored and students are encouraged to discuss the way women are sexualised in music videos. Case study literature is used to help students understand key terminology and	Ethnicity is explored in this unit with students developing skills learnt in previous case studies to discuss a programme which is more subtle in it's representation of ethnicity. Development of the media language skills learnt in year 9 demonstrates progression.Discus	Literacy is encouraged through the use of case study literature. Moral Development is reinforced when learning about the laws to do with the film industry. British values are explored through the film poster and the difference	Literacy is encouraged through the use of case study literature. Students are challenged in their writing as they are asked to complete a mini assessment of the work. The law and	Application of theoretical framework regarding stereotyping and moral/ethical issues. Students have to think about representation and how their models are depicted. Creativity is encouraged with the use of photography and the software. Writing the blurb and the Statement of Aims is modelled and examples given to support all learners. Consideration to an audience needs to be evident with a clear view on how other people might understand the work the students are creating.

	reinforce literacy skills.	sion of moral dilemmas drawing on previous knowledge and ethical issues surrounding the law.	between old and new ideas of representation.	regulatory bodies are discussed and students are encouraged to think about the way age appropriate content affects children.	
Enrichment opportunities and futures	<p>Visit from the BBFC to Haydon School https://www.bbfc.co.uk/education</p> <p>Employability skills gained:</p> <ul style="list-style-type: none"> ● Inquisitive nature ● Analysis ● Creativity ● Organisation ● Thirst for Knowledge ● Problem Solving <p>Careers:</p> <ul style="list-style-type: none"> ● Digital marketer. ● Location manager. ● Media buyer. ● Media planner. ● Media researcher. ● Public relations officer. ● Runner, broadcasting/film/video. ● Social media manager. 				