

Curriculum Map template



Subject: EDUQAS GCSE Media Studies

Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	Case study: Music video	Case Study: Television Drama	Case Study Revision NEA: Film Promotion	NEA: Film Promotion	NEA: Film Promotion	Case Study Revision Mock Exams (Paper One)
Skills	Students will build on previous skills and will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products.		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.			Exam Practice
Key Questions	How the media theoretical framework relates to the promotion of music artists	How the complete episode and the chosen extracts explore representations and reflect the society and culture of the time in which they were made	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?			Paper One Mock Exam Questions
Assessment	Case study topic tests	Case study topic tests	Completion of research and planning and a Statement of Aims. Practical task of DVD and Poster of students own idea.			Mock exam

<p>Literacy/numeracy/ SMSC/Character</p>	<p>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 reinforce literacy skills.</p>	<p>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. Discussion of moral dilemmas drawing on previous knowledge and ethical issues surrounding the law.</p>	<p>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.</p>	<p>Literacy is encouraged through the use of case study literature. Revision books will be accessible and students will be taught revision skills to support their learning. Exam answers are modelled and the students are encouraged to share their work, showing collaboration and community.</p>
<p>Enrichment opportunities and futures</p>			<p>Visit from the BBFC to Haydon School https://www.bbfc.co.uk/education</p>	