

Key Stage 3 Media	Curriculum intent	Curriculum content Media National Curriculum Key Stage 3	Curriculum delivery Typical curriculum allocation: N/A
<p><b>Year 9</b> <b>Cross curricular opportunities</b></p>	<p>To allow students to have a 'flavour' of media studies at GCSE level. The 24 week SoL is split into 12 weeks analysis and 12 weeks practical.</p> <p>The scheme aims to develop practical skills by providing opportunities for creative media production, but with a focus on film products.</p> <p>To enable students to use narrative techniques and ideas.</p>	<p>This 24 week programme will be delivered with workbooks and computers.</p> <p>The first 6 weeks focused on narrative and how meaning is created. The second 6 weeks on production of a theatrical film poster using photoshop.</p> <p>The second round of the rotation (12 weeks) is then focused on the superhero genre.</p> <p>Students work individually, but encouraged to help each other for model/ photograph purposes.</p>	<p>The topic is delivered on rotation bases in 12 week segments. Lessons take place in a computer room.</p>

Key Stage 4 Media	Curriculum aims	Curriculum content Eduqas GCSE Media Studies	Curriculum Delivery Typical curriculum allocation: 5 hours a fortnight
<b>Year 10</b>	<p>To demonstrate skills of enquiry, critical thinking, decision-making and analysis over a range of media products.</p> <p>To acquire knowledge and understanding of a range of important media issues such as the representations of gender and ethnicity and the role of media regulators in the UK.</p> <p>To develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.</p> <p>To understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.</p> <p>To appreciate how theoretical understanding supports practice and practice supports theoretical understanding.</p> <p>To develop practical skills by providing opportunities for creative media production.</p>	<ol style="list-style-type: none"> <li>1. <b>Introduction to the theoretical framework for media. (RAIL &amp; contexts)</b></li> <li>2. <b>Magazines (LR &amp; contexts)</b></li> <li>3. <b>Marketing and advertising (LR &amp; contexts)</b></li> <li>4. <b>Film marketing (LRI &amp; contexts)</b></li> <li>5. <b>Television Crime Drama (RAIL &amp; contexts)</b></li> <li>6. <b>NEA</b> Students pick a brief from the exam board to take forward as their NEA.</li> </ol> <p>The teaching of all DfE curriculum aims are evident in each scheme of work across this year.</p> <p>Media theory is taught alongside each media form.</p> <p>Production elements are focused on at the end of year 10 and into year 11, aiming to put into practise theoretical knowledge to practical skill from a range of briefs.</p>	<p>Typically, each topic will be assessed with a baseline assessment drawing on from the previous summative assessment. The baseline is used to determine the student's current knowledge on a new topic.</p> <p>A summative assessment, comprised of exam questions, is taken at the end of each unit to then measure progress.</p> <p>After covering the topic of television Crime Drama, students undertake their NEA controlled assessment during 30 hours of lesson time, set with the 6 weeks Summer break in the middle, for the best footage/image outcomes.</p>
<b>Year 11</b>	<p>To demonstrate skills of enquiry, critical thinking, decision-making and analysis over a range of media products.</p>	<ol style="list-style-type: none"> <li>7. <b>NEA completion (RAIL &amp; context)</b></li> <li>8. <b>Music Videos (RAIL &amp; context)</b></li> <li>9. <b>Video Games (AI &amp; context)</b></li> <li>10. <b>Radio (AI &amp; context)</b></li> <li>11. <b>Newspapers (RAIL &amp; context)</b></li> </ol>	<p>NEA is marked and an opportunity for final improvements is given to students. Final moderation of NEA happens in March of Year 11 between both film/media teachers in the department.</p>

	<p>To acquire knowledge and understanding of a range of important media issues such as the representations of gender and ethnicity and the role of media regulators in the UK.</p> <p>To develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.</p> <p>To understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.</p> <p>To appreciate how theoretical understanding supports practice and practice supports theoretical understanding.</p> <p>To develop practical skills by providing opportunities for creative media production.</p>	<p><b>12. Revision</b></p> <p>The teaching of all DfE curriculum aims are evident in each scheme of work across this year.</p> <p>Media theory is taught alongside each media form.</p> <p>Production elements are focused on at the end of year 10 and into year 11, aiming to put into practise theoretical knowledge to practical skill from a range of briefs.</p>	<p>Final revision lessons make use of online learning hub, Seneca, A vast amount of further revision PowerPoints on the shared area and final assessed exam papers.</p> <div style="border: 1px solid black; background-color: #f0e68c; padding: 5px;"> <p><b>Assessment</b></p> <p><b>Component 1- Written assessment</b> 1 hour 30 mins – 35% of GCSE</p> <p><b>Component 2 – Written assessment</b> 1 hour 30 mins – 35% of GCSE</p> <p><b>Component 3 – NEA</b> 30 hours- 30% of GCSE</p> </div>
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Key Stage 5 Media	Curriculum aims	Curriculum content Eduqas A-Level Media Studies	Curriculum Delivery Typical curriculum allocation: 9 hours a fortnight
Year 12	<p>To demonstrate skills of enquiry, critical thinking, decision-making and analysis</p> <p>To demonstrate a critical approach to media issues</p>	<ol style="list-style-type: none"> <li>1. Introduction to the theoretical framework and key Theory.</li> <li>2. Marketing and Advertising (RLA &amp; context)</li> <li>3. Video Games (AI &amp; context)</li> <li>4. Newspapers</li> <li>5. Magazines (RAIL &amp; context)</li> <li>6. Music Videos (RL &amp; context)</li> </ol>	<p>Typically, each topic will be assessed with a baseline assessment drawing on from the previous summative assessment. The baseline is used to determine the student's current knowledge on a new topic.</p>

Exam board link: [https://www.eduqas.co.uk/qualifications/media-studies/gcse/GCSE%20Media%20Studies%20Specification%20\(from%202017\)..pdf.pdf](https://www.eduqas.co.uk/qualifications/media-studies/gcse/GCSE%20Media%20Studies%20Specification%20(from%202017)..pdf.pdf)

	<p>To demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy</p> <p>To develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences</p> <p>To demonstrate knowledge and understanding of the global nature of the media</p> <p>To apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues</p> <p>engage in critical debate about academic theories used in media studies appreciate how theoretical understanding supports practice and practice supports theoretical understanding</p> <p>To demonstrate sophisticated practical skills by providing opportunities for creative media production</p>	<p>Students are then rewarded after studying <b>NEA</b></p> <p>Production elements are focused on at the end of year 12 and into year 13, aiming to put into practise theoretical knowledge to practical skill from a range of briefs. This unit build on GCSE skills and challenges students further to create cross- media productions instead of a singular product (like GCSE).</p>	<p>A summative assessment, comprised of exam questions, is taken at the end of each unit to then measure progress.</p> <p>After covering the topic of television Crime Drama, students undertake their NEA controlled assessment during 60 hours of lesson time, set with the 6 weeks Summer break in the middle, for the best footage/image outcomes.</p> <p>Mock exams are used to establish progress towards mastery of topic areas.</p>
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<p>Year 13</p>	<p>To demonstrate skills of enquiry, critical thinking, decision-making and analysis</p> <p>To demonstrate a critical approach to media issues</p> <p>To demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy</p> <p>To develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences</p> <p>To demonstrate knowledge and understanding of the global nature of the media</p> <p>To apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues</p> <p>To engage in critical debate about academic theories used in media studies</p>	<ol style="list-style-type: none"> <li>7. NEA final hand in</li> <li>8. Film Marketing (AI &amp; contexts)</li> <li>9. Radio (AI &amp; contexts)</li> <li>10. On-Line Media (RAIL &amp; contexts)</li> <li>11. Television (RAIL &amp; contexts)</li> <li>12. Revision (All products and theories)</li> </ol> <p>The teaching of all DfE curriculum aims are evident in each scheme of work across this year.</p> <p>Media theory is taught alongside each media form.</p>	<p>Lessons are mixed between teaching/building on course topics as well as coaching students with NEA practical project up until an October hand in.</p> <p>Baseline and summative assessments build on previous teaching and are used to direct students' learning on the run up to final exams.</p> <p>Students are given both Component 1 and 2 mock exams in January.</p> <div data-bbox="1615 635 2134 850" style="background-color: #f0e68c; padding: 5px;"> <p><b>Assessment</b></p> <p><b>Component 1</b> – Written exam 2 hours 15 mins – 35% of GCSE</p> <p><b>Component 2</b> – Written exam 2 hours 30 mins – 35% of GCSE</p> <p><b>Component 3- Non-exam assessment</b> 30% of A-level</p> </div>
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	<p>appreciate how theoretical understanding supports practice and practice supports theoretical understanding</p> <p>To demonstrate sophisticated practical skills by providing opportunities for creative media production</p>		
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