



# Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



## Subject Mission

Our aim is to develop young people who:

- are confident in interrogating the media they encounter and can demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- exercise due caution of, and be resilient to, media texts that seek to manipulate audience emotions and opinions in harmful and negative ways contrary to the inherent values of tolerance, diversity and equality in our society.
- can acquire knowledge and understanding of a range of important media issues both through both classroom learning and independent study on their own initiative.
- understanding of a range of important issues in the media and keep themselves informed of changes in the ever-shifting media landscape.
- develop and appreciation and critical understanding of the media and its role both historically and currently in society, culture and politics.
- can confidently 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 them.
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- are creative and bold in experimenting with media production techniques and who recognise how theory and instruction relates to practice within the real world of the media industry.
- are digitally literate citizens of the 21st century.

## Curriculum Context

As with all subjects at CCCS, Media Studies follows the ‘three pillars’ of Academic Excellence, ‘Love as Brethren’ and Extra-curricular Opportunities that act as tenets by which a broad and suitable curriculum can be achieved.

At subject level for Key Stage 4 we follow the Eduqas GCSE syllabus arranging a logical and manageable curriculum that progressively builds on prior learning and adheres to the full calendar of delivery and assessment as dictated by the programme of study and requirements for final examination.

## Cognitive Skills

A range of cognitive skills are developed and assessed across the A-Level course. A colour code has here been provided which can be mapped to the assessment of the skills across the delivery of the units.

- Knowledge recall
- Independent Inquiry
- Comparative analysis [Representation]
- Response to unseen material
- Deconstructive analysis of Media Language
- Contextual understanding of media production
- Application of theoretical perspectives
- Critical appraisal of Theoretical perspectives (A-Level only)
- Application of media terminology
- SPG



## Curriculum Aims

**1. Calm and Ordered Lessons,**  
*consistent and high expectations across the department.*

Clear expectations and routines are understood and respected by all students who recognise the need for a settled environment.

**2. Promoting Problem Solving and initiative-based exploration,**  
*providing an environment where risk taking is encouraged.*

Students develop a range of analytical and practical skills, enabling them to articulate a full understanding of the media as a specialism.

**3. Breadth and Depth** *delivering a contemporary curriculum both relevant and balanced.*

Students enjoy a broad curriculum in that covers the full range of media platforms and products, as well as diverse theoretical perspectives, which are framed within a wider socio-cultural context.

**4. Independent and Collaborative Learning** *developing resilience and perseverance.*

Students will develop skills in both independent and collaborative learning, becoming adaptive to the needs and context of the task at hand.

**5. Continuity and Coherence in Learning** *where lessons gradually build knowledge and skills, into a cumulative and comprehensive body of study.*


A firm understanding of theoretical perspectives, accurate factual knowledge and robust practice in analytical discourse will prepare students for the rigours of academic assessment.



# Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 10



Autumn 1		Autumn 2	
Introduction		Advertising & Marketing – Component One, Section A	
<p><b>Knowledge &amp; Skills</b></p> <p>In this introductory sequence, students will be introduced to the concept of Media Studies, it’s primary means of analysis [Semiotics] and the four key aspects of the theoretical framework:</p> <ul style="list-style-type: none"><li>Media Language</li><li>Representation</li><li>Industries</li><li>Audiences</li></ul> <p>There will also be a preliminary introduction to key theoretical perspectives including;</p> <ul style="list-style-type: none"><li>Barthes</li><li>Maslow</li><li>Hall</li><li>Young &amp; Rubicam</li><li>Socio-economic audience profiling</li></ul>	<p><b>Set Products:</b></p> <p>‘Quality Street’</p> <p>‘This Girl Can’</p> <p><b>Knowledge &amp; Skills</b></p> <p><i>Cognitive Skills</i></p> 	<p><b>Focus:</b></p> <p>Media Language</p> <p>Representation</p> <p>Media Contexts</p>	<ul style="list-style-type: none"><li>This unit begins to explore in detail the concepts of Media Language (how the product is technically constructed) and Representation (how the outcome of the construction presents things).</li><li>Students will focus their analyse on print adverts and will be expected to understand how they are constructed using technical codes, and how the deliberate selection and combination of elements has taken place in order to construct representations.</li><li>Thy will also explore how each advert involves ideologies and reflects its context, whether it is Cultural, Historical, Economic, Political or Social (CHEPS).</li><li>This unit will test students on their understanding of the set media texts, as well as their ability to apply their knowledge to examples of other unseen advertising products.</li></ul>
	<p><b>Knowledge &amp; Understanding</b></p> <p>Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as their ability to:</p> <ul style="list-style-type: none"><li>Analyse and compare how media products construct and communicate meanings and encourage preferred interpretations and responses.</li><li>Use relevant theories and relevant subject-specific terminology appropriately.</li><li>Respond through discursive writing to show knowledge and understanding of media issues</li><li>Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li></ul> <p>Through studying the set products, students will also be introduced to further theoretical perspectives through the work of;</p> <div><div><ul style="list-style-type: none"><li>Mulvey</li><li>bell hooks</li><li>Hall</li><li>Blumler &amp; Katz</li></ul></div><div><ul style="list-style-type: none"><li>Barthes</li><li>Propp</li><li>Strauss</li></ul></div></div>		
	<p><b>Assessment:</b></p>		
	<p>For more details refer to the relevant section of the <b>assessment overview</b>.</p>		
	<ul style="list-style-type: none"><li>LS1: Preliminary reading test</li><li>HS1: Media Language question</li><li>HS2: Comparative analysis question</li><li>LS2: Media Theorist test</li></ul>		



# Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 10

Spring 1		Spring 2	
Radio Broadcasting & Video Games – Component One, Section B		Magazines & Newspapers – Component One, Section A	
Set Products:	Focus:	Set Products:	Focus:
'The Archers'	Media Industries	'Pride'	Media Language
'Fortnite'	Audiences	'GQ'	Representation
Knowledge & Skills	Media Contexts	'The Sun'	Media Contexts
<p><i>Cognitive Skills</i></p>  <p><i>Knowledge &amp; Understanding</i> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as their ability to:</p> <ul style="list-style-type: none"> <li>Understand key aspects of media industries, including ownership, funding, regulation, production, distribution and technology.</li> <li>Students will also consider aspects of media audiences, such as targeting and categorisation, consumption and use.</li> </ul> <p>Students will also be introduced to further theoretical perspectives including;</p> <ul style="list-style-type: none"> <li><b>Syringe theory</b></li> <li><b>Livingstone &amp; Lunt</b></li> </ul>	<ul style="list-style-type: none"> <li>This unit looks at industry and audiences while considering video games and radio as specific mediums.</li> <li><i>The Archers</i> considers arguments of tokenism among others issues of representing diversity in British society and how the programme fits into the wider parameters of the BBC's public service broadcast remit and charter.</li> <li>Issues of funding and scheduling will be explored, and the role developments in technology plays in both media sectors will be considered.</li> <li><i>Fortnite</i> is explored in relation to ownership, diversification of products and importance of franchises.</li> <li>Regulation and safety in video games will also be considered and theoretical perspectives applied to each side of the debate.</li> </ul>	<p><i>Cognitive Skills</i></p>  <p><i>Knowledge &amp; Understanding</i> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as develop further their ability to:</p> <ul style="list-style-type: none"> <li>Analyse the ways in which the media "re-present" and construct versions of reality, including the choices media producers make about how to represent particular events, social groups and ideas.</li> <li>Consider how aspects of reality may be represented differently depending on the purposes of the producers, including how particular social groups may be under or misrepresented.</li> </ul> <p>Students will also be introduced to further relevant theoretical perspectives including;</p> <ul style="list-style-type: none"> <li><b>Dyer</b></li> <li><b>Alvarado</b></li> <li><b>Galtung &amp; Ruge</b></li> </ul>	<ul style="list-style-type: none"> <li>This unit will further develop students understanding of Media Language and Representation with the focus being on magazines and newspapers.</li> <li>Understanding of how written and visual codes might work in conjunction to create meaning will also be examined.</li> <li>Students will study representation in detail, focusing on application of media theory including feminist and racial perspectives.</li> <li>The presentation of elite or star personas will also be examined including how these are specifically constructed through media language selections.</li> <li>Students will be introduced to political viewpoints and ideologies in newspapers and will gain an understanding of key policy topics within contemporary news, as well as each newspaper's party preference or potential bias.</li> </ul>
<p><b>Assessment:</b></p>			
<ul style="list-style-type: none"> <li>LS3: Preliminary reading test</li> <li>HS3: Audience question</li> </ul>	<ul style="list-style-type: none"> <li>LS4: Media Terminology test</li> <li>LS5: Preliminary reading test</li> </ul>	<ul style="list-style-type: none"> <li>HS4: Cumulative: Component 1, A &amp; B</li> <li>LS6: Preliminary reading test</li> </ul>	<ul style="list-style-type: none"> <li>HS5: Context &amp; Comparative analysis</li> <li>LS7: Preliminary reading test</li> <li>HS6: Cumulative: Component 1, A &amp; B</li> </ul>

For more details refer to the relevant section of the **assessment overview**.



## Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 10


Summer 1			Summer 2		
Newspapers [Industry] & Film Promotion – Component One, Section A, Section B			NEA Production Brief – Component Three		
Set Products:		Focus:	Set Products:		Focus:
'The Sun'		Media Language	Non-Examination Assessed Production Brief		Media Language
'Spectre'		Representation			Representation
'The Man with the Golden Gun'		Media Industries	Knowledge & Skills		Media Industries
Knowledge & Skills		Audiences			Audiences
Cognitive Skills		Media Contexts	Cognitive Skills		Media Contexts
		<ul style="list-style-type: none"><li>This unit looks at Industry and Audience, but also recalls Media Language and Representation in relation to purpose and context.</li><li>Industry looks at how issues of ownership, financing and technology may affect the product.</li><li>Audience considers how the audience respond to the texts; exploring the notion of active and passive audiences and how products now make provision for audiences' response.</li><li>Newspapers will explore how the nature of news consumption has changed and how producers have adapted to responded to these changes.</li><li>Film will examine global film marketing and distribution, debating what factors are needed for success in the digital age.</li><li>The nature and process of regulation in both sectors will also be considered.</li></ul>			<ul style="list-style-type: none"><li>Typically the film marketing option is selected for study on this component.</li><li>The set production briefs will change every year, requiring learners to create a production in a different genre/style and/or for a different intended audience.</li><li>Task-specific indicative content will be issued each year with the non-exam assessment briefs.</li><li>All research, planning, pre-production activities and a draft statement of aims will be completed prior to the summer break, during which students will be expected to undertake the necessary photography for final production.</li></ul>
<p><b>Knowledge &amp; Understanding</b> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as further develop their ability to:</p> <ul style="list-style-type: none"><li>Recognise how the construction of media products and the representations they contain reflect the social, historical and cultural contexts in which they were produced.</li><li>Understand key aspects of media industries, including ownership, funding, regulation, production, distribution and technology.</li><li>Explore developments in recent technology and their impact on media production.</li><li>Further consider aspects of media audiences, such as targeting and categorisation, and the changing nature of patterns of consumption and use.</li></ul> <p>Students will recap on and apply a range of learned theories as appropriate.</p>			<p><b>Knowledge &amp; Understanding</b> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as further develop their ability to:</p> <ul style="list-style-type: none"><li>This component draws together knowledge and understanding of the media theoretical framework requiring learners to apply their knowledge and understanding of the media through practical production.</li><li>Use their detailed understanding of media language, representation and audience in relation to a range of media forms and apply their knowledge and understanding adaptively in the creation of an individual media production for an intended audience in response to a given brief set by Eduqas.</li></ul>		
Assessment:			For more details refer to the relevant section of the <b>assessment overview</b> .		
<ul style="list-style-type: none"><li><b>HS7: Audience question</b></li><li><b>LS8: Preliminary reading test</b></li></ul>			<ul style="list-style-type: none"><li><b>HS8: Industries question</b></li><li><b>HS: Cumulative: Year 10 Mock Exam</b></li><li><b>Component 3, NEA production</b> has very specified rules regarding the nature and degree of teacher assessment that can take place during production.</li></ul>		



# Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 11

Autumn 1				Autumn 2			
NEA Production Brief – Component Three [Final]		Television Sitcoms – Component Two, Section A					
Focus:		Set Products:				Focus:	
Media Language		'Friends'				Media Language	
Representation		'The I.T. Crowd'				Representation	
Media Industries		Knowledge & Skills				Media Industries	
Audiences		Cognitive Skills				Audiences	
Media Contexts						Media Contexts	
<ul style="list-style-type: none"><li>Using production assets realised over the summer break, students will complete all final production and post-production activities on the NEA component, as well as submit the finalised Statement of Aims to accompany their work.</li><li>All submission paperwork to be finalised and signed.</li></ul>		<p><i>Knowledge &amp; Understanding</i></p> <p>Through the delivery of this unit, students will draw on their understanding of the media theoretical framework for an in-depth study of the set products and their relevant contexts, as well as further developing their ability to:</p> <ul style="list-style-type: none"><li>Analyse and compare how media products construct and communicate meanings and encourage preferred interpretations and responses.</li><li>Use relevant theories and relevant subject-specific terminology appropriately.</li><li>Respond through discursive writing to show knowledge and understanding of media issues</li><li>Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li><li>Explain the effect of ownership and control of media organisations the social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires and the functions they serve for audiences in everyday life and society.</li></ul> <p>In studying the set products, students will continue to develop their understanding of theoretical perspectives and in studying narrative more closely be introduced to genre theory through the work of <b>Steve Neale</b>.</p>				<ul style="list-style-type: none"><li>Students will build on their understanding of the key concepts and look at all 4 in relation to the set products. Students will analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses for the episode studied. Relevant theories or theoretical perspectives and relevant subject-specific terminology will be applied.</li><li>Students will develop their understanding of industry and look and how sitcoms fit into scheduling and how they target audiences. The development of technology will be considered and applied to the institution each show is aired on. Audience will be studied in relation to how people decode texts and how different cultures, etc. may take different meanings from the texts.</li></ul>	
Assessment:							
Final assessment of all Component 3, NEA production work in accordance with specification guidelines ready for moderation and exam board submission.		<ul style="list-style-type: none"><li>LS9: Preliminary reading test</li><li>HS9: Media Contexts</li></ul>		<ul style="list-style-type: none"><li>HS10: Media Language question</li><li>LS10: Media Theorist test</li><li>HS: Cumulative: Year 11 Mock Exam</li></ul>			







# Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 11

Spring 1		Spring 2	
Music Video & Online Media – Component Two, Section B			
Set Products:	Focus:	Set Products:	Focus:
'Waterfalls' TLC	Media Language	'Bad Blood' Taylor Swift	Media Language
Knowledge & Skills	Representation	'Uptown Funk' Bruno Mars	Representation
Cognitive Skills	Media Contexts	[+ associated online media]	Media Industries
	<ul style="list-style-type: none"><li>Students will be introduced to the music video industry and through studying one music video from the past will develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.</li><li>In studying an historical product, students are also provided with a starting point for further exploration of genre theory in relation to how music videos have developed as a media form over time.</li></ul>	Knowledge & Skills	Audiences
<b>Knowledge &amp; Understanding</b> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, as well as their ability to:		Cognitive Skills	Media Contexts
			
<b>Knowledge &amp; Understanding</b> Through the delivery of this unit, students will develop an understanding of the set products and their relevant contexts, students will continue to develop their ability to:			
<ul style="list-style-type: none"><li>Analyse the ways in which the media “re-present” and construct versions of reality, including the choices media producers make about how to represent particular events, social groups and ideas.</li><li>Consider how aspects of reality may be represented differently depending on the purposes of the producers, including how particular social groups may be under or misrepresented.</li></ul>		<ul style="list-style-type: none"><li>Analyse and compare how media products construct and communicate meanings and encourage preferred interpretations and responses.</li><li>Use relevant theories and relevant subject-specific terminology appropriately.</li><li>Respond through discursive writing to show knowledge and understanding of media issues</li><li>Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li><li>Explain the effect of ownership and control of media organisations the social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires and the functions they serve for audiences in everyday life and society.</li></ul>	<ul style="list-style-type: none"><li>Students will again build on their understanding of the key concepts and look at all 4 in relation to the set products. Students will analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses for the episode studied. Relevant theories or theoretical perspectives and relevant subject-specific terminology will be applied.</li><li>The ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audience(s).</li><li>The role of media technologies in reaching audiences, and in audience consumption and usage.</li><li>The ways in which people’s media practices are connected to their identity, including their sense of actual and desired self.</li></ul>
<b>Assessment:</b>		For more details refer to the relevant section of the <b>assessment overview</b> .	
<ul style="list-style-type: none"><li>LS11: Preliminary reading test part 1</li><li>HS11: Context &amp; Comparative analysis</li><li>HS12: Media Contexts</li></ul>	<ul style="list-style-type: none"><li>LS12: Preliminary reading test part 2</li><li>HS13: Media Language/Representation question</li></ul>	<ul style="list-style-type: none"><li>LS13: Media Terminology test</li><li>HS: Cumulative: Year 11 Re-Mock Exam</li></ul>	



## Media Studies - Key Stage 4 Curriculum & Syllabus Map – Planning, Content & Delivery Overview



Year 11

Summer 1		Summer 2	
REVISION		FINAL EXAMINATION	
Cumulative knowledge:	Focus:	Cumulative Assessment:	Focus:
Component 1 Exploring Media Products	Media Language	Examination 1: Component 1 Exploring Media Products	Media Language
	Representation		Representation
Component 2 Understanding Media Forms and Products	Media Industries	Examination 2: Component 2 Understanding Media Forms and Products	Media Industries
	Audiences		Audiences
Knowledge & Skills	Media Contexts	Knowledge & Skills	Media Contexts
<p><i>Cognitive Skills</i></p> <p><i>Knowledge &amp; Understanding</i></p> <ul style="list-style-type: none"> <li>Students will applying their learning of analytical skills, factual recall and application of knowledge to tasks designed to prepare them for examination.</li> </ul>	<ul style="list-style-type: none"> <li>A range of knowledge recall and technique-based practice activities, exam-style questions and revision sessions will be scheduled to support students in their final preparations for examination.</li> </ul>	<p><i>Cognitive Skills</i></p> <p><i>Knowledge &amp; Understanding</i></p> <ul style="list-style-type: none"> <li>Students will conclude their studies of the media through demonstrating their analytical skills, factual recall and application of knowledge in the terminal examinations.</li> </ul>	<ul style="list-style-type: none"> <li>All course content.</li> </ul>
<b>Assessment:</b>			
<ul style="list-style-type: none"> <li><b>Bespoke activities</b> dictated by the needs of individuals or identified groups of students.</li> </ul>		<ul style="list-style-type: none"> <li><b>Final examination</b> concluding the GCSE course.</li> </ul>	

For more details refer to the relevant section of the **assessment overview**.