

GCSE Media

Curriculum Intent 2022-2023

To provide a balanced and broad curriculum with a range of thought-provoking, interesting media texts, from a range of time periods, cultures and political perspectives, which prompt discussion and debate and develop skills of analysis. The media play a central role in contemporary culture, society and politics. It shapes our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. We wish to offer students the opportunity to pursue texts which interest them, to motivate and inspire them to view these texts through a critical lens which they are passionate about. To encourage students to take an interest in the world and media around them, and through history, thus preparing them for the future world.

It is our aim that learners develop an understanding of the key theoretical approaches, theories, issues and debates within the subject, enabling them to question and critically explore aspects of the media that may seem familiar and straightforward from their existing experience. Building on this, learners will also extend their engagement with the media to the less familiar, including products from different historical periods and global settings, those produced outside the commercial mainstream and those aimed at or produced by minority groups, providing rich and stimulating opportunities for interpretation and analysis.

Media offers challenging opportunities and personal development. The curriculum will encourage students to become confident and independent thinkers, who will be able to take on challenging opportunities to both explore and make media products thus creating original work and critically analysing set works. Students will have an appreciation of their own work and that of others as they pursue their own media interests and develop their practical skills.

With a curriculum that provides breadth and depth as learners will study topics such as video games, magazines, music videos, TV drama and more. Students will have the opportunity for enrichment and extension through extra-curricular provision. There will be opportunities to create promotional material for a range of school events including the School Production and Summer Spectacular Event, thus feeding into the wider life of the school and contributing to community involvement. Practical and written work can be showcased using the online platforms such as the school twitter account, website and newsletters.

Media is truly contemporary subject which is relevant to all our lives. The media saturates everything we do in the developed world in the 21st Century. At Brine Leas we will give students the tools to analyse and critique the media, as it affords them the chance to see the ways in which the media pervades their lives. We will challenge pupils to think intellectually about a range of issues and study the impact of changing forms of communication from the past and present – and the possibilities for the future.

Tips and visits

Usually an educational visit is taken to London to places such as: BBC studios, Warner Bros. Studio, the museum of Brands and Advertising etc.

Assessment

Assessments will range from; single 'exam style' questions answered under timed conditions in class or completed with no time restrictions for homework; official assessments at the end of each module of work, formal Mock examinations using full papers. Please see website for the formal internal assessment record.

Homework

Via the VLE, students are set homework weekly/fortnightly. Expectations often include essays, exam questions, research, use of or consumption of media products, wider reading for the course.

Parental/Carer support

Use of the VLE in order to be aware of: homework, predicted grades, mock examination grades, learning behaviour.

Helpful sources of information

Official websites for each product/industry etc. studied (some set by the exam board), exam board written textbooks.

Connections to future pathways

Careers: Journalism, Marketing, Advertising, Public relations, Graphic design, Media industry, Academia, Writer, Photography

Future learning

Links to A Levels or further study in: Media, English Literature and Language, Psychology, Sociology, History, Graphic Design, Film, Photography.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1 & 2	<p>Big Idea</p> <p>Introduction to media studies through a selection of media forms and products from a range of different social, historical and cultural backgrounds, aimed at a range of different audiences. Analysis of how media language is used to create meaning and construct representations.</p> <p>Rationale</p> <p>Develop an understanding of media language and of how media language 'works' to create meaning. Gain an understanding of industry. Develop an understanding and gain a sense of cultural understanding. Offer a personal response and interpretation. Develop a view point and argument with evidence.</p>		

- Develop knowledge and understanding of what media is and the global impact and influence of the media. Build on skills of textual analysis.
- Develop an understanding of society: social, cultural and historical contexts.
- Analysis of how media language is used to create meaning and construct representations in a range of media products from different media platforms, cultures, political perspectives and societies.
- Set products will be taught as part of Component 1:
 - Print advertisements: *This Girl Can* and *Quality Street* (marketing)
 - Explore and understand a range of set film marketing campaigns for and additional contemporary and historical film marketing campaigns
The Man with the Golden Gun and *No Time to Die*
- Analysis of how media language is used to create meaning and construct representations in a range of film marketing campaigns different media platforms, cultures, political perspectives and societies
- Key concepts of Media Language and Representation will be taught in relation to the set works.
 - Cultural Capital
Looking at how and why particular social groups may be under-represented or misrepresented • how representations (including self representations) convey particular viewpoints, messages, values and beliefs.(Gender focus)

- Group, solo, pair demonstrations
- Practical group assessment (formative verbal feedback)
- Peer and self assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)
- Retrieval practice through questioning
- Practice exam questions

- Building on KS3 English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence.
- Students become aware of the world that they live in: who has power, who does not, and how this influences culture, society and the media.
- Relationships and sex education expectations - 2c, 3a-h
- SMSC, 1a-d,

	<p style="text-align: center;">Big Idea</p> <p>Understanding how society, politics and culture has shaped film advertising, magazines and video games through different time periods. Analysis of how media language is used to create meaning and construct representations.</p> <p style="text-align: center;">Rationale</p> <p>Develop an understanding of media language and of how media language ‘works’ to create meaning. Gain an understanding of industry. Develop an understanding and gain a sense of cultural understanding. Offer a personal response and interpretation. Develop a view point and argument with evidence.</p>		
<p>Spring 1 & 2</p>	<ul style="list-style-type: none"> ➤ Explore and understand a range of set contemporary magazines and additional contemporary magazines. ➤ Develop knowledge and understanding of how culture and society impacts magazines and audiences. ➤ Analysis of how media language is used to create meaning and construct representations in a range of magazines from different media platforms, cultures, political perspectives and societies. ➤ Set products from Component 1: <ul style="list-style-type: none"> • Pride (November 2015) • GQ (July 2019) ➤ Key concepts studied in relation to magazines: Media language, Representation, Media contexts <ul style="list-style-type: none"> ➤ Cultural capital <p>Discussing the ways in which the media re-present (rather than simply present) the world, and construct versions of reality (LGBTQ – Pride, Ethnicity – GQ) Issues looked at Black Lives Matter, Pride movement, Civil Rights Movement and the Black Pantha's and waves of feminism</p>	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations ➤ Practical group assessment (formative verbal feedback) ➤ Peer and self assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) ➤ Retrieval practice through questioning ➤ Practice exam questions 	<ul style="list-style-type: none"> ➤ Students become aware of changes in society over a period of time, how power balances have changed, attitudes to gender, ethnicity and culture. ➤ Relationships and sex education expectations - 2c, 3a-h ➤ SMSC, 1a-d,

	<p style="text-align: center;">Big Idea</p> <p>Understanding of how society, politics and culture has shaped contemporary and historical television crime drama. To understand the video games industry. Analysis of how media language is used to create meaning and construct representations. Exploration of audience and industry issues.</p> <p style="text-align: center;">Rationale</p> <p>Develop an understanding of media language and of how media language ‘works’ to create meaning. Gain an understanding of industry. Develop an understanding and gain a sense of cultural understanding. Offer a personal response and interpretation. Develop a view point and argument with evidence.</p> <p>NEA - Creating Media Products</p>		
<p style="color: blue; font-weight: bold;">Summer 1</p>	<ul style="list-style-type: none"> ➤ Study and understand a range of contemporary and historical television crime drama including: Luther and The Sweeney and additional contemporary and historical products. ➤ Analysis of how media language is used to create meaning and construct representations. ➤ Explore and understand the TV industry. ➤ Learners will: <ul style="list-style-type: none"> • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses • use relevant theories or theoretical perspectives and relevant subject-specific terminology • respond through discursive writing to show knowledge and understanding of media issues • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response ➤ To develop knowledge and understanding of Fortnite as a contemporary online game in terms of the relevant video games industry and audience issues it illustrates ➤ Cultural Capital 	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations Practical group assessment (formative verbal feedback) ➤ Peer and self assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) ➤ Retrieval practice through questioning ➤ Practice exam questions 	<ul style="list-style-type: none"> ➤ Building on KS3 English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence. ➤ This will link to component 2 which builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. ➤ Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products.

	<p>The ways in which people’s media practices are connected to their identity, including their sense of actual and desired self (Video Games) Wider links to topic of school shootings linked to video game violence by some American politicians</p> <p>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 in everyday life and society (Themes in Luther)</p>		
<p>Summer 2</p>	<p>Component 3 NEA:</p> <ul style="list-style-type: none"> ➤ Learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC. ➤ The following media forms and frameworks will form the basis of all set briefs: <ul style="list-style-type: none"> • Television Create a sequence from a new television programme or a website* to promote a new television programme. • Advertising and Marketing: Music Create a music video or a website* to promote a new artist/band. • Advertising and Marketing: Film Print-based marketing material for a new film. • Magazines Create a new print or online magazine. ➤ Depending on the brief, learners will be taught relevant production skills such as editing, photography, use of cameras, photoshop. 	<p>This is NEA which has three parts:</p> <ul style="list-style-type: none"> ➤ statement of aims ➤ creating a media product that meets the requirements of the set brief ➤ creating a media product which uses media language to communicate meanings and construct representations ➤ The performance will be recorded. All sections are assessed internally and externally moderated. ➤ Throughout the process teachers can offer guidance on the work. ➤ Students will reflect on and evaluate the effectiveness of the process. 	<ul style="list-style-type: none"> ➤ This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In Components 1 and 2, learners gain a detailed understanding of media language, representation and audience in relation to a range of media forms ➤ Relationships and sex education expectations - 2c, 3a-h ➤ SMSC, 1a-d,

		<ul style="list-style-type: none"> ➤ Work should be formally reviewed three times (at the planning stage, at a suitable point during the production process and when the production is completed). ➤ Once the work is finished and the final assessment made, no further amendments may be made. 	
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1 & 2	<p style="text-align: center;">Big Idea</p> <p>Understanding of how society, politics and culture has shaped contemporary and historical music videos and websites. Analysis of how media language is used to create meaning and construct representations. NEA - Creating Media Products continued (see above)</p>		

	<ul style="list-style-type: none"> ➤ Study and understand a range of contemporary and historical music videos. ➤ Set products: Taylor Swift, <i>Bad Blood</i> (2014), Pharrell Williams <i>Freedom</i> (2015) with corresponding website. Compare to Duran <i>Rio</i> (1982) ➤ Analysis of how media language is used to create meaning and construct representations. ➤ Explore and understand the music industry ➤ Areas to be studied: <ul style="list-style-type: none"> • Media language • Representation • Media industries • Audiences • Media contexts ➤ Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. In addition, learners study one music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts. <p>Cultural Capital A range of audience and industry issues such as how the media operate as commercial industries on a global scale and reach both large and specialised audiences 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 in everyday life and society.</p>	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations Practical group assessment (formative verbal feedback) ➤ Peer and self-assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) ➤ Retrieval practice through questioning ➤ Practice exam questions 	<ul style="list-style-type: none"> ➤ Development of skills learnt in year 10. Utilising and building on English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence. ➤ For this component, learners must develop their knowledge and understanding of all aspects of the theoretical framework ➤ Relationships and sex education expectations - 2c, 3a-h ➤ SMSC, 1a-d,
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	<p>Issues looked at Black Lives Matter, Pride movement, Civil Rights Movement and the Black Pantha's, waves of feminism and #metoo</p>		
<p style="text-align: center;">Big Idea</p> <p>Understanding of how society, politics and culture has shaped contemporary newspapers. Analysis of how media language is used to create meaning and construct representations. Develop an understanding of the newspaper industry.</p>			
<p>Spring 1 & 2</p>	<ul style="list-style-type: none"> ➤ Study and understand a range of contemporary newspapers from a range of different media companies and political perspectives. ➤ Develop and understanding of British politics. ➤ Analysis of how media language is used to create meaning and construct representations. In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, 	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations Practical group assessment (formative verbal feedback) ➤ Peer and self assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 	<ul style="list-style-type: none"> ➤ Development of skills learnt in year 10. Utilising and building on English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence. ➤ Component 1, Section B The focus of section B is on the set products as examples of the related media industries

	<p>such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.</p> <ul style="list-style-type: none"> ➤ Set Product - <i>The Sun</i> https://www.thesun.co.uk Learners should have knowledge and understanding of The Sun as an evolving media product in terms of the relevant newspaper industry and audience issues it illustrates. In order to develop this awareness, learners should consider one complete print edition of The Sun chosen by the centre and selected key pages from The Sun website, including the homepage and at least one other page ➤ Cultural Capital The impact of the increasingly convergent nature of media industries across different platforms and different national settings 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 in everyday life and society (politics and current affairs) 	<ul style="list-style-type: none"> ➤ Retrieval practice through questioning ➤ Practice exam questions 	<p>and audiences. For this section, learners should not engage in analysis of the textual features of the set products, but should study them as examples of the relevant industry and audience issues that they illustrate.</p> <ul style="list-style-type: none"> ➤ Relationships and sex education expectations - 2c, 3a-h ➤ SMSC, 1a-d, 3c
<p>Big Idea Understanding of how society, politics and culture has shaped media industries and the medium of radio.</p>			
<p>Summer 1 & 2</p>	<ul style="list-style-type: none"> ➤ Develop an understanding of the radio industry. ➤ Study and understand a range of radio broadcasters, both commercial and public service, including the BBC. ➤ Study and understand a range of BBC radio programs from an audience and industry perspective. ➤ Learners should have knowledge and understanding of the set product <i>The Archers</i> as an evolving media product in terms of the relevant radio industry and audience issues it illustrates. To inform their understanding of <i>The Archers</i> as an example of the contemporary radio industry and 	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations Practical group assessment (formative verbal feedback) ➤ Peer and self assessment. (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 	<ul style="list-style-type: none"> ➤ Development of skills learnt in year 10. Utilising and building on English skills such as: analysis, inference, interpretation, writing to communicate a viewpoint and constructing an argument with evidence. ➤ In this section, learners will develop knowledge and understanding of key aspects of media industries, including

	<p>contemporary radio audiences, learners should have an awareness of the historical significance of the programme in terms of its evolution within the radio soap opera genre and how it has changed in response to industry and audience demands.</p> <p>➤ Cultural Capital</p> <p>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 in everyday life and society (History of radio and soap operas)</p>	<p>➤ Retrieval practice through questioning</p> <p>➤ Practice exam questions</p> <p>➤ External examinations</p>	<p>ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences</p> <p>➤ Relationships and sex education expectations - 2c, 3a-h</p> <p>➤ SMSC, 1a-d, 3c</p>
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