Media Studies – Curriculum Intent

At Stafford Manor High School, Media Studies is a truly contemporary subject which aims to give students the tools and confidence to critically engage with a wide range of texts. Across the course of study, students will develop an understanding of and an analytical approach to television, radio, music, video games, advertising, film, print media and online and social participatory media. Through the study of these CSPs (close study products) students will be invited to consider their own experiences and engagement with the media industry and consider the role that it plays in their everyday lives. We ensure that our students are exposed to diversity across the media curriculum, gaining an appreciation and celebrating texts from different cultures and viewpoints. In lesson, we teach and promote the use of ambitious high-level tier two and tier three vocabulary in all student responses which is further embedded in our planning, knowledge organisers and assessments.

The practical elements of the subject allow students to demonstrate their theoretical knowledge in a practical and creative way, constructing their own texts across all three platforms and developing an understanding of the importance of synergy and the impact of technical convergence. Students will have the opportunity to master a variety of products such as Photoshop, Movie Maker and Wix which will take them beyond the classroom and equip them with invaluable skills for life.

We feel that we have developed a curriculum which:

- Provides students with the skills and knowledge to analyse and critique the different forms of media with which they engage every day
- Fosters a passion for all forms of media and the process in which they are created
- Teaches students beyond what is required in an exam and gives students life skills which they take beyond the classroom
- Ensures that powerful knowledge of production and reception is recalled and embedded and applied when engaging with a range of media texts
- Encourages students to explore and critically engage with the ideas of media theorists and develop their own hypotheses and conclusions on key media issues
- Will expose students to a wide range of texts from around the world which will give them an understanding of the way that media is manipulated as a tool
- Allows students to think critically about the ways that trends in media reflect the social/political landscape
- Promotes and develops an understanding of how media texts are used as a construct for society and identify how producers' intentions are used to critique society

AQA GCSE Media Studies – Qualification Details

Paper 1: Media One

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- Online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers

- online, social and participatory media and video games

- film (industries only).

Paper 2: Media Two

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

NEA (Non-Examined Assessment):

Application of knowledge and understanding of the theoretical framework.

Ability to create media products.

How it's assessed

- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA

Tasks

Students produce:

- a statement of intent
- a media product for an intended audience.

MEDIA STUDIES: SKILLS / THEORETICAL FRAMEWORK.

Stafford Manor
High School

REPRESENTATION	LANGUAGE	AUDIENCE	INDUSTRY
• The ways in which the media re-present (rather than simply present) the world, and construct versions of reality • The choices media producers make about how to represent particular events, social groups and ideas • The ways aspects of reality may be represented differently depending on the purposes of the producers • The different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly • How and why particular social groups may be under-represented or misrepresented • How representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products • The social, cultural and political significance of particular representations in terms of the themes and issues that they address • How representations reflect the social, historical and cultural contexts in which they were produced • The factors affecting audience interpretations of representations, including their own experiences and beliefs • Theoretical perspectives on representation,	• The various forms of media language used to create and communicate meanings in media products • How choice (selection, combination and exclusion) of elements of media language influences meaning in media products, including to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values • The relationship between technology and media products • The codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time • Intertextuality, including how inter-relationships between media products can	• How and why media products are aimed at a range of audiences, from small, specialised audiences to large, mass audiences • The ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audience(s) • How media organisations categorise audiences • The role of media technologies in reaching and identifying audiences, and in audience consumption and usage • The ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences • The ways in which people's media practices are connected to their identity, including their sense of actual and desired self • 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 • How audiences may respond to and interpret media	• The nature of media production, including by large organisations, who own the products they produce, and by individuals and groups • The impact of production processes, personnel and technologies on the final product, including similarities and differences between media products in terms of when and where they are produced • The effect of ownership and control of media organisations, including conglomerate ownership, diversification and vertical integration • The impact of the increasingly convergent nature of media industries across different platforms and different national settings • The importance of different funding models, including government funded, not-for-profit and commercial models • How the media operate as commercial industries on a global scale and reach both large and specialised

including processes of selection, construction and mediation
- Theoretical perspectives on gender and representation, including feminist approaches.

influence meaning
- Fundamental principles of semiotic analysis, including denotation and connotation
- Theoretical perspectives on genre, including principles of repetition and variation; the dynamic nature of genre; hybridity and intertextuality
- Theories of narrative, including those derived from Propp's language use (lexis).

products and why these interpretations may change over time theoretical perspectives on audiences, including active and passive audiences; audience response and audience interpretation
- Blumler and Katz's uses and gratifications theory.

audiences
- The functions and types of regulation of the media
- The challenges for media regulation presented by 'new' digital technologies.

KS4

Year 10.

Term	Curriculum coverage
Autumn term 1	Introduction to Media Key terminology Media genres
Autumn term 2	Introduction to Media Key terminology Narrative styles
Spring term 1	CSP – Advertising: Print and moving image – Media Language & Media Representations CSP – Film – Media Industries
Spring term 2	CSP – Film – Media Industries CSP – Music Videos – Media Audiences & Media Industries
Summer term 1	CSP – Music Videos – Media Audiences & Media Industries CSP – Radio – Media Audiences & Media Industries
Summer term 2	CSP – Radio – Media Audiences & Media Industries CSP – Magazines – Media Language & Media Representations

Year 11.

Term	Curriculum coverage
Autumn term 1	NEA Component: Preparation, development and completion
Autumn term 2	CSP – Social and Participatory Media – Media Language & Media Representations, Media Audience & Media Industries. CSP – Newspaper Industry – Media Language & Media Representations, Media Audience & Media Industries.
Spring term 1	CSP – Television Newspaper Industry – Media Language & Media Representations, Media Audience & Media Industries.
Spring term 2	Revision of all CSPs and Industries
Summer term 1	Revision of all CSPs and Industries
Summer term 2	