

## **Media Studies Curriculum**

Media Studies is a truly contemporary subject which is relevant to all our pupils' lives. The media saturates everything we do in the developed world in the 21st Century. Giving pupils the tools to analyse and critique the media affords them the chance to see the ways in which the media pervades their lives.

Media Studies improves literacy skills and pupils' abilities in other subjects. Pupils' English skills really improve when they are studying the media. As they're more motivated to studying contemporary texts, they are happy to write detailed critiques of the media in a way many are not when analysing Victorian literature or writing essays for other subjects. The school follows the AQA curriculum in both English and Media Studies, allowing transferrable skills to be easily identified across the assessment objectives for both courses.

Media Studies is a genuinely vocational subject. It involves pupils making their own films, writing their own newspapers, setting up their own websites, creating their own music videos and designing their own brands and products. It's extremely hands-on; pupils interact with modern technology in lots of ways, using all the customary IT programmes such as word-processing and presentation software but more cutting-edge technology such as high-definition video cameras and editing software.

### **KS4 Media Studies Curriculum**

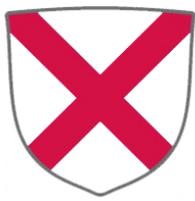
New GCSE Media Studies qualifications accredited by the exams regulator Ofqual are currently under consultation and will be published in the spring of 2017. Therefore as it currently stands, the 2018 cohort will be the only group to sit the current examination.

### **Year 9**

To prepare for the new Media Studies qualification, pupils in Year 9 will complete the same pathway as Year 10 and 11, providing them with a strong platform across a variety of media forms. This will allow them to adapt to the new qualification when it comes into effect at the start of the 2017-2018 school year. Unlike many of the revamped GCSE qualifications, this new qualification will retain elements of controlled assessment coursework, though the overall weighting to the final grade will be significantly lower than is currently allocated.

### **Year 10**

GCSE Media Studies cover a wide range of media forms including film, television, radio, print, magazines, advertising and marketing, music and video games. Throughout the course, pupils are encouraged to be as creative as possible and demonstrate flair and imagination when completing their assignments. The course is made up of the following:



Unit 1: Investigating the Media	Unit 2: Understanding the Media
Written exam paper 1 hour 30 mins 60 marks - 40%	Controlled Assessment taken from banks of set tasks 90 marks – 60%
Based on pre-release topic (changed annually) with guidance and stimulus.  Four tasks to complete.  <b>2018 topic: Serialised TV Drama.</b>	Three assignments to complete:  1) Introduction to Media 2) Cross-Media Study 3) Practical Production and Evaluation

Guidance and stimulus for the written exam is sent to centres 1 calendar month before the exam, allowing pupils to rigorously prepare for the four tasks that they have to complete. Tasks build upon knowledge of audience, representation, genre and technical codes that pupils have applied throughout their coursework. The current Controlled Assessment tasks are:

#### Assignment 1: Introduction to Media

Packaging of DVDs	Analyse the covers of <b>two</b> film or television programme DVDs. How does each cover appeal to its target audience?	Design a DVD cover for a film or television programme targeted at a specific audience.
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Assignment 1 introduces pupils to key terms and concepts of Media Studies including technical codes, mise-en-scene and target audience. As well as analysing and evaluating existing media forms across the chosen platform, pupils then design their own, offering explanations as to their intended target audience and effectiveness of the product.

#### Assignment 2: Cross Media Study

Promotion of Music	Explore the way in which <b>one</b> band or artiste is represented and promoted across <b>two</b> different media platforms. Audio visual: <ul style="list-style-type: none"> <li>• a music video</li> <li>• a radio or television interview</li> </ul> Print or web-based: <ul style="list-style-type: none"> <li>• a magazine article</li> <li>• a poster advertising a tour</li> <li>• a web page</li> <li>• the sleeve for a CD or vinyl release.</li> </ul>	Present your ideas for promoting a band or artiste across <b>two</b> different media platforms. Audio-visual: <ul style="list-style-type: none"> <li>• a ten frame storyboard of an extract from a music video</li> <li>• a script for a radio or television interview</li> </ul> Print or web-based. A mock-up design for: <ul style="list-style-type: none"> <li>• a magazine article</li> <li>• a poster advertising a tour</li> <li>• a web page</li> <li>• a sleeve for a CD or vinyl release.</li> </ul>
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Assignment 2 continues to build upon key terms, introducing pupils to the ideas of representation, institution and stereotypes. The multi-platform approach allows pupils to develop a deeper understanding of how media texts are linked together in a targeted manner to deliver certain messages to their consumers. As well as analysing and evaluating an existing band or artiste, pupils then have the opportunity to reinvent an existing performer or create their own.

### Assignment 3: Practical Production and Evaluation

Moving Image	A trailer or opening sequence of approximately two minutes duration for a feature film or television programme aimed at a specific audience.	No more than four. Each student should contribute to all stages of the production.
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The practical production and evaluation assignment involves pupils completing all aspects of the production process, from concept design and pre-production work to filming, editing and evaluation.