Key Stage 4 Subject Timeline Year 9 to 11
Subject: Media Studies
Exam Board: Eduqas

Year 9 2022-23					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key concept/Skill	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**
UNDERSTANDING THE MEDIA – GENRE: FILM NOIR THEME: THE HEIST **PRINT – NEWSPAPER** What is Media? Introduction to Signification Demonstrate skills of enquiry, critical thinking and analysis of newspapers Analyse and compare how a range of both tabloid and broadsheet newspapers. Use specialist subject-specific terminology appropriately. Use specialist software called Canva to design and create print product. **Career opportunity:** Journalism and Graphic design. `Cultural Capital-`	**UNDERSTANDING THE MEDIA – GENRE: FILM NOIR THEME: THE HEIST** **PRINT - MAGAZINE** Demonstrate skills of enquiry, critical thinking and analysis of a range of magazines in different categories. Analyse and compare how magazines construct and communicate meaning and generate intended interpretations and responses. Show knowledge and understanding of media Issues within the print industry. Use specialist subject-specific terminology appropriately to the print industry.	**UNDERSTANDING THE MEDIA – GENRE: FILM NOIR THEME: THE HEIST** **A/V - FILM** Demonstrate skills of enquiry, critical thinking and analysis of the Film Noir Genre. Analyse and compare how Film Noir products are constructed and communicate meaning and generate intended interpretations and responses. Use specialist subject-specific terminology appropriate to the genre. `Use specialist software called Adobe elements or Canva to create moving image product.`	**UNDERSTANDING THE MEDIA – GENRE: FILM NOIR THEME: THE HEIST** **ONLINE** Demonstrate skills of enquiry, critical thinking and analysis of both the web and Social media. Analyse and compare how websites construct and communicate meanings. Use specialist subject-specific terminology appropriate to all things online. `Use specialist software called Canva to design and create web product.` **Career opportunity:** Web and Graphic design.	**INTRODUCTION TO EXAM TOPIC** **EXAM PREPARATION** **Exploring Media Language & contexts and Representation** **Exploring Media Industries and Audiences** **Television** **Music – Music Video and Online Media** Introduction to Semiology: Analyse `Representation of Gender-` `Matriarchy/Patriarchy.` `Representation of` `Ethnicity.` `Inclusion/Diversity`	**MEDIA LANGUAGE & REPRESRENTATION** Component One Section A: Advertising & Marketing: Focus areas: Media language Representation Media contexts Narrative theory `Media Contexts.` `Patriarchy Gender inequality` `Laura Mulvey "Male Gaze Theory" (Inclusiveness)` `Regulation- Audience as Citizens Livingstone and Lund`

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marketable/transferrable skills	Use specialist software called Canva to design and create print product. **Career opportunity:** Journalism and Graphic design.	**Career opportunity:** Film editing and film director			
End Point	**End Point**	**End Point**	**End Point**	**End Point**	**End Point**
Students develop understanding of how news is reported in and different types of newspaper. To understand the key conceptual issues for the study of magazines To understand the platforms in the media industries To understand the importance of platforms in the media industry To understand how the platforms relate and work with each other in the media industry	Students develop understanding of print media by studying magazine. To develop knowledge and understanding of the codes and conventions of magazine front covers To develop analytical skills by analysing a front cover of a magazine. To develop knowledge and understanding of how language techniques are used to	Students develop understanding of Narrative and how a film is developed and marketed by looking at the film noir genre. Students will explore the difference between a niche and mainstream audience, with particular reference to niche and fandom audiences. Students will explore representations of characters in film noir. Students will explore gender issues with regard to audience expectations	Students develop understanding of online media by studying the digital platform. Students develop understanding of web based media by studying a range of websites. To develop knowledge and understanding of the codes and conventions of websites. To develop analytical skills by analysing a website. To develop knowledge and understanding of	Students develop an understanding of the theoretical framework of media, and contexts as defined in the guidance on assessment objective AO1.	Students consider how media language creates and communicates meaning: Structure and design of the advert Typography Persuasive language techniques Patriarchal narrative male dominated society feminist theoretical perspective

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	appeal to and engage an audience To develop analytical skills by analysing a range of linguistic techniques. To develop understanding of the key concept of representation.	and also the representation of males and females in Film Noir.	how layout techniques are used to appeal to and engage an audience To develop understanding of the key concept of representation in web based media.		
Assessment	**Assessment**	**Assessment**	**Assessment**	**Assessment**	**Assessment**
Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment Exam PPE

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Key concept/Skill	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**
MEDIA LANGUAGE & REPRESRENTATION Component One Section A: Advertising & Marketing: Intro & analysis: This Girl Can and Quality Street Focus areas: Media language Representation Media contexts	**Exam focus on advertising & marketing** Component One Section B: Film Marketing: Intro & analysis: **Spectre and TMWTGG, Pride, GQ** Focus areas: Media Language (poster) Representation (poster) Media Industries (cross-media study) Media Contexts (poster and cross-media study) Curran and Seaton Budget VS Diversity of content and Representations.	**Component One Section A: Newspapers** Component One Section A and B: Newspaper: Intro & analysis: The Guardian & The Sun Focus areas: Media Language Representation Media Industries Audiences Media Contexts Cultural Capital -Left /Right Bias? Newspapers Ideology and Financial structure	**MEDIA INDUSTRIES AND AUDIENCES** Component One Section B: Radio: Intro & analysis: **The Archers** Focus areas: Media Industries Audiences Media Contexts Audience as Active Agents – Uses & Gratification Theory Blulmer and Katz Component One Section B: Video Games: Intro & analysis: **Fortnite** Focus Areas: Media Industries Audiences Media Contexts Regulation. Audience response theory. Audience as "Active" agents, Audience as Citizens	**NEA - Component 3** Introduction to briefs, initial ideas/research Research – analyse similar product Refresher training on equipment software Research – target audience, secondary research. Refresher training on equipment software Research & Planning – Draft of initial ideas, pitch concept treatment Planning – storyboarding, scripting, layout designs etc. Submit Statement of Aims	**NEA - Component 3** Production – filming, photographing constructing layout, copywriting etc. Production – filming, photographing constructing layout, copywriting etc. Production - editing/ constructing design Production Re-shoot/re-drafting as necessary Final editing/ design/polish Production Final editing/ design/polish Submission of media production Cultural Capital – marketable/transferrable skills + Subcultural Capital – inclusiveness/ Diversity of Representations

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End Point	End Point	End Point	End Point	End Point	End Point
Analysis: This Girl Can Comparative analysis with other products Practical application – plan/draft and advert Film marketing: analysis of Bond posters **Inclusiveness – Social purpose Advertising** `.Diversity of representations`	Component One Section B: Film Industry & No time to die. Audience & Spectre Practical task – poster design Component One Section A: Magazines Analysis: GQ ML & reps gender & ethnicity `.Inclusion and Div` `Analysis: Pride ML & reps gender & ethnicity` Comparative analysis with other products Exam focus Practical: Draft magazine practical work in holiday	Introduction & overview Analysis: The Guardian ML & rep Analysis: The Sun ML & rep Comparative analysis with other products Component One Section B: Industry & The Sun Audience & The Sun Exam focus – newspapers (set product and comparison with unseen) **Left/Right Bias dependent on Newspapers Ideology and Financial status**	Component One Section B: Video Games Introduction & overview of Fortnite Industry & Fortnite Audience & Fortnite	Produce a statement of aims to create a media product for an intended Audience Develop practical and decision-making skills Apply knowledge and understanding of media language and representation to a media production Use media language to express and communicate meaning to an intended audience. `Use specialist software called Canva to design and create product based on brief.` **Career opportunity:** Journalism, Graphic design and many more media industry links.	Create a media product that meets the requirements of the set brief, including suitability for the specified form, genre and audience Create a media product which uses media language to communicate meanings and construct representations Use specialist software called Canva to design and create product based on brief. **Career opportunity:** Journalism, Graphic design and many more media industry links. `Marketable/Transferrable skills`

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Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment	Formative Assessment Summative assessment Exam PPE	Mid-term feedback on NEA	10 marks for the statement of aims 20 marks for creating a media product that meets the requirements of the set brief 30 marks for creating a media product which uses media language to communicate meanings and construct representations.

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Year 11 2024-25					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key concept/Skill	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**	**Key concept/Skill**
MEDIA LANGUAGE, REPRESRENTATION & CONTEXTS Component Two Section A: TV Crime Drama: Intro & analysis: **Luther and The Sweeney** Focus areas: Media Language Representation Media Industries Audiences Media Contexts ==Cultural capital==. ==Diversity and Inclusivity –== ==Conglomerates vs Public service Broadcasting==	**MEDIA INDUSTRIES AND AUDIENCES** Component Two Section A: TV Crime Drama: Intro & analysis: **Luther and The Sweeney** Focus areas: Media Language Representation Media Industries Audiences Media Contexts ==Cultural capital==. ==Diversity== ==and Inclusivity – Conglomerates vs Public service Broadcasting==	**MEDIA LANGUAGE, REPRESRENTATION & CONTEXTS** Component Two Section B: Music video and online Intro & analysis: **Katy Perry, Justin Bieber and TLC Waterfalls** Focus areas: Media Language Representation Media Industries Audiences Media Contexts ==Inclusivity/ diversity of== ==Representations==.	**MEDIA INDUSTRIES AND AUDIENCES** Component Two Section B: Music video and online: **Katy Perry and Justin Bieber Online** Focus areas: Media Language Representation Media Industries Audiences Media Contexts	**Revision of all topics/exam Practice**	
End Point	**End Point**	**End Point**	**End Point**	**End Point**	
Analysis of full-length product (Luther) – viewing/key codes	Analysis of full-length product (Luther) – viewing/key codes	==Analysis of contemporary video 1 (Katy Perry) – ML & rep (gender)==	Comparison of older video with contemporary video; exam practice - media language & representation		

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Analysis of key sequences – specific elements of media language Analysis of representations – gender, ethnicity etc. Exploration of relevant contexts in relation to fill length product Exam practice- media language / representations	Analysis of key sequences – specific elements of media language Analysis of representations – gender, ethnicity etc. Exploration of relevant contexts in relation to fill length product Exam practice- media language / representations	Contexts of contemporary music videos, audience response Analysis of contemporary video 2 (Justin Bieber) – ML & rep (ethnicity) Analysis of older music video (TLC)	Analysis of online, social and participatory media for Katy Perry Industry and audience issues Analysis of online, social and participatory media for Justin Bieber Industry and audience issues Exam practice – industry and audience		
Assessment	**Assessment**	**Assessment**	**Assessment**		
Formative Assessment Summative assessment	Formative Assessment Summative assessment Exam PPE	Formative Assessment Summative assessment Test	Formative Assessment Summative assessment Test		

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