



MEDIA STUDIES

Why is the study of Media so important?

Students live in a media-saturated world. They have an accumulation of differing media that is designed to affect them in some way. From video clips on their phones, to TV ads to blockbuster movies, to posters at the bus stop, to the music in their headphones, they are surrounded by media messages for most of their waking hours. Media Studies teaches students to begin to analyse and make sense of them all. Students develop an understanding of what the media is trying to communicate — both on an obvious and a less obvious level. They can then demonstrate an analysis on how they know how much they have been influenced -consciously or subconsciously - by these media messages. Students discuss the idea of whether the media reflects reality or controls the way people view it. Students then use this to create their own media messages and identify how and why they wish to influence a certain audience/consumer/demographic.

Media Studies helps students to develop an important set of skills that will help them navigate the rest of their education and then, their working lives. Media Studies will also help increase students' knowledge and understanding of: literacy, communication, design, planning, presentation evaluation, creativity, critical thinking, research, narrative structure, technology, politics, business, gender stereotyping, geography and demographics, history, psychology, culture and citizenship, as well as several other areas. Students experience aspects of cultural diversity and they become more empathetic as they develop a secure understanding of the views and values of other communities.

Curriculum Ethos

The Media Studies course follows the AQA GCSE Media Studies programme. It is the study of both traditional media (such as radio, newspapers and television) and the newer media (such as the internet and electronic games). Students will also be graded on their literacy skills through their use of spelling, grammar and punctuation. Numeracy skills are explicitly developed through a key understanding of timing in moving images and budgeting when marketing.

Throughout the course, students work on a variety of tasks and in various peer pairings/groupings. This enhances their knowledge and clearly supports any independent work. Students can work in 'real life' situations to offer more depth and understanding about careers in Media.

During their studies in Media students develop a key understanding of codes and conventions demonstrated by different types of media. They also analyse how culture, belief, gender, socio-demographic, psycho-demographic, sexuality, race etc. are explored and

represented in different types of media, for example, bias and opinion demonstrated on television, or representation within advertising.

Students enjoy and excel in Media Studies, as they develop an ownership (through choice of assignments) of their course. They can adapt to differing challenges and set themselves key targets. This course is supportive of future studies and careers.

Within GCSE Media, students get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry.

GCSE Media Studies is a practical introduction to life and work in the industry, students can explore the sector while:

- developing technical skills and techniques
- producing a digital media product in response to a brief
- reviewing and reflecting on the process and outcome.

The course has 4 key components

- 1. Media language
- 2. Media representations
- 3. Media industries
- 4. Media audiences

Throughout the course students develop a deeper understanding of the world beyond examination results by providing them with many real-life opportunities, for example working with the BBC or responding to briefs in role.

Key Assessment Objectives

AQA GCSE MEDIA STUDIES			
Unit Number	Unit Title	Assessment	Weighting
1	Media 1	External exam	35%
2	Media 2	External exam	35%
3	Creating a media product	Internal NEA	30%

Educational Visits

Students may have the opportunity to attend a trip to Paris to focus on the Disney industry. Collaborative tasks with Cowley Sixth Form. Other trips and opportunities are currently being developed, although students often attend other departmental trips to develop skills in a Media context.

Extra-Curricular

Film/Media competitions with several agencies.

BBC Young Reporter

Homework

Homework is set in accordance with the component students are studying and can be individually set due to the differing choices of tasks. All students will research the career paths within their chosen sector.

AQA GCSE Media Studies - Overview		
Term	Year 10	Year 11
Autumn 1	Introduction to all four areas of the theoretical framework, through analysis and short-term practical projects, followed by a practical project on Magazine covers, focusing on Media language and Media representations.	NEA project, eg Brief Three: Magazine Design from the sample briefs – briefs change annually but will be related to the CSPs. The physical creation of the products should take approximately 30 hours. Planning does not have to be submitted, beyond the statement of intent, but time obviously has to be given for planning, so that students can make the best product possible. Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for 'catch-up' for students missing lessons (due to mocks etc) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.
Autumn 2	Study Advertising and marketing CSPs (Close study products) and other print marketing products. Start mock NEA project, using sample Brief Five: Print adverts for watches, to develop students' technical skills and to introduce the overall approach to NEA. Will also help to consolidate learning	NEA project

	<p>about advertising and marketing by engaging with it through practical work.</p> <p>CSPs Advertising and marketing (targeted, focusing on Media language and Media representations)</p>	
Spring 1	<p>Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of year 11 are covered.</p> <p>For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Students should be gaining practice in unseen analysis, using print, printed website, video and audio clips. Students should be having regular quick quizzes to test recall of terminology and subject content.</p>	<p>CSPs Newspapers (in-depth, all four areas of the theoretical framework)</p> <p>CSPs Television (in-depth, all four areas of the theoretical framework)</p>
Spring 2	<p>CSPs Film industry (targeted, focusing on Media industries)</p> <p>CSPs Music videos (targeted, focusing on Media audiences and Media industries)</p> <p>CSPs Radio (targeted, focusing on Media industries and Media audiences)</p>	<p>Revision of the four areas of the theoretical framework, plus each of the CSPs.</p>
Summer 1	<p>Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of year 11 are covered.</p> <p>For each group of products, cover analysis, knowledge and practical skills, plus using other related products.</p>	<p>Revision of the four areas of the theoretical framework, plus each of the CSPs.</p> <p>External exams</p> <p>Media One Media Two</p>

	Students should be gaining practice in unseen analysis, including analysing video and audio clips.	
Summer 2	CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework). Revision CSPs (targeted, focusing on media language and representations).	