



Year 10 Media Studies Curriculum Overview 2024-25

We prepare pupils for the EDUQAS GCSE Media Studies qualification.

Rationale: Our approach to teaching & learning is to encourage the following: collaboration; inquisitiveness; a questioning attitude; valuing evidence over opinion & listening to opposing viewpoints. Students will be assessed regularly and will be provided with models for revision before each assessment. They will also undertake the creation of their own revision grids after every topic so that they have the opportunity to digest what they have learned and have useful revision resources for the exam in Year 11. In year 10 we encourage pupils to find their own “voice” so that in Year 11 they will have the confidence to think for themselves and formulate arguments and views based on the weighing up of evidence. In year 10 we will not just deliver the curriculum but also consider the wider societal implications of the relationship between the media and our pupils. In particular, we will consider how a critical consumption of the media can prepare pupils to make informed decisions as citizens in adult life. We will not neglect exam preparation and technique but we will prioritise helping pupils gain the confidence to think for themselves.

Teacher 1 will use the Induction period to introduce pupils to the **Media Studies Analytical Framework:** Media Language; Representation; Ideology; Context; Industry & Audience. These concepts underpin all the analytical and practical work that students will do over the course of GCSE Media Studies. Once the induction is complete, pupils will continue to develop their understanding of these concepts by studying Component 1 and Component 2 set texts. Broadly speaking, the pupils will alternate between learning about Component 1 Section A Set Texts and Component 1 Section B Set Texts up until the end of Autumn 2. Section A focuses more on interpreting and analysing meaning in a semiotic way, whereas Section B requires more factual knowledge and the ability to analyse how Media Industries have evolved. In the Spring Term, pupils will take on Section B of Component 2 – thereby ensuring pupils are exposed to and practising the full range of knowledge and analytical skills they need to successfully complete examinations in our subject.

Teacher 2 will focus exclusively on Component 3: a Non-Examined Assessment (coursework which is worth 30% of the GCSE. Teacher 2 has an important role in reinforcing the Media Studies Analytical framework through its application in a practical context. Our department intent is to provide students with opportunities to be creative and imaginative and to develop practical competence. Not just because these are qualities and skills that are key to successfully completing the coursework component in Summer 1 and 2, but because they are also enjoyable and rewarding undertakings in themselves. The coursework component also develops soft skills that are valued by employers in many fields and admissions tutors in higher education institutions. To this end, we will have 1 hour a week devoted to practical work until early March. This is so that students acquire a high degree of competence in the use of Photoshop and Indesign and also learn how to plan, organise and take the lead in delivering a practice project. The aim is to build pupil confidence, develop independence, and develop a process driven and problem-solving approach to creative work,

By dedicating an hour every week to the NEA not only will this embed Photoshop, Indesign and Photography skills but it will also reinforce the processes that pupils have to use to ensure an efficient and smooth completion of the actual NEA. When the exam board releases the NEA Briefs for 2025 entry in early March BOTH teachers will switch to delivering coursework. This is to ensure that the NEA / coursework is completed before the summer break which will allow pupils to focus exclusively on the examined units in Year 11.

Summary of Components:



Commitment, **O**ppportunity, **R**espect & **E**xcellence
for all and in all that we do

Component 1: Exploring the Media
 Written examination: 1 hour 30 minutes
 40% of qualification

Section A: Exploring Media Language and Representation
 This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- **one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences
 This section assesses **two** of the following media forms: film, newspapers, radio, video games. It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 2: Understanding Media Forms and Products
 Written examination: 1 hour 30 minutes
 30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- **one** question on **either** media language **or** representation, which will be based on an extract from **one** of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- **one** question on **either** media language **or** representation (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Component 3: Creating Media Products
 Non-exam assessment
 30% of qualification

An **individual** media production for an intended audience in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of **media language** and **representation**.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
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<p>Autumn 1</p>	<p>Teacher 1</p> <p>Induction: The Analytical Framework: The Man with the Golden Gun.</p> <p>C1SA Media Language: Magazine Front Covers: Vogue & GQ Film Posters: Man with the Golden Gun & No Time to Die Print Adverts: Quality Street & This Girl Can</p> <p>Teacher 2</p> <p>Induction: Indesign & Photoshop Film Posters</p> <p>START PRACTICE C3 NEA : FILM MARKETING: the Horror Genre</p>	<p>Live Marking & Teacher Guided Self-Assessment while C1SA / C1SB Set Texts are being delivered.</p> <p>Formal Assessment</p> <p>A1 Induction Diagnostic</p> <p>A1a Practical skills & effort diagnostic</p> <p>A2 C1SA Media Language</p> <p>*We have fewer but more extensive assessments to recreate the conditions of the real exam. Pupils also receive feedback and actions to work when these formal assessments are marked.</p> <p>When learning about a set text, pupils will also practice PETE paragraphs (Point; Example; Terminology; Explanation)</p> <p>They will receive feedback on these from the teacher through LIVE MARKING (as they are writing them). This will be done in rotation so not every paragraph will be marked by a teacher. But ALL PETE paragraphs will be subject to Guided Self-Assessment.</p>	<p>Homework Tasks: 30 minutes a week Revision of Set Texts covered in Y9 Resources to support on Go4Schools/Teams AND C3 NEA preparation / completion tasks.</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Quizlet Quizzes Brainscape.com</p> <p>The Media Magazine</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS Component 2 TV Crime DRAMA: Link1 EDUQAS Component 2 TV Crime DRAMA: Link2</p> <p>EDUQAS Component 2: Music Industry: Link1 EDUQAS Component 2: Music Industry: Link2 EDUQAS Component 2: Music Industry: Link3</p> <p>EDUQAS text and revision books are available in the library</p>
<p>Autumn 2</p>	<p>Teacher 1</p> <p>C1SB Video Game Industry & Audience</p>	<p>Live Marking Teacher Guided assessment</p>	<p>Homework Tasks: 30 minutes a week Revision of Set Texts covered in Y9 Resources to support on Go4Schools/Teams</p>

	<p>Teacher 2 Continue PRACTICE C3 NEA : FILM MARKETING: the Horror Genre</p>	<p>Formal Assessments:</p> <p>A3 C1SB Video Game Industry: Fortnite & C1SA Media Language</p> <p>A4 PRACTICE SOA & Planning</p>	<p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Seneca Quizzes Quizlet Quizzes</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p>
Spring 1	<p>Teacher 1 C1SA Context & Representation: Magazine Front Covers: Vogue & GQ Film Posters: Man with the Golden Gun & No Time to Die Print Adverts: Quality Street & This Girl Can</p> <p>Teacher 2 Complete PRACTICE C3 NEA : FILM MARKETING: the Horror Genre & EXTENSION Activities</p>	<p>Live Marking Guided Teacher Self Assessment</p> <p>Formal Assessments</p> <p>A5 C1SA Representation & Context & C1SA Media Language</p> <p>A6 PRACTICE C3 Horror film Marketing</p>	<p>Homework Tasks: 30 minutes a week Revision of Set Texts covered in Y9 and Autumn Term of Y10. Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Quizlet Quizzes</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p>
Spring 2	<p>Teacher 1</p>	<p>Live Marking Guided Teacher Self Assessment</p>	<p>Homework Tasks: 60 minutes a week Revision of Set Texts covered in Y9 and Autumn Term of Y10.</p>

	<p>C2SB MUSIC INDUSTRY, Audience & Online: MEDIA LANGUAGE Taylor Swift, Bad Blood (2014) & Justin Bieber, Intentions (2020) & TLC Waterfalls</p> <p>Teacher 2 START C3 NEA 2026 ENTRY BRIEF</p>	<p>Formal Assessment</p> <p>A6 C2SB Music Industry: Media Language</p>	<p>Resources to support on Go4Schools/Teams</p> <p>Optional</p> <p>Mrs Fisher Revision Videos: Example Link BBC Bitesize: Link Seneca Quizzes Quizlet Quizzes</p> <p>EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link</p> <p>EDUQAS text and revision books are available in the library</p>
Summer 1	<p>Teacher 1</p> <p>C2SB MUSIC INDUSTRY, Audience & Online: REPRESENTATION & Context Taylor Swift, Bad Blood (2014) & Justin Bieber, Intentions (2020) & TLC Waterfalls</p> <p>Teacher 2 CONTINUE NEA 2026 ENTRY BRIEF</p>	<p>Assessment:</p> <p>Ongoing feedback on NEA in class.</p> <p>Formal assessment A6 C2SB Music Industry: Representation</p> <p>Draft Construction marked – feedback & actions via TEAMS</p>	<p>Homework Tasks: Time will depend on progress in class with coursework: 30 - 120 minutes a week:</p> <p>Coursework catch up; Research Planning Photography</p>
Summer 2	<p>Teacher 1 C3 NEA</p> <p>Teacher 2 SUBMIT C3 NEA ready for 2026 ENTRY</p>	<p>Formal Assessment</p> <p>&</p>	<p>Homework Tasks: Time will depend on progress in class with coursework: 30 - 120 minutes a week:</p> <p>Coursework catch up; Research</p>

		Grading of C3 NEA Film Marketing Brief submission ready for 2026ENTRY.	Planning Photography AND Independent Revision in preparation for Progress exam using NLS Media revision Grids.
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