

## KS4 Long Term Curriculum Plan: Media Studies/Year 11 2025-2026

**Curriculum Aim:**

In Media Studies we aim to prepare students for their GCSE exams whilst also allowing students to have an evaluative view of the motivations of Media industries and make students more active consumers of Media texts. GCSE Media studies prepares students to make informed decisions about further study and progression to A level or employment.

**Link to prior learning:** The subject builds on key analytical skills learnt in English where students are able to infer and determine effects on readers/audiences

**Rationale of sequencing:** We begin the second year of the course by focusing on the NEA (Non examined assessment) which draws on students' knowledge of the **Set Products** studied (media texts we must study) which allows students to apply a full range of media skills to their practical work. This also allows for the teaching of Language and representation first; areas which underpin the entire theoretical framework. We will later embed the vocabulary and skills gained through the study of other set products, working towards knowledge of all 4 strands of the theoretical framework in Media Studies.

There will be a vocabulary test every 2 weeks to ensure that the Media Studies terminology is learned and embedded in practice.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	<b>Media NEA</b>	<p>Students will plan and produce a practical media product based on their knowledge of the CSPs and using their practical media skills. They will do the following:</p> <ul style="list-style-type: none"> <li>• apply knowledge and understanding of media language and representation from the theoretical framework to a media production</li> <li>• use media language to express and communicate meaning to an intended audience</li> </ul> <p>The following media forms and frameworks will form the basis of all set briefs:</p> <p><b>Television</b></p> <ul style="list-style-type: none"> <li>• Create a sequence from a new television programme or a website* to promote a new television programme.</li> </ul> <p><b>Advertising and Marketing: Music</b></p> <ul style="list-style-type: none"> <li>• Create a music video or a website* to promote a new artist/band.</li> </ul> <p><b>Advertising and Marketing: Film</b></p> <ul style="list-style-type: none"> <li>• Print-based marketing material for a new film.</li> </ul> <p><b>Magazines</b></p> <ul style="list-style-type: none"> <li>• Create a new print or online magazine</li> </ul>	Students' work and statement of aims is assessed against the exam board mark scheme and marks are verified by the exam board. The NEA is worth 30% of the entire GCSE qualification.
Autumn 1	<b>Print Media</b>  Newspapers	<p>Students will explore and compare <b>Media Language, Media Audiences, Media Representation and Media Industries</b> related to: <b>The Guardian</b> (18 January 2022) <b>The Sun</b> (01 January 2021) newspapers. Students will understand/undertake the following:</p> <ul style="list-style-type: none"> <li>• Key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.</li> <li>• analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses</li> <li>• use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately</li> <li>• respond through discursive writing to show knowledge and understanding of media issues</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>	<p>Component 1 style exam questions focusing on magazines/Newspapers which assess knowledge of:</p> <ul style="list-style-type: none"> <li>-Media language</li> <li>-Media Representation</li> <li>-Media Audiences</li> <li>-Media Industries</li> </ul>

Autumn 2	<p><b>Music Videos</b></p> <p><b>&amp;</b></p> <p><b>Online, Social and Participatory Media</b></p>	<p>Students will Explore and compare <b>Media Audiences</b> and <b>Media Industries</b> related to: Taylor Swift’s – ‘The Man’ 2020 <a href="https://www.youtube.com/watch?v=K31qghK8tG8">Taylor Swift - The Man (Official Video) (youtube.com)</a> and Stormzy’s – ‘Superheroes’ 2020 <a href="https://www.youtube.com/watch?v=K31qghK8tG8">STORMZY - SUPERHEROES (youtube.com)</a></p> <p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses</li> <li>• use relevant theories or theoretical perspectives and relevant subject-specific terminology</li> <li>• respond through discursive writing to show knowledge and understanding of media issues</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul> <p>Students will also be studying TLC’s ‘Waterfalls’ as an example of a music video from the past, to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.</p> <p>The role of social and participatory media in relation to an artist's website will be studied. Reference should be made at least to Facebook and Twitter although other social and participatory media (such as Instagram, Pinterest and YouTube) may be considered. These can be accessed through each of the artist's websites.</p>	<p>Component 2 section B style exam questions focusing on music Videos, which assess knowledge of;</p> <p>-Media language -Media Representation -Media Audiences -Media Industries</p>
Spring 1 and Spring 2	<p><b>Television</b></p> <p><b>Man Like Mobeen</b>, Series 1, Episode 2: Wifey Riddim</p> <p>And</p> <p>Plus a ten minute extract from: <b>Friends</b>, Season 1, Episode 1 (1994, cert. 12)</p>	<p>Media language Representation Media contexts</p> <p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses</li> <li>• use relevant theories or theoretical perspectives and relevant subject-specific terminology</li> <li>• respond through discursive writing to show knowledge and understanding of media issues</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul> <p>Students will undertake a study of a complete episode of a contemporary programme (Man Like Mobeen) and one ten minute extract from an episode of a programme produced in the past (Friends). The extract is selected by the class teacher and must be at least ten minutes in length and comparable with the complete episode. It will enable learners to explore all aspects of the media theoretical framework, which includes the following main areas:</p> <ul style="list-style-type: none"> <li>• how the complete episode and the chosen extracts reflect the society and culture of the time in which they were made</li> <li>• what the complete episode and extract suggest about the representations of gender, ethnicity and age</li> <li>• key aspects of the broadcasting industry</li> <li>• key audience issues.</li> </ul>	<p>Component 2 section A style exam questions focusing on music Videos, which assess knowledge of;</p> <p>-Media language -Media Representation -Media Audiences -Media Industries</p>

<p><b>Summer 1</b></p>	<p><b>Revision of all Media Set texts</b></p>	<p>Recall and revision of all aspects of the theoretical framework and close application to the set products studied</p>	<p>Component 1 and 2 style exam questions focusing on all Set products covered throughout the course</p>
------------------------	---	--	--

Further Information

The Course Specification <https://www.eduqas.co.uk/media/1ckd54eo/eduqas-gcse-media-studies-spec-from-2017-e-30-03-2023.pdf> Wider reading can be found on The English and Media Centre website: <https://www.englishandmedia.co.uk/mediamag-login> Username: chacemediamag Password: mediaandfilm

**In analysing the media, students will develop the skills to:**

- analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses
- respond through discursive writing to show knowledge and understanding of media issues
- use specialist subject specific terminology appropriately

DFE Subject content: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496451/Media\\_studies\\_GCSE\\_subject\\_content.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496451/Media_studies_GCSE_subject_content.pdf)