

Year 10 Topics

In year 10 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
1. Introduction to the Media & the Theoretical Framework	The theoretical framework underpins all elements of the media GCSE.	Media Language- students will understand how the media communicates meaning through forms and codes and conventions.	Encode, decode, genre, visual codes, technical codes, language codes, signs, semiotics, denotes, connote, connotations, polysemic, codes and conventions, mise en scene, narrative, enigma	AO1 Demonstrate knowledge and understanding of: the theoretical framework of media contexts of media and their influence on media products and processes. AO1 1a Demonstrate knowledge of the theoretical framework of media. AO1 1b Demonstrate understanding of the theoretical framework of media. AO1 2a Demonstrate knowledge of contexts of media and their influence on media products and processes. AO1 2b Demonstrate understanding of contexts of media and their influence on media products and processes. AO2 Analyse media products using the theoretical framework of media,
	Consisting of:	Representation- how the media portray events, issues, individuals and social groups.	Social and cultural contexts, stereotypes, subvert, construct, versions of reality, mediation, position the audience, gender, feminist movement, masculinity, femininity, age, male gaze, ethnicity, minority groups	
	Media Language Representation Industry Audience	Media Industries: How the media industries' processes of production, distribution and circulation affect media forms and platforms.	Production, distribution, circulation, consumption, production values, Ofcom, convergence	
		Audiences: How media forms target, reach and address audiences, how audiences interpret and respond to them, and how audience members become producers themselves.	Passive consumers, active audience, interact, target audience, categorise, demographics, psychographics, appeal, primary audience, secondary audience, mode of address, engages, preferred reading, negotiated, oppositional reading, contexts	

				including in relation to their contexts, to make judgements and draw conclusions. AO2 1a Analyse media products using the theoretical framework of media, including in relation to their contexts. AO2 1b Make judgements and draw conclusions.
2. Component 1 Exam 1 Exploring the Media Analysing print adverts Quality Street This Girl Can	To develop the students' ability to analyse print media products Students should consider how social and historical contexts influence media products	To understand and identify the code and conventions of print media products	Intertextuality, montage	AO2 1a Analyse media products using the theoretical framework of media
		To identify different types of advertising e.g. commercial and non-commercial.	House style, brand identity, masthead, foreground and background, typography	
		To explore historical advertisements in order to develop the students understanding of how contexts can influence media products	Copy, specialist lexis, direct mode of address	
		To explore the impact of technological advances in the industry	Advertising campaign, unique selling point, consumer goods, services, brand and aspiration.	
		To explore social context e.g. the prosperous period post WW2	Logo, slogan, hyperbole, wordplay	
3. Component 1 Exam 1	Revisiting narrative theoretical framework to underpin knowledge in this areas. Students will analyse the	Media Theorists – students will engage with Propp's theory of narrative and apply this to both James Bond posters	Transformation Cliff-hanger Quest Protagonist Antagonist Binary opposites	AO1 2a and b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes

Exploring the Media Analysing film posters Spectre The Man with the Golden Gun Analysing magazine front covers- Pride GQ	narrative elements across both film posters. Revisiting theoretical perspectives on representation to underpin knowledge in this areas. Students will analyse these elements across both of the magazines.		Abstract concepts	AO2 1a and 1b Analyse media products using the theoretical framework of media to make judgements and draw conclusions
		Representation (focus on gender and ethnicity) - how the media portray events, issues, individuals and social groups.	Stereotypes (upholding and subverting) Gender Masculinity Femininity (links to feminist movement to be explored)	
		Students will also begin to look at concepts like enigma code and binary opposites.		
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<p>4. Component 1 Exam 1 Exploring the Media</p> <p>Newspapers</p> <p>The Guardian</p> <p>The Sun</p>	<p>Newspapers are studied in Section A and Section B of component one.</p> <p>Students must understand the impact of industry (ownership, audience and representation).</p> <p>Students study the set texts: The Sun and The Guardian</p>	<p>Students must understand the differences between a broadsheet and a tabloid.</p> <p>Students must understand the use of demographics and target audience to and how this affects the content. Students will begin to use theoretical perspectives to critically analyse the texts.</p> <p>Students must understand the changing face of the media and comprehend how and why the newspaper is regulated.</p> <p>Students will understand and realise how events and issues are represented in the media and how political bias can inform content.</p>	<p>GATE KEEPERS</p> <p>News values</p> <p>Hard news</p> <p>Soft news</p> <p>Phone-hacking scandal</p> <p>Self-regulated</p> <p>IPSO</p> <p>Paywall</p> <p>Masthead</p> <p>House style</p> <p>VALS</p>	<p>AO1 2a and b</p> <p>Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes</p> <p>AO2 1a and 1b</p> <p>Analyse media products using the theoretical framework of media to make judgements and draw conclusions</p>
<p>5. Coursework Production for 10-12 weeks</p> <p>Research</p> <p>Statement of Aims 250 words</p> <p>Production</p>	<p>Develop practical production skills</p> <p>Respond to a brief set by Eduqas</p> <p>Draw together knowledge, understanding and skills you have gained in Component 1.</p>	<p>Use codes and conventions of media language effectively.</p> <p>Follow a brief</p> <p>Construct representations</p>	<p>Audio-visual, website, print-based, marketing, online, magazine, narrative, briefs, original material, production, equipment, software, storyboard, creative process, camera, filming, script, enigma, copyright, homepage, mock-ups, images, text, sounds and moving image, masthead, strapline, cover price, barcode, cover lines, double page spread, stand first, menu bar</p> <p>Design, narrative, social groups, stereotypes, genre, research,</p>	<p>Students will produce a good, reasonably detailed statement of relevant aims which responds to the brief and targets the intended audience • The aims demonstrate a plan for a reasonably consistent use of appropriate conventions and generally purposeful representations • Good evidence of application of knowledge and</p>

			<p>planning, primary, secondary, textual analysis, questionnaire, camera shots, camera angles, characters, narrative, disruption, locations, diegetic sound, editing</p>	<p>understanding of the theoretical framework of media through use of appropriate subject specific terminology</p>
		<p>Create a production for a target audience</p>	<p>Age, gender, class, target audience, code of costume, code of gesture, dialogue, audience appeal</p>	<p>Students will create a product that demonstrates a good realisation of the brief that uses conventions generally relevant to the chosen form or genre</p> <ul style="list-style-type: none"> • A good realisation of the brief that is likely to engage the intended audience through a mode of address which is appropriate • The product addresses the requirements set out in the brief; almost all elements of the tasks are completed <p>A good use of media language in the product to communicate meanings in a reasonably complex way, with a good control of connotations, and to imply points of view, not always intentionally</p> <ul style="list-style-type: none"> ☐ A good product that constructs an effective narrative or design (as appropriate) ☐ A good use of media language in the

				product to construct generally appropriate representations
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