

## Statement of Intent

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer.

The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

## Key Stage 4 Curriculum

The students will complete the Eduqas GCSE Media Studies course which has a focus on the 4 strands of the Theoretical Framework. It is divided into three components: one non-examined assessment (30% of total marks) and two written exams (70% of total marks). During the course the students will attend 3 lessons a week and will be expected to complete 45 minutes of homework per week.

## Key Stage 5 Curriculum

The students will complete the Eduqas A Level Media Studies course which has a focus on the 4 strands of the Theoretical Framework. It is divided into three components: one non-examined assessment (30% of total marks) and two written exams (70% of total marks). During the course the students will attend 5 lessons a week and will be expected to complete a number of homework tasks per week.

## Extended Learning

### What we offer to extend the learning of our students

We have a range of exciting extra-curricular clubs. Initiatives and opportunities. Currently we offer; The BBC News School Report scheme, a national competition run in conjunction with the BBC, this is run in conjunction with the Equality and Diversity club at KS3. We also run the Young Reporters initiative aimed at KS4 and KS5 students which involves working with the Wimbledon Guardian newspaper to produce a number of reports which appear on their website. We also take part in the Wimbledon Book Festival where students produce documentaries in conjunction with professional production companies, which are then exhibited at this event.

### What parents can do to support extended learning in this subject

To support, parents could encourage wider reading around the subject by reading periodicals such as Sight and Sound magazine, or Media Mag. Encourage students to investigate media theory through studying websites such as [mediaknowall.com](http://mediaknowall.com) and [theory.org](http://theory.org). Make available a wide range of media forms and texts such as newspapers, magazines, and get students to watch a range of both mainstream and alternative films and TV programmes. Encourage students to look at the context of the media text, how does it relate to the social/historical/cultural period in which it was produced?

## KS4 Curriculum Map

### Eduqas GCSE Media Studies

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Component One Section A - Advertising and Marketing <ul style="list-style-type: none"> <li>This Girl Can</li> <li>Quality Street</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul>	Component One Section A - Advertising and Marketing <ul style="list-style-type: none"> <li>The Man with the Golden Gun</li> <li>Spectre</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul>	Component Two Section A - TV Crime Drama <ul style="list-style-type: none"> <li>Luther</li> <li>The Sweeney</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Component Two Section A - Magazines <ul style="list-style-type: none"> <li>Pride Magazine</li> <li>GQ Magazine</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Media Context</li> </ul>	Component One Section A – Newspapers <ul style="list-style-type: none"> <li>The Sun</li> <li>The Sun Website</li> <li>The Guardian</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Component 3 – Non-Examination Assessment <ul style="list-style-type: none"> <li>Magazine/Film Marketing print</li> </ul>
Year 11	Component Two Section B - Music Video <ul style="list-style-type: none"> <li>Taylor Swift – Bad Blood</li> <li>Pharrell Williams - Freedom</li> <li>Duran Duran – Rio</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Component Two Section B - Music Video <ul style="list-style-type: none"> <li>Taylor Swift – Bad Blood</li> <li>Pharrell Williams - Freedom</li> <li>Duran Duran – Rio</li> </ul> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Component One Section B - Video Games <ul style="list-style-type: none"> <li>Pokemon Go/Fortnite</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Component One Section B – Radio <ul style="list-style-type: none"> <li>The Archers</li> <li>Audience</li> <li>Industry</li> <li>Media Context</li> </ul>	Revision <ul style="list-style-type: none"> <li>Component 1 &amp; 2</li> <li>All set texts</li> </ul>	

## KS5 Curriculum Map

## Eduqas A Level Media Studies

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	<p>Introduction to the Media and the Theoretical Framework</p> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component One Section A: Advertising and Marketing</p> <ul style="list-style-type: none"> <li>• Tide print advert</li> <li>• Kiss of the Vampire film poster</li> <li>• Water Aid audio-visual advert</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Media Context</li> </ul>	<p>Component Two Section B: Film Industry</p> <ul style="list-style-type: none"> <li>• Black Panther</li> <li>• I Daniel Blake</li> </ul> <ul style="list-style-type: none"> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component One Section A: Newspapers</p> <ul style="list-style-type: none"> <li>• Daily Mirror</li> <li>• The Times</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component One Section A: Music Video</p> <ul style="list-style-type: none"> <li>• Dizzee Rascal – Dream</li> <li>• Vance Joy – Riptide</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Media Context</li> </ul>	<p>Component 3 – Non-Examination Assessment</p> <ul style="list-style-type: none"> <li>• Magazine/Film Marketing print</li> </ul>
Year 13	<p>Component Two Section B: Magazines</p> <ul style="list-style-type: none"> <li>• Vogue</li> <li>• Big Issue</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component One Section B: Radio</p> <ul style="list-style-type: none"> <li>• Late Night Woman’s Hour</li> </ul> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul> <p>Component One Section B: Video games</p> <ul style="list-style-type: none"> <li>• Assassins Creed</li> </ul> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component Two Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> <li>• Zoella</li> <li>• Attitude</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Component Two Section A: TV</p> <ul style="list-style-type: none"> <li>• The Bridge</li> <li>• Life on Mars</li> </ul> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Representation</li> <li>• Audience</li> <li>• Industries</li> <li>• Media Context</li> </ul>	<p>Revision</p> <ul style="list-style-type: none"> <li>• Component 1 &amp; 2</li> <li>• All set texts</li> <li>• All Theories</li> </ul>	