

Curriculum Mapping: Media Studies Years 10-11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme
	Media Language	Audience	Representation	PPE/ Representation	Institution	Practice Coursework NEA
	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts Tier 3 vocabulary
Year 10 – FAIR – Media Paper 1	<p><i>FORM: the physical construction of a media text.</i></p> <p><i>Camera shot and angles, mise en scene, editing, sound, diegetic and non-diegetic, Prop's character types, equilibrium theory, narrative, linear and non-linear, action and enigma codes, denotation and connotation, encoding and decoding, signifier and signified, semiotics, binary opposition, genre and generic conventions, codes and conventions and intertextuality.</i></p>	<p><i>Target, peripheral audience, active and passive, uses and gratifications, ACORN scale, demographic, physiographic, CAGE, uses and gratification theory, hypodermic syringe, mirror aspirations, mass and niche audience.</i></p>	<p><i>Stereotype, challenging stereotype, identity, misrepresentation, hegemony, Mulvey's male gaze, intertextuality, bias, framing</i></p>	<p><i>Media Studies Paper 1:</i></p> <ul style="list-style-type: none"> <i>Media Language and representations (Section A)</i> <i>Media audiences and institution (section b)</i> 	<p><i>Ideology, company, values and beliefs, conglomerate, subsidiary, integration, vertical and horizontal integration, ownership, regulation, regulatory body, censorship, gatekeeping, media convergence, globalisation, diversification, independent media, mass media, monopoly, framing and public service broadcasting.</i></p>	<p><i>Brief, research, primary and secondary research, planning, pre-production, production, post-production, evaluation, assessment criteria, media product, FAIR, treatment, storyboard, script, shot list, editing, statement of intent and justification.</i></p>
	<p>Justification:</p> <p>Media language is a foundational aspect that underpins the analysis and interpretation of media texts across various platforms and genres. This unit focuses on developing students' understanding of the key elements and techniques used in media production, enabling them to critically evaluate how meaning is constructed and communicated. Aligned with the AQA GCSE Media Studies specification, the Media Language unit provides students with essential knowledge and skills to deconstruct and analyse media texts effectively.</p> <p>The primary aim of this unit is to enable students to recognise and analyse the structural and stylistic features of media texts, including film, television, advertising, and digital media. Through the exploration of concepts such as semiotics, narrative structures, cinematography, sound design, editing techniques, and genre conventions, students will develop a nuanced understanding of how meaning is created and conveyed in media. By engaging with a diverse range of media examples and case studies, students will learn to identify patterns, codes, and conventions used by media producers to shape audience interpretations. This builds upon areas covered in the key stage three-year 9 unit – Introduction to Media Studies.</p>	<p>Justification:</p> <p>Audience is a crucial aspect of media analysis and production. This unit focuses and builds on the dynamic relationship between media texts and their audiences, providing students with the knowledge and skills to critically evaluate how media messages are received and interpreted. This links to Key Stage 3 literature-based analysis for example the year 8 gothic creative writing; students were assessed to construct a script with a mindful consideration and connection to audience. Aligned with the AQA GCSE Media Studies specification, the Audience unit empowers students to understand the diverse ways in which audiences engage with and make meaning from media content.</p> <p>The primary objective of this unit is to enable students to explore the complex interplay between media texts, producers, and audiences. By examining audience theories such as uses and gratifications, reception theory, and audience segmentation, students will gain insight into the motivations, preferences, and behaviours of media consumers. Through the analysis of case studies and real-world examples, students will develop an understanding of how media producers target specific audiences and shape their content to appeal to different demographic groups.</p>	<p>Justification:</p> <p>Representation is a core theme that underpins the analysis and creation of media texts. This unit focuses and extends on developing students' understanding of how individuals, groups, and communities are portrayed in media, while also providing them with the opportunity to critically analyse and challenge dominant representations. This has direct parallels and connections to both KS3 and KS4 literature texts – where students critically evaluate how representations and stereotypes might affect characterisation. Aligned with the AQA GCSE Media Studies specification, the Representation unit empowers students to engage in nuanced discussions about identity, diversity, and social justice in the media.</p> <p>The primary objective of this unit is to enable students to recognise and critique representations in media texts, including film, television, advertising, and digital media. Through the exploration of case studies, media examples, and theoretical frameworks, students will develop their skills in media analysis, identifying stereotypes, biases, and power dynamics inherent in media representations. By engaging in discussions and activities that challenge dominant narratives, students will develop a critical lens through which to interpret and evaluate media content.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> Galaxy Chocolate NHS – Representation 	<p>Justification:</p> <p>Preparing for mock examinations or PPE (Pre-Public Examinations) is a crucial component of students' academic progression and assessment readiness. This unit focuses on consolidating, enhancing and building students' knowledge and skills across key topics and themes covered in the Media Studies curriculum, providing them with the opportunity to demonstrate their understanding and proficiency in exam-style assessments. Aligned with the AQA GCSE Media Studies specification, the Mock Examination unit ensures that students are well-prepared to succeed in their formal examinations and achieve their academic goals.</p> <p>The primary objective of this unit is to simulate the conditions and expectations of the actual GCSE Media Studies examination, allowing students to familiarise themselves with the format, structure, and types of questions they will encounter in Media Paper 1. Through the administration of mock exams or PPEs, students will have the opportunity to practice their exam technique, time management, and critical thinking skills under timed conditions. By receiving feedback and guidance from teachers, students can identify areas of strength and areas for improvement, enabling them to refine their revision strategies and study habits.</p>	<p>Justification:</p> <p>An understanding in institutions is essential for comprehending the broader structures and processes that shape media production, distribution, and regulation. This unit focuses on the study of media institutions, developing their prior knowledge as well as providing students with insights into the economic, social, and political factors that influence media content and industry practices. Aligned with the AQA GCSE Media Studies specification, the Institution unit equips students with the knowledge and critical thinking skills necessary to analyse the role of media institutions in shaping media texts and cultures.</p> <p>The primary objective of this unit is to enable students to explore the complex network of media institutions, including production companies, broadcasters, streaming platforms, regulatory bodies, and advertising agencies. Through case studies, industry profiles, and historical analyses, students will gain an understanding of the economic models, ownership structures, and regulatory frameworks that govern media industries. By examining the concentration of media ownership, media convergence, and global media flows, students will develop a nuanced understanding of the power dynamics and inequalities inherent in media institutions.</p> <p>CSPs Covered:</p>	<p>Justification</p> <p>Practice coursework, also known as Non-Exam Assessment (NEA), plays a pivotal role in allowing students to apply theoretical knowledge and practical skills to produce their own media products. This unit focuses on the planning, production, and evaluation of media texts, providing students with the opportunity to demonstrate their creativity, technical proficiency, and critical understanding of media concepts. Aligned with the AQA GCSE Media Studies specification, the Practice Coursework unit empowers students to engage in hands-on media production while developing key transferable skills such as teamwork, problem-solving, and project management.</p>

	<p>CSPs Covered:</p> <ul style="list-style-type: none"> Kim Kardashian Lara Croft Go 	<ul style="list-style-type: none"> OMO 	<p>CSPs Covered:</p> <ul style="list-style-type: none"> Tatler Heat 	<ul style="list-style-type: none"> Black Widow I, Daniel Blake 	
<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback)</p> <ul style="list-style-type: none"> How has a print product poster been effectively designed to appeal to audiences? <p><i>In class assessment: 16 maker question based on an unseen media text.</i></p> <ul style="list-style-type: none"> How has the product been effectively constructed to communicate meaning and to engage audiences? 	<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback)</p> <ul style="list-style-type: none"> Who is the target audience of this product? How has the text been constructed to appeal to audiences? <p><i>In class assessment :20 maker question based on the studied CSP texts.</i> Answer with reference to:</p> <ul style="list-style-type: none"> Lara Croft GO Kim Kardashian: Hollywood 	<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback);20 maker question based on the studied CSP texts.</p> <ul style="list-style-type: none"> Representations of gender, race and identity in the CSP products Galaxy; NHS Blood and OMO <p><i>In class assessment :20 maker question based on the studied CSP texts. Representation and construction Answer with reference to the front cover of Tatler and Heat magazine [20 marks]</i></p>	<p>Assessment: <i>Media Studies Paper 1:</i></p> <ul style="list-style-type: none"> Media Language and representations (Section A) Media audiences and institution (section b) <p><i>Featuring the studies CSPS</i></p>	<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback);20 maker question</p> <ul style="list-style-type: none"> Institution, ownership and audience Answer with reference to any media text/ platform you have studied in this topic and any relevant examples to support. <p><i>In class assessment :20 maker question based on an unseen media text.</i> <i>Finance and regulation in reference to Black Widow and I, Daniel Blake,</i></p>	<p>Assessment <i>Practice NEA from a previous AQA specification</i></p>

Wider reading/Cultural capital

Wider reading is crucial for AQA GCSE Media Studies to deepen understanding, broaden perspectives, and engage with a range of media texts and theories. These resources provide a diverse range of perspectives and insights into the study of media, offering valuable supplementary reading for students studying AQA GCSE Media Studies. Here are some recommendations for wider reading:

1. Media Studies for GCSE by Pete Wall and Paul Walker: This comprehensive textbook covers key concepts, theories, and case studies relevant to the AQA GCSE Media Studies specification.
2. Media Studies: The Basics by Julian McDougall: An accessible introduction to media studies, covering topics such as media institutions, audiences, representation, and media language.
3. Media, Gender and Identity: An Introduction by David Gauntlett: Explores the relationship between media representations, gender identity, and social constructions of identity, with engaging examples and case studies.
4. Media and Cultural Studies: Keyworks edited by Meenakshi Gigi Durham and Douglas M. Kellner: A collection of influential essays and articles in media and cultural studies, offering diverse perspectives and critical analyses.
5. Understanding Media Cultures: Social Theory and Mass Communication by Nick Stevenson: Examines the role of media in shaping culture, society, and identity through the lens of social theory and critical analysis.
6. Popular Culture: A User's Guide by Susie O'Brien and Imelda Whelehan: Explores the significance of popular culture in everyday life, including topics such as celebrity, fandom, and consumer culture.

Cultural capital in media studies encompasses a spectrum of knowledge, skills, and experiences that empower individuals to engage critically with media texts, industries, and practices. It includes media literacy, cultural awareness, technological proficiency, and an understanding of media history, theory, and ethics. Moreover, it involves the ability to analyse media representations, question ideologies, and recognise the social, cultural, and political contexts that shape media content and industries. Cultivating cultural capital in media studies equips individuals with the tools to navigate the complexities of the media landscape, contribute to meaningful discussions, and make informed decisions about media consumption and production.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 – FAIR – Media Paper 2	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme
	Media Language and Audience Concepts/Tier 3 vocabulary FORM: the physical construction of a media text. Camera shot and angles, mise en scene, editing, sound, diegetic and non-diegetic, Prop's character types, equilibrium theory, narrative, linear and non-linear, action and enigma codes, denotation and connotation, encoding and decoding, signifier and signified, semiotics, binary opposition, genre and generic conventions, codes and conventions and intertextuality.	Representation / PPE Concepts/Tier 3 vocabulary Stereotype, challenging stereotype, identity, misrepresentation, hegemony, Mulvey's male gaze, intertextuality, bias, framing Media Studies Paper 2: <ul style="list-style-type: none"> Television (section A) Newspapers (section B) 	NEA Coursework Concepts/Tier 3 vocabulary Target, peripheral audience, active and passive, uses and gratifications, ACORN scale, demographic, physiographic, CAGE, uses and gratification theory, hypodermic syringe, mirror aspirations, mass and niche audience.	Institution Concepts/Tier 3 vocabulary Stereotype, challenging stereotype, identity, misrepresentation, hegemony, Mulvey's male gaze, intertextuality, bias, framing	Institution/ Representation Concepts/Tier 3 vocabulary Ideology, company, values and beliefs, conglomerate, subsidiary, integration, vertical and horizontal integration, ownership, regulation, regulatory body, censorship, gatekeeping, media convergence, globalisation, diversification, independent media, mass media, monopoly, framing and public service broadcasting.	Revision Concepts Tier 3 vocabulary
	Justification: This unit encourages students to apply theoretical frameworks and concepts to analyse media texts critically through the lens of form and audience building upon and extending knowledge from year 10. By engaging in class discussions, debates, and written analyses, students will deepen their understanding of the social, cultural, and political implications of media language and audience reception. Moreover, this unit fosters media literacy skills essential for navigating the contemporary media landscape. This was firstly introduced in the KS3 year 9 unit- Introduction to Media Studies and extended upon. Aligned with the assessment objectives outlined in the AQA GCSE Media Studies specification, this unit prepares students to analyse media language and audience behaviour, demonstrating understanding of key media concepts and theories, and apply their knowledge to practical media tasks. By engaging with class discussions, written assignments, and media analyses, students will develop the skills and knowledge necessary to excel in their GCSE examinations and to critically engage with media texts in their everyday lives. CSPs Covered: <ul style="list-style-type: none"> His Dark Materials Doctor Who 	Justification: This unit encourages students to explore alternative perspectives and voices in media production. This links with the KS3 units for example, in year 9 – poetry from different cultures; allowing students to become exposed to new angles and representations. Students will gain insight into the complexities of representation and its impact on individual and collective identities. Aligned with the assessment objectives outlined in the AQA GCSE Media Studies specification, this unit prepares students to analyse representations in media texts, evaluate their impact on individuals and societies, and demonstrate understanding of key representation theories and concepts. By engaging with practical tasks, critical discussions, and independent research, students will develop the skills and knowledge necessary to excel in their GCSE examinations and to critically engage with media texts in their everyday lives. CSPs Covered: <ul style="list-style-type: none"> Marcus Rashford Daily Mirror The Times 	Justification The Non-Exam Assessment (NEA) coursework module is a vital component of the GCSE Media Studies qualification, aligning closely with the specifications outlined by AQA. This module provides students with a unique opportunity to apply theoretical knowledge and practical skills acquired throughout the course to real-world media production tasks. This links directly to the last unit in year 10 whereby students responded to a practice brief and creating an original media product. According to the AQA GCSE Media Studies specification, the NEA module allows students to demonstrate their understanding of media concepts, theories, and practices through the planning, production, and evaluation of media products across various platforms and genres. By engaging in hands-on media production projects, students develop essential skills in research, planning, creativity, collaboration, and critical analysis, which are integral to success both academically and in the wider media industry. Through the NEA coursework module, students not only demonstrate their technical and creative abilities but also develop essential transferable skills such as problem-solving, time management, and communication, preparing them for further study and employment	Justification: This unit encourages students to critically evaluate the impact of media institutions on media content, diversity, and representation. By examining issues such as media bias, gatekeeping, and agenda-setting, students will gain insight into the ways in which media institutions shape public discourse and influence cultural norms. Students will develop the analytical skills and media literacy necessary to navigate the complexities of media institutions. Aligned with the assessment objectives outlined in the AQA GCSE Media Studies specification, this unit prepares students to analyse media institutions, evaluate their impact on media content and culture, and demonstrate understanding of key institution theories and concepts. By engaging with practical tasks, critical discussions, and independent research, students will develop the skills and knowledge necessary to excel in their GCSE examinations. CSPs Covered: <ul style="list-style-type: none"> Radio 1 Launch Day Kiss Breakfast 	Justification: This unit builds upon and develops prior knowledge gained in earlier years, enhancing students' understanding of media narratives and genre conventions. It connects to key stages in English, where students analysed character development and perspectives in literature, thus reinforcing their ability to understand how texts shape societal values. This unit aligns with the AQA Media Studies specification, particularly focusing on media language, representation, media industries, and audiences. It deepens analytical skills, enabling students to deconstruct media texts and understand the implications of different portrayals, fostering critical thinking and media literacy. By examining representation, students become aware of how media influences public perception and societal norms, promoting a more inclusive worldview. It also prepares students for further studies in Media Studies, English, Sociology, and other humanities subjects by equipping them with the tools to critically analyse diverse texts. Engaging with contemporary media examples, students find the content relevant and meaningful, making this unit an essential part of their academic and social development.	Justification: The revision unit fosters a supportive and collaborative learning environment where students can share their experiences, strategies, and resources for exam preparation. By participating in revision sessions, study groups, and peer feedback activities, students will benefit from collective knowledge and insights, enhancing their understanding and retention of key concepts and content. Through collaborative problem-solving and discussion, students will develop their communication skills and build confidence in articulating their ideas and arguments effectively. Aligned with the assessment objectives outlined in the AQA GCSE Media Studies specification, this unit prepares students to demonstrate their knowledge, understanding, and skills across a range of media topics and themes in formal examination settings. By engaging with practice questions students will develop the resilience, confidence, and exam technique necessary to succeed in their GCSE Media Studies examinations and achieve their academic aspirations.

		opportunities in the media and creative industries.		CSPs Covered: <ul style="list-style-type: none"> I Bet You Look Good on the Dance Floor How you like that 	
<p>Assessment: Practice assessment and CRAFT (whole class feedback)</p> <ul style="list-style-type: none"> Audience based question focuses on an unseen media text <p>Assessment:20 marks Comparative question focusing on the areas of media language and audience for the CSPs: His Dark Materials and Doctor Who.</p>	<p>Assessment: Practice assessment and CRAFT (whole class feedback) Question based on the CSPs Marcus Rashford, Daily Mirror and The Times</p> <p>Media Studies Paper 2: PPE</p> <ul style="list-style-type: none"> Television (section A) Newspapers (section B) 	<p>Assessment: Production and evaluation of the NEA coursework product</p>	<p>Assessment: Practice assessment and CRAFT (whole class feedback) Question based on unseen media products with reference to Institution</p> <p>Assessment 20 marks Question based on the CSPs Kiss Breakfast and Radio One.</p>	<p>Assessment: Practice assessment and CRAFT (whole class feedback) Question based on unseen media products with reference to Institution and representation (music videos)</p> <p>Assessment 20 marks Question based on the CSPs I Bet You Look Good on the Dance Floor and How you like that</p>	<p>Assessment: Revision based unit Past papers</p>
<p>Wider reading/Cultural capital</p> <ol style="list-style-type: none"> Making Media Studies: The Creativity Turn in Media and Communications Studies edited by David Gauntlett: Explores the creative potential of media studies through practical projects, case studies, and reflections on media production. Understanding Popular Culture by John Fiske: Examines popular culture as a site of negotiation and contestation, where meanings are constructed, contested, and transformed by audiences. The Media Student's Book by Gill Branston and Roy Stafford: Provides a comprehensive overview of media studies, including topics such as media institutions, media audiences, media texts, and media representations. Media Ethics: Issues and Cases by Philip Patterson and Lee Wilkins: Explores ethical dilemmas and issues in media production, including topics such as privacy, deception, bias, and censorship. Screen Education Journal: A journal dedicated to media education, featuring articles, case studies, and teaching resources for media studies educators and students. Media Magazine: A publication covering contemporary media issues, trends, and debates, with articles written by media professionals and scholars. <p>Cultural capital in media studies fosters creativity, critical thinking, and interdisciplinary connections, enabling individuals to express themselves creatively, challenge dominant narratives, and make connections between media and broader social issues. It also promotes global perspectives, ethical considerations, and self-reflection, encouraging individuals to engage with media texts from diverse cultural perspectives, consider the ethical implications of media practices, and critically reflect on their own biases and assumptions. By developing cultural capital in media studies, individuals gain the necessary skills and insights to navigate the ever-evolving media landscape, participate in informed debates, and contribute positively to media culture and society.</p>					