

GCSE Media Studies (Eduqas - Year 1)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4**	Half Term 5	Half Term 6
Industries	Television	Magazines	Newspapers	Film (marketing, cross-media industry elements)	Music	NEA Television, Advertising (Music and Film), and Magazines
	NEA Television, Advertising (Music and Film), and Magazines	Video Games	NEA Television, Advertising (Music and Film), and Magazines		NEA Television, Advertising (Music and Film), and Magazines	All Industries Studied (revision for PPE)
Products Studied	<i>Luther</i> (series 1 episode 1)	<i>Pride</i> (Nov 2015) <i>GQ</i> (July 2016)	<i>The Sun / The Guardian</i> (12 th June 2018 / 12 th Sep 2018) <i>The Sun*</i>	<i>The Man With the Golden Gun</i> (1974 poster) <i>Spectre</i> (2015 poster – and industry elements) http://www.007.com/spectre/	Taylor Swift – <i>Bad Blood</i> http://www.taylorswift.com Justin Bieber - <i>Intentions</i> https://www.justinbiebermusic.com/	Media Production
	Cross-media exemplars Research and planning	<i>Fortnite</i> http://www.fortnite.com	Cross-media exemplars Research and planning		Media Production	All products Studied
Exam	Component 2 –Section A	Component 1 - Section A	Component 1 - Section A Component 1 - Section B	Component 1 – Section A Component 1 – Section B	Component 2 – Section B	Component 3 – NEA Production
	Component 3 – NEA Research and planning	Component 1 – Section B	Component 3 – NEA Research and planning		Component 3 – NEA Production	Component 1 and Component 2
Assessment 1	<i>(baseline)</i> How far are the characters in the extract typical of the genre? Explore two characters. [10] (2 minutes per mark)	Magazines Compare the representation of women in the <i>Pride</i> front cover and the <i>Glamour</i> front cover. [25] In your answer, you must consider: <ul style="list-style-type: none"> the choices the producers have made about how to represent women how far the representation of women is similar in the two front covers how far the representation of women is different in the two front covers. 	Newspapers Explore how the front cover of <i>The Sun</i> uses the following elements to create meaning: <ul style="list-style-type: none"> a) images [5] b) language [5] c) layout and design [5] <ul style="list-style-type: none"> (30 minutes, 2 minutes per mark) 	Film (marketing) 1. compare how the posters for <i>The Man with the Golden Gun</i> (1974 poster) and <i>Spectre</i> (2015 poster) use media language to depict genre. Focus on: <ul style="list-style-type: none"> (a) images [5] (b) language [5] (c) layout and design. [5] 	NEA 1) Research and planning tasks completed and placed in digital folder 2) Statement of aims draft	NEA 1) Statement final draft 2) Production draft 1
Assessment 2	To what extent have representations of the Police changed over time? [12]	(a) Name the organisation that created <i>Fortnite</i> . [1] (b) Name the organisation responsible for regulating the game industry – in Europe [1]	NEA Complete and hand in 2x research and 2x planning	Film (industry) (a) Name the organisation that regulates films in Britain. [1] (b) 12 and 12A are examples of age certificates used in the UK.	Music How is media language used in both music videos to convey meanings? [20]	

	(2 minutes per mark)	(c) A game given a 3 rating is suitable for children aged 3+. Identify two different age ratings for games – in Europe. [1] (d) Briefly explain the difference between the two ratings identified in the previous answer. [3] (e) Explain why a video game may be given a specific rating by the regulator, refer to <i>Fortnite</i> in your response. [12] (approx. 1 minute per mark)	tasks, based on last years' briefs	Give two other examples of age certificates used in the UK. [2] (c) Briefly explain the difference between the 12 and 12A age certificates. [2] (d) Explain why a film may be given a 12A or 12 certificate. Refer to <i>Spectre</i> to support your points. [12]		
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***Dual focus – Component 1 Section A and Section B**

**** NEA Briefs released 1st March**

GCSE Media Studies (Eduqas - Year 2)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
Industries	NEA Television, Advertising (Music and Film), and Magazines	Radio	Advertising (print)	Music Videos (1980s – 90s and contemporary) and Online Media	All Industries Studied (revision for external exams)
	Radio		Newspapers (front pages)		
Products Studied	Media Production	<i>The Archers</i> http://www.bbc.co.uk/programmes/b006qpgc	<i>Quality Street</i> (1956 print) <i>This Girl Can</i> (20115 print)	Taylor Swift – <i>Bad Blood</i> http://www.taylorswift.com Justin Bieber - <i>Intentions</i> https://www.justinbiebermusic.com/ and TLC– Waterfalls	All products Studied
	<i>The Archers</i> http://www.bbc.co.uk/programmes/b006qpgc		<i>The Sun</i> (18 December 2013) <i>The Guardian</i> (4 September 2015)		
Exam	Component 3 – NEA Production	Component 1 – Section B	Component 1 – Section A	Component 2 – Section B	Component 1 and Component 2
	Component 1 – Section B		Component 1 – Section A		

<p>Assessment 1</p>	<p>NEA</p> <p>Production NEA folder – final drafts</p>	<p>1a) Which radio station broadcasts <i>The Archers</i>? [1]</p> <p>1b) Identify one audience for <i>The Archers</i> [1]</p> <p>1c) Explain how <i>The Archers</i> is aimed at the audience you identified. Give at least two different examples [4]</p> <p>1d) Explain <i>why</i> audiences listen to <i>The Archers</i>. Refer to the Uses and Gratifications theory [12]</p> <p>(approx. 1 minute per mark)</p>	<p>Advertising</p> <p>1. Explore how advertising for <i>Quality Street</i> uses the following elements of media language to create meanings:</p> <p>(a) images [5] (b) language [5] (c) layout and design [5]</p> <p>(approx. 1 minute per mark)</p>	<p>Music Videos (audience and Industry)</p> <p>1. Using Blumler and Katz' theory, explain why different audiences engage with music videos [20]</p> <p>2. Using examples from the websites studied, explain how online media provides opportunities for audiences to engage [10]</p>	<p><u>Component 1 – Section B</u></p> <p>Across a range of lessons, the previous years' exam paper should be explored.</p> <p>A portion of this assessment may be conducted as a 'walking talking mock'.</p>
<p>Assessment 2</p>	<p>Radio</p> <p><i>(baseline)</i></p> <p>1a) Which organisation produces <i>The Archers</i>? [1]</p> <p>1b) Briefly explain how audiences can listen to <i>The Archers</i> [2]</p> <p>1c) Explain how the radio industry in the UK is regulated [4]</p> <p>1d) Explain how historical context is important to the production of <i>The Archers</i> [10]</p> <p>(approx. 1 minute per mark)</p>		<p>Newspapers</p> <p>2. Explore how social context influences newspapers. Refer to the front pages of:</p> <p>(a) <i>The Sun</i> [5] And (b) <i>The Guardian</i> [5]</p> <p>(approx. 1 minute per mark)</p>	<p>Music Videos (representation)</p> <p><i>Bad Blood</i>, Taylor Swift (2014), <i>Waterfalls</i> by TLC AND <i>Intentions</i>, Justin Bieber</p> <p>1. 'Music videos reinforce stereotypes of ethnicity.' How far is this true of the two music videos you have studied? [20]</p> <p>In your response, you must:</p> <ul style="list-style-type: none"> • explore representations of ethnicity in the two music videos you have studied • refer to relevant media contexts, such as social or cultural <p>consider whether you agree or disagree with the statement.</p>	<p>Component 2 B</p> <p>Across a range of lessons, the previous years' exam paper should be explored.</p> <p>A portion of this assessment may be conducted as a 'walking talking mock'.</p>

*Dual focus – Component 1 Section A and Section B

** NEA Briefs released 1st March

Year 12 Media Studies (Eduqas)

	Half Term 1	Half Term 2	Half Term 3**	Half Term 4**	Half Term 5	Half Term 6
Industries	Television - Print Adverts - A/V Advert *	Magazines - Newspapers	Music Videos - Film (industry only)	Video Game - Online Media	Revision (All previously taught industries to be revisited)	Television, Advertising (Music and Film), Magazines, and Online/Social Media
			Television, Advertising (Music and Film), Magazines, and Online/Social Media	Television, Advertising (Music and Film), Magazines, and Online/Social Media	Television, Advertising (Music and Film), Magazines, and Online/Social Media	
Products Studied	<i>Humans</i> (series 1 episode 1) -- <i>Tide</i> (1950s) * - <i>WaterAid</i> (2016) *	<i>Vogue</i> (July 1965) - <i>The Daily Mirror</i> (November 10 2016) *	Beyoncé – <i>Formation</i> (2016) - <i>Straight Outta Compton</i> (2015)	<i>Assassin's Creed III: Liberation</i> (2012) - Pointless Blog (www.youtube.com/pointlessblog)	Revision (All previously taught texts to be revisited)	Component 3 NEA (production)
			Cross-media exemplars	Cross-media exemplars	Cross-media exemplars	
Exam	Component 2 –Section A and Component 1 - Section A * Component 1 - Section B *	Component 2 - Section A and Component 1 - Section A * Component 1 - Section B *	Component 1 – Section A - Component 1 - Section B	Component 1 – Section B - Component 2 – Section C	Component 1 and Component 2	Component 3 NEA (production)
			Component 3 - NEA	Component 3 - NEA	Component 3 – NEA (intervention)	
Assessment 1	BASELINE ASSESSMENT = Transition work Television 1a) With reference to the set episode of <i>Humans</i> , explain the difference between denotation and connotation [5] 1b) Explore the representations of synths and humans [15]	Magazines 1a) With reference to the front cover ONLY of the set edition of <i>Vogue</i> , explore the impact of iconography. [5] 1b) Examine the representations of British women in magazines, with reference to the WHOLE set edition of <i>Vogue</i> and Laura Mulvey's male gaze theory. [15]	Music Videos 1. How does Beyoncé's <i>Formation</i> (2016) music video incorporate viewpoints and ideologies, through the use of media language? [15] (30 minute A Level response, 2 marks per minute)	Video Games 1. Which company produced <i>Assassin's Creed III: Liberation</i> ? [1] 2. What was special about the console <i>Assassin's Creed III: Liberation</i> was first published on? [2] 3. Explain how ownership shapes media products. Make specific reference to <i>Assassin's Creed III: Liberation</i> [12]	Component 1 In preparation for the end of year PPEs, work through questions from the previous year's AS paper. Some of these questions may be conducted as 'walking talking' mock responses.	1) Research and planning tasks completed and placed in digital folder 2) Statement of aims draft
Assessment 2	Advertising How does media language communicate meaning in the advertisements? [15]	Newspapers How does media language incorporate viewpoints and ideologies on the front pages of <i>The Daily Mirror</i> and <i>The Times</i> ? [30]	Film (industry only) 1a) What is meant by the term distribution? [2] 1b) How have recent technological changes had an impact on the production and distribution of Films? [10] 1c) What is a media conglomerate? [1] 1d) Explore the use of media language in the film poster provided [15] (40 minute response, 2 marks per minute)	Online Media Clay Shirky argued that consumers have now become producers (or prosumers). With reference to <i>PointlesBlog</i> , how far do you agree with the above statement? [15]	Component 2 In preparation for the end of year PPEs, work through questions from the previous year's paper. Some of these questions may be conducted as 'walking talking' mock responses.	1) Statement of aims final draft

*Dual focus – Component 1 Section A and Section B

Year 13 Media Studies (Eduqas)

	Half Term 1	Half Term 2	Half Term 3**	Half Term 4**	Half Term 5	Half Term 6
Industries	Television - Online Media	Magazines - Newspapers -	Print Adverts - Film (industry only)	Music Videos - Radio	Revision (All previously taught industries to be revisited) Television, Advertising (Music and Film), Magazines, and Online/Social Media	Revision (All previously taught industries to be revisited) Television, Advertising (Music and Film), Magazines, and Online/Social Media
Products Studied	<i>The Returned</i> (2012) – Season 1, Episode 1: ‘Camille’ - <i>Attitude</i> www.attitude.co.uk	<i>The Big Issue</i> (Oct 17-23 2016, No, 1227) - <i>The Daily Mirror</i> * – front cover and article on US election <i>The Times</i>) * front and back pages	<i>Kiss of the Vampire</i> (1963) * - <i>I, Daniel Blake</i> (2016)	<i>Riptide</i> , Vance Joy (2013) - <i>Late Night Woman’s Hour: Home, 28 October, 2016</i>	Revision (All previously taught texts to be revisited)	Revision (All previously taught texts to be revisited)
					Cross-media exemplars	Cross-media exemplars
Exam	Component 2 –Section A	Component 2 - Section A and Component 1 - Section A * Component 1 - Section B *	Component 1 - Section A * Component 1 - Section B * - Component 1 - Section B	Component 1 – Section A - Component 1 – Section B	Component 1 and Component 2	Component 1 and Component 2
					Component 3 – NEA (intervention)	Component 3 – NEA (intervention)
Assessment 1 and Week	Television To what extent can the set episode of <i>Humans</i> and <i>The Returned</i> be seen as Postmodern? [15] (approx. 1.6 minutes per mark, 25 minutes max)	Magazines Compared with the past, David Gauntlett argues that in the media ‘we no longer get singular, straightforward messages about ideal types of males and female identities.’ Evaluate this claim with reference to <i>Vogue</i> and <i>The Big Issue</i> . [30] (approx. 1.6 minutes per mark, 50 minutes max)	Compare how audiences are positioned by the representations in the <i>Kiss of the Vampire advertisement</i> and the <i>Tide</i> advertisement you have studied. In your answer you must: ☑ consider how the representations construct versions of reality ☑ consider the similarities and differences in how audiences are positioned by the representations ☑ make judgements and draw conclusions about how far the representations relate to relevant media contexts. [30] (approx. 1.6 minutes per mark, 50 minutes max)	Explore how music videos use conventional or subversive generic elements. [30] Refer specifically to Beyonce’s <i>Formation</i> and <i>Vance Joy’s Riptide</i> . (an unseen music video may also be used)	<u>Component 1 – Section A</u> Across a range of lessons, the previous years’ exam paper should be explored. A portion of this assessment may be conducted as a ‘walking talking mock’.	<u>Component 1 – Section B</u> Across a range of lessons, the previous years’ exam paper should be explored. A portion of this assessment may be conducted as a ‘walking talking mock’.
Assessment 2 and Week	Online Media How far can aspects of identity be seen to affect the way in which audiences use online media [30] (<i>N.B. refer to Gauntlett, Shirky, Hall, and Jenkins</i>) (approx. 1.6 minutes per mark, 50 minutes max)	Newspapers 1a) What is a Media conglomerate?[2] 1b) Explain how ownership shapes media products. Refer to <i>The Daily Mirror</i> , to support your points. [8] 1c) How have technological advances impacted on newspapers? [10] (approx. 1.1 minute per mark = 25 minutes max.)	Film (industry only) 1a) What is meant by the term distribution? [2] 1b) How have recent technological changes had an impact on the production and Distribution of Films? [10] 1c) Explore the use of media language in the film poster provided [15]	Radio (Industry) 1a) Identify the industry regulator for radio? [1] 1b) Briefly identify a potential target audience for <i>Late Night Women’s Hour</i> [2]] 1d) What opportunities for interactivity does <i>Late Night Women’s Hour</i> give it’s audience? [12]	Component 2 – Section C Across a range of lessons, the previous years’ exam paper should be explored. A portion of this assessment may be conducted as a ‘walking talking mock’.	Component 2 A & B Across a range of lessons, the previous years’ exam paper should be explored. A portion of this assessment may be conducted as a ‘walking talking mock’.

			(approx. 1.6 minutes per mark, 50 minutes max)			
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*Dual focus – Component 1 Section A and Section B

** NEA Briefs AS released 1st September (each year) /NEA Briefs A2released 1st March

Year 12 (Eduqas)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Film Studied	Vertigo Do the Right Thing	House of Flying Daggers Mustang	Beasts of the Southern Wild	Inception	Sweet 16	Trainspotting
Extra Study Areas	1. Film Context 2. Auteur theory	1 Core film areas 2. Aesthetics John Edmonds visit from Leeds University Film Dept	1.Core Film Areas 2.Spectatorship 3. Ideology	1.Narrative Structure 2.Core Film Areas 3. Spectatorship 4.Ideology	1.Core Film Areas 2. Ideology 3 Narrative	1. Core Film Areas 2.Ideology 3. Narrative Alfie Barker visiting Film producer and ex student
Exam	Component 1	Component 2	PPE exams and feedback	Revision of core areas and terminology NEA –component 3	Revision of set texts NEA - component 3	Mock exams and feedback NEA - component 3

Assessment	<p>Component 1 –Essay on Auteur for Hitchcock Essay on context for DTRT</p> <p>Research Classic Hollywood Research a director of your choice. Are they an auteur ?</p>	<p>Component 2 Essay on Mise en scene for Mustang Essay on sound for HoFD</p> <p>Research representation and European cinema Research Chinese history and values.</p>	<p>Component 1 –Essay on ideology and political context</p> <p>HWk on Hurricane Katrina and Black Lives Matter</p>	<p>Component 1 -Essay on Spectator and narrative structure</p> <p>HWK on Nolan and DiCaprio</p>	<p>Component 1 - essay on ideology and narrative</p> <p>Research other work by Ken Loach and look at his political influence</p>	<p>Component 1 –essay on ideology and narrative</p> <p>Research Danny Boyle and his canon of works.</p>
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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Film Studied	<p>Trainspotting/Sweet 16 – KLM /Inception - SPr revision Documentary – Amy (KLM) Silent film - Eisenstein –Strike (SPr)</p>	<p>Experimental film- Pulp Fiction (Christmas week)</p>	<p>Component 1 revise</p>	<p>Component 2 revise</p>	<p>Component 1 and 2 revise</p>	<p>Component 1 and 2 revise</p>
Extra Study Areas	<p>Documentary film including John Grierson UK</p> <p>Filmmakers’ theories (Broomfield & Michael Moore)</p> <p>History of silent film and the development of sound</p>	<p>Soundtrack importance Look in depth at sound using resources from Music Dept.</p>	<p>Revise core elements and key study areas for Component 1</p>	<p>Revise core elements and key study areas for Component 2</p>	<p>Revise core elements and key study areas for Components 1 and 2</p>	<p>Revise core elements and key study areas for Components 1 and 2</p>
Exam	<p>NEA Component 3 filming – complete filming and begin editing - SPr</p> <p>Component 1 and 2</p>	<p>Revise Components 1 and 2 for January 2020 PPEs</p>	<p>PPE exams Components 1 and 2, plus feedback</p> <p>NEA Component 3 intervention</p>	<p>Component 1 and 2</p>	<p>Component 1 and 2</p>	<p>Component 1 and 2</p>

		NEA Component 3 – complete final edit and evaluation - Spr				
<u>Assessment</u>	<p>Revise British Film (essay on Trainspotting and Sweet Sixteen – binary opposition & narrative)</p> <p>Revise Inception (essay – visual/soundtrack clues)</p>	<p>Amy essay (apply filmmakers’ theory essay) KLM</p> <p>Strike essay (cultural context) KLM</p>	<p>Pulp Fiction essay – SPR</p> <p>Comp 1 essays – Klm and SPR</p>	<p>Fortnightly exam essays using spec papers/exemplars</p>	<p>Fortnightly exam essays using spec papers/exemplars</p>	<p>Fortnightly exam essays using spec papers/exemplars</p>