



Scheme of work

GCSE in Media Studies 8572
It follows a two year teaching plan.

Assumed coverage

3 hours per week (We have 5 a fortnight)

Year 10

Overview for AUT 1 HALF term one

INTRODUCTION AND ADVERTISING

Introduction to all four areas of the theoretical framework, through analysis and short-term practical projects, followed by a practical project, focusing on Media language and Media representations.

Study advertising and marketing CSPs (Close study products) and other print marketing products. Print adverts, to develop students' technical skills and to introduce the overall approach to NEA. This will also help to consolidate learning about advertising and marketing by engaging with it through practical work.

CSPs advertising and marketing (targeted, focusing on media language and media representations)

Week	Topic	Specification reference
1 – 2 Lessons	Introductory lesson – what the GCSE involves, discussion of media forms Media language and representation	Media language: Forms of media language Media representations: Re-presentation Stereotypes

<p>2-6 13 lessons</p>	<p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations):</p> <ul style="list-style-type: none"> • television advertisement for Galaxy • NHS Blood and Transplant online campaign video • OMO Print advert from <i>Woman's Own</i> magazine. <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content.</p> <p>Analyse representation and use of stereotypes.</p> <p>Practical – design one print advert and write statement of intent, taking original photographs. Review and make improvements. MOCK MINI NEA</p> <p>ASSESSMENT: END OF UNIT PAPER 1, SECTION A on Advertising and Marketing – Key concepts Language and Audiences</p>	<p>Forms of media language Theories of narrative Technology and media products</p> <p>Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts</p>
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Overview for AUT2 half term 2

THE FILM INDUSTRY, MUSIC VIDEOS AND CHRISTMAS MARKETING

Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of year 11 are covered.

For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Student should be gaining practice in unseen analysis, using print, printed website, video and audio clips. Students should be having regular quick quizzes to test recall of terminology and subject content.

CSPs Film industry (targeted, focusing on Media industries).

CSPs Music videos (targeted, focusing on Media audiences and Media industries).

CSPs Radio (targeted, focusing on Media industries and Media audiences).

Week	Topic	Specification reference
1-4 10 lessons	<p>The film industry CSPs Film industry (targeted, focusing on media industries):</p> <ul style="list-style-type: none"> • <i>Black Widow y11 2023 on</i> • <i>I, Daniel Blake.</i> <p>Set each CSP within its context.</p> <p>Focusing on the industry, not on the content of the films themselves.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities: Create a timeline of marketing activities for the re-launch of <i>I, Daniel Blake</i> to maximise its audience in the UK. There is no limit to the budget this time round.</p>	<p>Media industries Ownership Commercial industries Regulation</p>
4-8 10 lessons	<p>Music videos CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):</p> <ul style="list-style-type: none"> • Arctic Monkeys - <i>I bet you look good on the dancefloor</i> • Blackpink – <i>How You Like That</i> from 2023 on <p>Set each CSP within its context.</p> <p>Focusing on the industry and audiences.</p> <p>Introduction to industries and audiences: Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously. The music industry as a commercial industry; with independent and major companies, targeting niche and mass audiences and looking at finance involved in the music</p>	<p>Media industries: The nature of media production Production processes Regulation</p> <p>Media audiences: Range of audiences Targeting Interpretations Media practices Audience Responses</p> <p>Representations</p>

	<p>industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> • devise the marketing plan for the single launch for one of these videos. How would you use each of the available media platforms to reach your target audience? • plan the website home page for the day before, or the day of the launch • write the posts for the band's official social media channels in the five days prior to the release of the single. <p>ASSESSMENT: END OF UNIT PAPER 1, SECTION B Film Industry and Music Video – Industries and Representations</p>	
9	<p>Christmas Marketing CSPs TV, Radio, Print, Online (targeted, focusing on media Industries and media audiences):</p> <ul style="list-style-type: none"> • John Lewis Christmas Adverts • Supermarket advertising • Toy advertising. • Advertising for Christmas television <p>ASSESSMENT: Practical activities MINI NEA: Create a marketing strategy with timeline you'd like to create for a brand, product or tv programme.</p>	<p>Media audiences: Theoretical perspectives on audiences – Range of audiences Targeting Categorisation Media technologies</p>

Overview for SPR1 HT3 AND HT4

RADIO AND TV

Week	Topic	Specification reference
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1-3	<p>Radio CSPs Radio (targeted, focusing on media Industries and media audiences):</p> <ul style="list-style-type: none"> • Radio 1 Launch Day, Tony Blackburn • Kiss Radio, Kiss Breakfast. <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities: Decide on a gap in the radio market (eg jazz music for a youth audience) and devise the launch for an online station that would plug that gap.</p>	<p>Radio: Media Industries: Production processes Working practices in media industries. Funding models Regulation Digital technologies</p> <p>Media audiences: Theoretical perspectives on audiences – Range of audiences Targeting Categorisation Media technologies</p>
4-7	<p>CSPs Television (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • <i>Dr Who</i>, Episode 1 – <i>An unearthly child</i>. • <i>His Dark Materials – Series 2, Episode 1</i>. <p>Set each CSP within its context. Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> • devise a plot line for a new episode, show how this uses narrative devices and fits with narrative theories • devise a human-seeming character that defies stereotypes relating to gender, sexuality, ethnicity and/or age. <p>Assessment END OF UNIT PAPER 2, SECTION A CSP -TV</p>	<p>Media language: Theories of narrative Technology and media products Codes and conventions</p> <p>Media representations: Representations of reality Stereotypes Reflection of contexts</p> <p>Media industries: Convergence Funding models Regulation</p> <p>Media audiences: Audience responses</p>

Overview for SUM1 Half term 5

NEWSPAPERS

Weeks	Topic	Specification reference
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1–6	<p>CSPs Newspapers (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • <i>The Daily Mirror</i>, Weds 15 March 2017 • <i>The Times</i>, Weds 15 March 2017. <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> • look at today’s news on BBC, and layout the front pages for the <i>Daily Mirror</i> and <i>The Times</i> – will need to engage with news values as well as layout and other conventions • choose a story from today’s news about a minority group, or an individual from a minority group, and prepare coverage of the story for the <i>Daily Mirror</i> and <i>The Times</i> – take suitable photographs (using stand-ins) and write copy • MOCK MINI NEA. <p>Assessment END OF UNIT PAPER 2, SECTION B Newspapers</p> <p>Paper 1, Section B, Newspapers</p>	<p>Media language: Forms of media language Choice of media language Codes and conventions</p> <p>Media representations: Re-presentation Choice of media producers Representations of reality Misrepresentation Viewpoints Social, cultural and political significance</p> <p>Media industries: Ownership Convergence Regulation</p> <p>Media audiences: Theoretical perspectives on audiences. Social, cultural and political significance</p>
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Overview for SUM 2

NON EXAM ASSESSMENT – (to include end of year exam revision and both papers)

NEA project, eg Brief Three: Magazine Design from the sample briefs – briefs change annually but will be related to the CSPs. The physical creation of the products should take approximately 30 hours. Planning does not have to be submitted, beyond the statement of intent, but time has to be given for planning, so that students can make the best product possible. Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for ‘catch-up’ for students missing lessons (due to mocks) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.

Weeks	Topic	Specification reference
1–2	Revise Magazine CSPs, other magazines and look at online vloggers.	Media language

		Media representations
3-5	Plan magazines and write statement of intent	
6	Take photographs for magazines.	
7-8	Create front cover.	
9-10	Write copy. Create double page spread.	
11-12	Students' review magazines, identify areas for improvements. Make improvements to all three pages.	

Year 11

Overview for term one (approximately 12 weeks)

ONLINE, SOCIAL, AND PARTICIPATORY MEDIA AND MAGAZINES

Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of year 11 are covered.

For each group of products, cover analysis, knowledge and practical skills, plus using other related products.

Student should be gaining practice in unseen analysis, including analysing video and audio clips.

CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework).

CSPs Magazines (targeted, focusing on media language and representations).

Week	Topic	Specification reference
1–8	<p>Online, social and participatory media CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • Kim Kardashian; Hollywood • Lara Croft Go. <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> • plan your own vlogging persona: What would you vlog about? What would your USP be? How could you create a brand that would make money? • devise your representation – where would you film? What would you wear? How would you present yourself to camera? • design your brand logo. <p>End of Unit Assessment: Full Paper 1</p>	<p>Media language: Theories of narrative Technology and media products Codes and conventions</p> <p>Media representations: Re-presentation Theoretical perspectives on gender Viewpoints Social, cultural and political significance</p> <p>Media Industries: Convergence Commercial industries Digital technologies</p> <p>Media Audiences: Targeting Media practices</p>
9–12	<p>CSPs Magazines (targeted, focusing on Media language and representations):</p> <ul style="list-style-type: none"> • <i>Tatler</i>, Jan 2021 • <i>Heat</i>, Nov 21-27 2020 <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities: Using the stories and people on the front page of one magazine, re-design it for the audience of the other magazine.</p> <p>Optional - End of Unit Assessment: Paper 1 Section A</p>	<p>Media Languages: Codes and conventions Theoretical perspectives on genre</p> <p>Media Representations: Re-presentation Reflection of contexts</p>

Overview for term two (approximately 12 weeks) REVISION AND EXAM PRACTICE

Students need to continue to develop their analytical skills, including of unseen video clips. They should also study other related products. They will need time before the exam to revisit learning from year 10 in particular.

Week	Topic	Specification reference
1-2	Revision of music industry and radio.	
3-4	Revision of advertising and marketing,	
5-6	Revision of film industry and television.	
7-8	Revision of newspapers	
9-10	Revision of online, social and participatory media and magazines.	
11-12	EXAM PRACTICE	

Overview for term three (approximately 3 weeks prior to exams) REVISION

Revision of the four areas of the theoretical framework, plus each of the CSPs, and exam question practice.