

Curriculum Design

Curriculum Overview

GCSE Media Studies						
Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	Component 1A	Component 1A	Component 1B	Component 2A	Component 2B	Component 3
	<ul style="list-style-type: none">Print AdvertisementsNewspaper front pages	<ul style="list-style-type: none">Film PostersMagazines	<ul style="list-style-type: none">NewspaperRadioFilmVideo Games	Sitcom <ul style="list-style-type: none">Man like MobeenFriends	Music Video <ul style="list-style-type: none">Taylor SwiftJustin BieberDuran Duran	NEA Creating media product based on exam board brief

Curriculum design | "Why this, why now?"

In Media Studies, we strategically plan for students' development of knowledge and academic confidence, to ensure that they understand the demands of the industry so many of them hope to join at the end of their training. This begins from the first lesson and ends on results day. We believe that this prepares them, from the outset, for the expectations of our department and the standard of work and effort that is expected of them.

Example 1- To ensure that content is covered in a logical manner, which allows for overlapping ideas and concepts to be as effective as possible, we follow the suggested Scheme for Learning provided by EDUQAS. The exam board have developed a suggested delivery model which we as a department feel is sensible, robust and challenging. It also allows for the early learning in the first few months of the course to be applied to every relevant product studied across the whole two years.

Example 2- Year 10 begins with an initial introduction to the course, using a Hollywood film as a vehicle for learning the basics of the theoretical framework and the analytical skills required to unpick the set products from EDUQAS. It also levels the playing field in the classroom and ensures that all students start with the same tools as each other, regardless of whether or not they are already passionate about and invested in film, television, the video game industry or any other area of study.

Example 3- Students regularly return to the theoretical framework as the core set of concepts that underpin everything we do in the subject. Each lesson begins with a clear explanation of which element of the framework we'll be using across the hour and students have access to knowledge organisers to help with this. We build in more complex concepts as we progress and carefully remove scaffolding to ensure that the students regularly have the opportunity to test their knowledge of the theoretical framework and to apply its core concepts to whatever we happen to be studying at any given point in the course.