

Year 10

We start by exploring the four fundamental concepts of Media Studies: Media Language (the rules and conventions media products follow or sometimes break); Media Audiences (the groups of people targeted by media products and how these groups consume media products); Media Institutions (The companies that create media products and how these companies operate); Media Representation (The way media products present concepts of gender, race, ethnicity - and present a version of reality). We then apply these concepts to Film Posters and Print Advertising, exploring the rules these products follow and the social/historical/cultural influences that shaped them. The poster set texts are the 1974 James Bond film *The Man With the Golden Gun* and the 2015 Bond Film *Spectre*. The advertising set texts are a 1956 advertisement for Quality Street and a contemporary public information campaign, *This Girl Can*.

This leads into a fuller exploration of the Film Industry, centred on the making and promotion of the film *Spectre* (2015). Students explore the financing, promotion and regulation of this industry, together with the effects of recent technological changes. Students now engage with Magazine set texts (front covers from *Pride and GQ*). This is followed by analysis of the newspaper set texts (*The Guardian* and *The Sun*), which leads into an exploration of the Newspaper Industry centred on the production of *The Sun*.

Our final topics in year 10 are an exploration of the Video Games industry, focusing on *Fortnite* and the TV Crime Drama Genre, focusing on the BBC show *Luther* (Set text: Season 1, episode 1). Integrated into Year 10 are key media theories, facilitating a better understanding of narrative, genre, audience and representation, together with exam methodology for the Component 1 paper.

Why We Teach It In the Order We Do

Year 10

We start with the four key concepts to lay the foundation for all that follows. We follow this with the print topics film posters and advertising, due to their familiarity and accessibility - these topics are an ideal way of reinforcing understanding of the key concepts and introducing some key media theories. This then logically feeds into a wider exploration of the Film Industry - and more complex print texts such as newspapers and magazines. Concluding Year 10 with the video game industry and TV Crime Drama provides additional variety and establishes the foundation for Year 11. We focus mainly on Component 1 texts during Year 10 so that students can have the authentic experience of sitting a Component 1 mock exam by the time of the Year 10 exams at the beginning of the summer term.

Why We Teach Media Studies

Our belief is that Media Literacy is a key component in navigating the modern world. Our students spend large quantities of time consuming and interacting with media products in their daily lives: we want our students to have a sophisticated understanding of how these products work, the effects they seek to have on us - and what they tell us about our culture. We want to enthuse students about media products - but we also want them to question the messages conveyed by them. We believe that a thorough understanding of the media only enhances our appreciation of media texts - and also helps us to see how media texts are trying to influence us. We also believe that we can only fully understand a media text by understanding the industry that produced it and how it functions. We also seek to empower students to

create their own media texts, whether these be print texts or audio-visual. These skills are beneficial in our students' day-to-day lives, but can also lead to career opportunities in a range of different media areas.