Pyrland School

Media Studies

Curriculum Booklet for 2026 - 2027

Subject Lead: Ms K Lam

Midsomer Norton Schools Partnership

Media Studies Curriculum Intent:

'The media is the most powerful entity on earth' – Malcolm X

Our students live in a media rich landscape that shapes their understanding of the world around them. Their experiences of contemporary society and culture are created from and shaped by television, advertising, film, music, and social media. Studying this course equips students to be more discerning in their engagement and interaction meaning they can navigate the world view that is presented to them more effectively. The contemporary nature of this course means students bring their own experiences of the media to the classroom to better understand the impact that it has on their lives.

Our media course, as a single tier of entry, is inclusive to all learners. In addition to the knowledge developed, the course encourages the wider development of all pupils, with an emphasis on shaping their emotional, moral and social growth. The curriculum's content on representation, particularly of gender, sexuality and race means students are regularly confronted with discussion and resources that encourage progressive thinking and tolerance. One of the key concepts of media studies, regulation, underpins each unit. This means we directly discuss the ideas of British Values such as individual liberty, democracy and the Rule of Law. This is specifically dealt with when we address the news topic as we look at the Leveson Inquiry and how this has shaped the way the media is viewed as well as the regulation (or the lack there of) within the news industry.

The curriculum is shaped by the exam board content with the reoccurring and interleaved driving objectives being:

- An ability to analyse and evaluate a range of media texts from different historical, cultural, political and social contexts.
- To demonstrate critical skills in the analysis of media texts using all aspects of the media framework to draw conclusions about media texts and how these are created and shaped by the contexts surrounding them.
- To become independent students and critical thinkers with the ability to consider a media text from multiple audience perspectives both in terms of creation and response.

This involves some in depth study of historical and contemporary media texts. This enables students to make informed arguments, reach substantiated judgements and draw conclusions about media issues.

Every year, a significant number of students progress to study Media at Level 3, A level or BTEC. Our curriculum prepares them for these next stages by ensuring they develop skills of enquiry, critical thinking, decision-making and analysis. It guides students to acquire knowledge and understanding of a range of important media issues, such as representation, political bias and the impact of new media technologies. Students develop an appreciation and critical understanding of the media and its role both historically and currently in society, culture and politics, which provides a good platform for further study.

Looking further, media industries employ large numbers of people worldwide and coupled with ongoing technological developments and more opportunities to interact with the media, demonstrates the media will increasingly shape the world we live in. This makes a foundation in Media Studies a vital aspect for students.

Media Studies Curriculum Implementation:

This KS4 subject builds on the inference and analysis skills developed in the KS3 English curriculum. Additionally, the knowledge acquired in English such as an understanding of the importance of context and how this shapes both the construction and reception of a text underpins Media Studies.

Students are taught in a mixed ability class that reflects the single tier nature of this qualification. There are regular informal and formal assessments that support knowledge retrieval and retention, including mid-point assessments. End of unit assessments prepare students for the demands of the final exams and provide clear progress in relation to their starting point. These regular informal and formal assessment points ensure a high expectation of excellence and academic rigour.

Teaching methods ensure students are clear about the conventions of the style of writing necessary to be successful in their examination, as well enabling students to demonstrate how they meet the assessment criteria in their own work. Students are provided with regular opportunities to improve their writing and they are expected to take ownership over the improvement process.

Students will respond to a creative NEA brief where they will have to choose appropriate media language to use that conforms to generic conventions of the media form. As designers and as consumers of media texts students are required to make ethical choices considering representation and stereotypes.

Allocated Curriculum Time:

Lessons per fortnight	**Year 10**	**Year 11**
	6	**6**

Year 10 GCSE Media Studies Programme of Study
Exam Board: OCR
Exam Specification: J200

Term	Curriculum Foci	Formal Assessment
1	**Introduction to Media Studies** Students develop a knowledge of key skills and concepts that underpin the full course, enabling them to answer these key questions: ● How is media language used to create meaning? ● How can we classify audiences? ● What is representation? ● How are stories created? ● How has life changed from the 1960s to now? Study of Made in Dagenham and To Sir, With Love	**Introduction to Media Studies** **Time:** 40 mins **Marks:** 40 marks
2	**Television Industry** Students apply key skills and concepts to set texts enabling them to answer these key questions: ● How is the television industry structured, funded and regulated? ● What is public service broadcasting? ● How do texts reflect the time when they were produced? ● How is the television industry responding to technological changes?	**Television Industry** **Time:** 40 mins **Marks:** 40 marks
3	**Television Set Texts** Students analyse how the set texts relate to their specific social, historical, cultural and political contexts, enabling them to answer these key questions: ● How are contextual factors reflected in The Avengers (1965)? ● How are contextual factors reflected in Vigil (2021)?	**Paper 1 Section A: Television** **Time:** 75 mins **Marks:** 45 marks
4	**Music: Radio and Music Videos** Students apply media language, industry, audience and representation theory to set texts, enabling them to answer these key questions: ● How does the BBC fulfil its remit and Royal Charter on the radio? ● What conventions do music videos have? What is the purpose of a music video? ● How is media language used to create meaning and representation in the set texts *(Beyonce's* Brown Skin Girl and *The Lathums' I'll Get By?*	**Music** **Time:** 40 mins **Marks:** 40 marks
5	**Music: Magazines** Students apply media language, industry, audience and representation theory to MOJO music magazine, enabling them to answer these key questions: ● Why do people read magazines? ● How do magazines appeal to their target audience? ● What is a media conglomerate? ● What is diversification and globalisation?	**Paper 2 Section A** **Time:** 40 mins **Marks:** 40 marks
6	**Non-Examined Assessment (NEA)** Students demonstrate their knowledge of the media by creating 3 pages of a magazine, enabling them to answer these key questions: ● What brief has been set by the exam board? ● Who is my intended audience and how do I target them? ● How do I use the codes and conventions of magazines?	**Year 10 Exam:** **Paper 1 Section A** **Paper 2 Section A** **Time:** 1 hour 45 **Marks:** 80 marks

Year 11 GCSE Media Studies Programme of Study
Exam Board: OCR
Exam Specification: J200

Term	Curriculum Foci	Formal Assessment
1	**Promoting Media: The Lego Movie** Students apply media language, industry, audience and representation theory to set texts, enabling them to answer these key questions: ● How is Warner Brothers structured to make profits? ● How are films promoted and distributed? ● How does the marketing target specific audiences?	**Promoting Media** **Time:** 40 mins **Marks:** 40 marks
2	**Revising Paper 1 TV and Promoting Media.** Students consolidate knowledge and practise exam skills, enabling them to answer these key questions: ● How do media institutions gain revenue? ● How are media institutions regulated? ● How are audiences targeted?	**Mock Exam: Paper 1** **Time:** 1 hour 45 **Marks:** 70 marks
3	**News: The Guardian/The Observer** Students apply media language, industry, audience and representation theory to set texts, enabling them to answer these key questions: ● How is the news industry structured, funded and regulated? ● How do news corporations reflect their audience and values? ● How has the news industry responded to technological changes?	**News** **Time:** 40 mins **Marks:** 40 marks
4	**News: Set texts 1960s Observer** Students analyse how the set texts relate to their specific social, historical, cultural and political contexts, enabling them to answer these key questions: ● How were people, places and events represented in the 1960s? ● How does this reflect the social, historical and cultural contexts?	**Mock Exam: Paper 2** **Time:** 1 hour 15 **Marks:** 70 marks
5	**Consolidation and Exam practise** Students gain further confidence in decoding exam questions and structuring their answers, enabling them to answer these key questions: ● What is the questioning asking me to do/show? ● What media theories are relevant here? ● What evidence can I use?	**Topic specific assessment practise** **Time:** 40 mins **Marks:** 40 marks
6	**Final exams** - **Paper 1: TV and Promoting Media** - **Paper 2: Music and News**	**Final Exams** **Time:** **Paper 1 – 1 hour 45** **Paper 2 – 1 hour 15** **Marks:** 70 marks

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
1	35	**Paper 1: TV and Promoting Media** 1 Hour 45 minutes (including 30 minutes of watching an extract from a set text)	May/June Y11
2	35	**Paper 2: Music and News** 1 hour 15 minutes	May/June Y11
3	30	**Non-examined Assessment (NEA)** Description: this is controlled assessment which is completed during course time.	July Y10

Please see exam board websites for up to date information: GCSE - Media Studies (9-1) - J200