

GCSE Media Studies – Eduqas

Curriculum Content

	Year 10	Year 11
Summer 2 (Roll over)	Introduction to Key Terminology Technical codes (print and moving image) Mise-en-scene Theory: Propp Unseen image analysis	COMPONENT THREE: Non-Examined Assessment (NEA) Research Planning Statement of aims completed
Autumn 1	COMPONENT ONE: Section A – Media Language, Representation, Contexts: <i>Quality Street Ad</i> <i>111 Ad</i> <i>The Man with the Golden Gun poster</i> <i>No Time To Die poster</i>	COMPONENT THREE: Non-Examined Assessment (NEA) Production and completion
Autumn 2	COMPONENT ONE: Section B – Industry and Audience: <i>No Time To Die</i> <i>Desert Island Discs</i>	COMPONENT TWO Section A - Television <i>Luther (last examined 2026 – Trigger Point from 2027)</i>
Spring 1	COMPONENT ONE: Section A – Media Language, Representation, Contexts: <i>Vogue</i>	COMPONENT TWO Section B – Music Marketing Music Videos/Websites: Taylor Swift (<i>The Man</i>); Justin Bieber (<i>Intentions</i>); Duran Duran (<i>Rio</i>)

	GQ <i>The Guardian</i> <i>The Sun</i>	
Spring 2	COMPONENT ONE: Section B – Industry and Audience: <i>Fortnite</i>	Revision: Component 1, Section A Revision: Component 1, Section B
Summer 1	COMPONENT ONE Section B – Industry and Audience: <i>The Sun</i>	Revision – Component 2, <i>Luther</i> Revision – Component 2, Music Videos/Websites
Summer 2		Study Leave and Exams

Key Skills

Throughout the GCSE course, students will explore the media by studying, analysing and creating a range of products from varied platforms, thus giving them the opportunities to:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- Acquire knowledge and understanding of a range of important media issues.
- Develop appreciation and critical understanding of the media and their role - both historically and currently - in society, culture and politics.

End Points

Learners should be able to:

- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- Develop practical skills, having been provided with opportunities for creative media production.

Assessment

This linear GCSE course from Eduqas is examined by examination at the end of Year 11 and by the completion of NEA (coursework). There are three components:

Component 1 (Exam) – Exploring the Media (40%)

Component 2 (Exam) – Understanding Media Forms and Products (30%)

Component 3 (NEA) – Creating Media Products (30%)

There will also be a range of internal assessments that are completed throughout the delivery of the course that will develop the key skills and enable teachers to:

- Establish pupil progress in each topic.
- Provide feedback that will move the learners' knowledge and understanding on.
- Identify and tackle misconceptions that arise.

What can parents do to help?

Further details about the course can be found at www.eduqas.co.uk/qualifications/media-studies/gcse/

Parents can help students by

- Asking them to explain how the key products communicate meaning and construct representations of gender, ethnicity and events.

Asking students to update them on the progress of their NEA productions.

- Encouraging them to complete Seneca homework tasks.