

Year 10 Media Studies

Introduction to Media Studies

Learning Objectives

- To introduce yourself to the Media Studies course.
- To begin to explore visual codes.
- To explore technical and language codes.
- To develop an understanding of theoretical perspectives.
- To develop our knowledge of theoretical perspectives.
- To develop our knowledge of representation.
- To explore an introduction to contexts.
- To focus on media forms.

What previous knowledge is required?

N/A

How will this term's content help with future learning?

This term provides students with an introduction to the key concepts and skills that underpin GCSE Media Studies. Students learn how media products communicate meaning through media language, how representations are constructed, how industries create and distribute media products, and how audiences respond to media texts. These foundational skills will be applied throughout the course when studying set products, comparing media forms and preparing for the examination. Students also begin to develop the analytical and evaluative writing skills needed to successfully answer GCSE Media Studies exam questions.

Common Misconceptions

- Media Studies is about giving personal opinions rather than analysing evidence from media products.
- Media products reflect reality exactly as it is rather than constructing versions of reality.
- All audiences respond to media products in the same way.
- Representation is simply who appears in a media product, rather than how people, places and issues are portrayed.
- Media language only refers to written words rather than images, sounds, layout, camera work and design.
- Successful media products are created purely for entertainment rather than balancing creative and commercial considerations.
- Social media content is less carefully constructed than traditional media products.

National Curriculum / Specification

Eduqas GCSE Media Studies

This term covers the introduction to the four areas of the Eduqas GCSE Media Studies framework:

- Media Language
- Representation
- Media Industries
- Audiences

Students study a range of media forms and set products to develop their understanding of how media products are constructed, how meaning is created, how representations are formed, how media organisations operate and how audiences engage with media.

Specification Areas Covered:

- Section A: Media Language
- Section B: Representation
- Section C: Media Industries
- Section D: Audiences

Students begin to develop the analytical, evaluative and written communication skills required for both Component 1 (Exploring the Media) and Component 2 (Understanding Television and Film), as well as the practical skills required for Component 3 (Creating Media).

Quality Street

Learning Objectives

- To develop our analysis of print advertising.
- To develop our understanding of media language and branding.
- To develop our discursive writing.

What previous knowledge is required?

Students should already have a basic understanding of the four key areas of the media framework: Media Language, Representation, Media Industries and Audiences. They should be able to identify and analyse media language techniques such as colour, layout, typography, images and slogans, and have some experience of applying these concepts to media products. Students should also have begun developing analytical and extended writing skills using evidence from media texts.

How will this term's content help with future learning?

This unit develops students' ability to analyse print advertisements in greater depth, focusing on how media language is used to create brand identity and appeal to target audiences. Students strengthen their analytical and evaluative writing skills, which are essential for success in Component 1 and Component 2 examinations. Understanding branding, audience targeting and persuasive techniques also prepares students for studying other media forms, including magazines, television, online media and music videos. The discursive writing skills developed in this unit will support students in constructing balanced, evidence-based exam responses throughout the course.

Common Misconceptions

- Advertisements are designed only to sell products and do not communicate messages, values or ideologies.
- Branding is limited to logos and slogans rather than the overall identity and image of a product or company.
- The target audience for an advert is always obvious and singular.
- Media language techniques work independently rather than combining to create meaning.
- Analysis is simply describing what can be seen in an advert.
- There is only one interpretation of an advertisement.
- Strong discursive writing is based on personal opinion rather than supported argument and evidence.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of advertising and marketing through the application of the media theoretical framework.

Specification Areas Covered:

- Media Language: analysis of visual, written and technical codes used in print advertising.
- Representation: how people, lifestyles, values and beliefs are portrayed in advertisements.
- Media Industries: the role of advertising in promoting brands and generating profit.
- Audiences: how advertisements target, attract and influence different audience groups.

Students develop the analytical and evaluative skills required for **Component 1**, particularly in relation to advertising and marketing set products, while also strengthening the extended writing skills needed across all examined components.

NHS 111

Learning Objectives

- To analyse non-commercial adverts.
- To analyse an advertising campaign.
- To analyse Media Language.
- To analyse representations.

- To analyse a text comparatively.

What previous knowledge is required?

Students should already be familiar with the key concepts of Media Language, Representation, Industries and Audiences, as well as basic analytical terminology used in Media Studies. They should be able to identify and explain media language techniques in print advertisements, understand how brands target audiences, and construct analytical paragraphs using evidence from media products. Students should also have experience comparing media texts and discussing how meaning is created.

How will this term's content help with future learning?

This unit builds on students' understanding of advertising by introducing non-commercial advertising and advertising campaigns. Students develop more sophisticated analytical skills by exploring how media language and representations are used to communicate messages, shape attitudes and influence audiences. Comparative analysis skills are further developed, preparing students for examination questions that require students to compare media products and apply the theoretical framework. These skills are transferable across all media forms studied later in the course, including television, magazines, online media and music.

Common Misconceptions

- Non-commercial advertisements do not have target audiences because they are not selling a product.
- Advertising campaigns consist of a single advertisement rather than a coordinated series of media products.
- Media language only refers to written text and slogans.
- Representations are naturally occurring rather than carefully constructed.
- All audiences interpret messages in the same way.
- Comparative analysis means identifying differences only, rather than exploring both similarities and differences.
- Successful analysis is based on description rather than explanation and evaluation.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of advertising and marketing, applying the media theoretical framework to both commercial and non-commercial media products.

Specification Areas Covered:

- Media Language: how visual, written and technical codes create meaning.
- Representation: how people, groups, issues and viewpoints are portrayed.
- Media Industries: the purpose and organisation of advertising campaigns.
- Audiences: how media products target and influence different audience groups.

Students develop the analytical and comparative skills required for **Component 1**, particularly through the study of advertising and marketing set products. The unit also strengthens students' ability to apply the theoretical framework and construct comparative responses, which are essential examination skills throughout the GCSE course.

Vogue and GQ

Learning Objectives

- To develop our ability to use media language.
- To explore contexts.
- To analyse representation.

What previous knowledge is required?

Students should already understand the key concepts of Media Language, Representation, Industries and Audiences, and be able to apply these concepts to advertising and marketing products. They should be familiar with analysing visual and written codes, identifying target audiences, and discussing how media products construct meaning. Students should also have experience exploring representations and comparing media texts using evidence to support their ideas.

How will this term's content help with future learning?

This unit introduces students to magazine media through the study of *Vogue* and *GQ*. Students develop their understanding of how media language is used to create distinctive magazine identities and appeal to specific audiences. Exploring social, cultural and historical contexts helps students understand how media products both reflect and shape society. The study of representation develops students' ability to critically analyse portrayals of gender, identity, lifestyle and power. These skills are essential for success in Component 1 and provide a foundation for analysing other media forms later in the course.

Common Misconceptions

- Magazines simply reflect reality rather than constructing carefully selected representations.
- Media language is limited to written text and headlines.
- Representations are always accurate and unbiased.
- All readers interpret magazine content in the same way.
- Context only refers to when a magazine was produced rather than the wider social, cultural, political and economic influences that shape media products.
- Magazine covers are designed purely to attract attention rather than communicate values, identities and ideologies.
- Men's and women's magazines represent gender in straightforward and predictable ways.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of magazines through the set products *Vogue* and *GQ*, applying the media theoretical framework.

Specification Areas Covered:

- Media Language: analysis of magazine covers, layouts, typography, colour, images and design conventions.
- Representation: how magazines construct representations of gender, identity, lifestyle, class and success.
- Media Industries: the role of magazine publishers, circulation and branding within the magazine industry.
- Audiences: how magazines target and appeal to specific audience groups.
- Contexts: social, cultural and historical contexts that influence media production and interpretation.

Students develop the analytical skills required for **Component 1**, particularly through the study of magazine set products, while strengthening their ability to apply contextual knowledge and media theory to extended written responses.

James Bond – No Time to Die and The Man with the Golden Gun

Learning Objectives

- To explore early Bond marketing.
- To explore our knowledge of the Bond franchise.
- To explore our knowledge of media language.
- To explore our knowledge of representation.
- To explore our knowledge of representation.
- To explore our knowledge of representation.
- To develop our knowledge of industry.
- To further develop our knowledge of industry.
- To develop our knowledge of regulation.
- To develop our knowledge of the website.
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What previous knowledge is required?

Students should already have a secure understanding of the four areas of the media theoretical framework: Media Language, Representation, Media Industries and Audiences. They should be able to analyse visual and written codes, discuss representations of individuals and groups, and understand how media products target audiences. Students should also have experience exploring media contexts through advertising and magazines, including how social and cultural factors influence media products.

How will this term's content help with future learning?

This unit develops students' understanding of film marketing and the wider film industry through a comparative study of *No Time to Die* and *The Man with the Golden Gun*. Students build on their analytical skills by examining how media language and representation have changed over time, while exploring how technological, social and cultural developments influence media products. The study of industry, regulation and film promotion helps students understand how media organisations operate within a competitive and regulated environment. These skills support future study of television, online media and other set products, while strengthening the comparative analysis and evaluation skills required in GCSE examinations.

Common Misconceptions

- Film posters and promotional materials are designed only to advertise a film rather than communicate messages and construct meanings.
- Representations in media products are natural reflections of society rather than carefully constructed choices.
- The James Bond franchise has remained unchanged throughout its history.
- Media industries have complete freedom and are unaffected by regulation.
- Film success depends solely on the quality of the film rather than marketing, distribution and audience appeal.
- Audiences interpret media products in the same way.
- Websites are simply sources of information rather than carefully designed media products that use media language to engage audiences.
- Older media products are analysed using different media concepts from contemporary products.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of film marketing through the set products *No Time to Die* and *The Man with the Golden Gun*, applying the media theoretical framework.

Specification Areas Covered:

- **Media Language:** analysis of film posters, promotional materials and websites, including layout, typography, imagery and visual codes.
- **Representation:** how gender, power, nationality and identity are represented across different eras of the James Bond franchise.
- **Media Industries:** film production, distribution, marketing, ownership and the role of major media organisations in promoting film franchises.
- **Audiences:** how film marketing targets and appeals to different audience groups.
- **Regulation:** understanding the role of film classification and regulation in the media industry.
- **Contexts:** social, cultural and historical contexts influencing representations and marketing strategies across different time periods.

Students develop the analytical, comparative and evaluative skills required for **Component 1**, particularly through the study of film marketing and the application of the media theoretical framework to both historical and contemporary media products.

The Sun and The Guardian

Learning Objectives

- To develop an understanding of newspapers
- To develop an understanding of contexts
- To develop an understanding of target audience
- To develop an understanding of representation

What previous knowledge is required?

Students should already understand the key concepts of Media Language, Representation, Media Industries and Audiences and be able to apply these concepts to a range of media products. They should have experience

analysing magazines, advertising and film marketing, including how media products construct meaning, target audiences and reflect particular social and cultural values. Students should also have some understanding of media contexts and how they influence media production and interpretation.

How will this term's content help with future learning?

This unit develops students' understanding of the newspaper industry through a comparative study of *The Sun* and *The Guardian*. Students explore how newspapers use media language to communicate viewpoints, target different audiences and construct representations of people, events and issues. Studying the political, social and economic contexts of newspaper production helps students understand how media organisations influence public opinion and shape debates within society. The comparative analytical skills developed in this unit will support future study of television, online media and other set products, while strengthening the extended writing skills required for GCSE examinations.

Common Misconceptions

- Newspapers report events objectively without any bias or perspective.
- All newspapers target the same audience.
- Representation is simply who appears in a newspaper article rather than how people, groups and issues are portrayed.
- Newspapers are no longer influential because of social media.
- Headlines only provide information rather than shaping audience interpretation.
- Different newspapers present events in the same way.
- Context has little influence on how news stories are selected and presented.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of newspapers through the set products *The Sun* and *The Guardian*, applying the media theoretical framework.

Specification Areas Covered:

- **Media Language:** analysis of newspaper layouts, headlines, images, typography and news conventions.
- **Representation:** how newspapers construct representations of individuals, groups, events and issues.
- **Media Industries:** ownership, funding, circulation and the changing newspaper industry.
- **Audiences:** how newspapers target and appeal to different readerships.
- **Contexts:** social, cultural, political and economic contexts that influence newspaper production and content.

Students develop the analytical and comparative skills required for **Component 1**, learning how different newspapers construct meanings and representations for different audiences while applying the media theoretical framework to contemporary news products.

Desert Island Discs

Learning Objectives

- To develop our knowledge of the BBC.
- To develop our knowledge of radio and BBC Radio 4.
- To develop knowledge of our set text.
- To develop our understanding of target audience.
- To improve our essay writing ability.
- To improve our knowledge of websites.

What previous knowledge is required?

Students should already understand the key concepts of Media Language, Representation, Media Industries and Audiences and be able to apply them to a range of media forms. They should have experience analysing print and audio-visual media products, identifying target audiences, and discussing how media organisations operate. Students should also be familiar with media contexts and the role that ownership and funding can play in shaping media content.

How will this term's content help with future learning?

This unit introduces students to radio as a distinct media form and develops their understanding of public service broadcasting through the study of *Desert Island Discs* and the BBC. Students explore how radio programmes are produced to meet the needs of specific audiences and how the BBC fulfils its public service remit. The study of the programme's website broadens students' understanding of how media organisations operate across multiple platforms. Students also continue to develop their extended writing and analytical skills, which are essential for success in both examined components of the GCSE course. Knowledge gained in this unit supports later study of other broadcast and online media products.

Common Misconceptions

- Radio is an outdated medium that has little relevance in modern media consumption.
- The BBC is funded through advertising in the same way as commercial broadcasters.
- Public service broadcasting means content is created for everyone in exactly the same way.
- Radio programmes rely solely on spoken language and do not use media language techniques.
- Target audiences are always broad and general rather than carefully defined.
- Websites are separate from traditional media products rather than part of a cross-media strategy.
- The BBC is completely free from competition with other media organisations.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of radio through the set product *Desert Island Discs* and its associated online presence, applying the media theoretical framework.

Specification Areas Covered:

- **Media Language:** analysis of radio conventions, programme structure, presentation techniques and website design.
- **Representation:** how guests, lifestyles, experiences and identities are represented through the programme.
- **Media Industries:** the BBC as a public service broadcaster, including ownership, funding, regulation and its role within the UK media landscape.
- **Audiences:** how *Desert Island Discs* and BBC Radio 4 target, attract and maintain specific audience groups.
- **Contexts:** social, cultural and historical factors that contribute to the programme's continued relevance and success.

Students develop the analytical, evaluative and extended writing skills required for **Component 1**, while gaining a deeper understanding of broadcasting, public service media and cross-platform media production.

Fortnite

Learning Objectives

- To understand the context of Epic Games' Fortnite
- To analyse target audiences and issues raised through Fortnite
- To understand how Epic Games targets audiences. To understand audience appeal.
- To understand how computer games are regulated. To apply this knowledge to Fortnite
- To understand the term 'Technological Convergence'. To apply this term to Fortnite.
- To understand Fortnite's funding model and be able to analyse how the game makes money.
- To investigate and analyse Fortnite's online presence.

What previous knowledge is required?

Students should already have a secure understanding of the four areas of the media theoretical framework: Media Language, Representation, Media Industries and Audiences. They should be familiar with concepts such as target audiences, ownership, regulation, funding, branding and convergence through previous studies of advertising, newspapers, radio and film marketing. Students should also be able to analyse how media organisations attract and maintain audiences and understand the influence of technological developments on media production and consumption.

How will this term's content help with future learning?

This unit develops students' understanding of the video game industry through the study of *Fortnite* and its publisher, Epic Games. Students explore how contemporary media products operate across multiple platforms, use technological convergence to reach audiences and generate revenue through innovative funding models. The unit strengthens students' understanding of audience engagement, regulation and digital media industries, helping them recognise how modern media organisations adapt to changing technologies and consumer behaviours. These concepts support wider GCSE Media Studies learning and prepare students for analysing other online and interactive media products.

Common Misconceptions

- Video games are created purely for entertainment and do not operate as major media businesses.
- *Fortnite* is free to play, therefore it does not generate significant revenue.
- All video game players are part of the same audience group.
- Regulation only applies to films and television, not video games.
- Technological convergence simply means playing games online.
- Online content connected to a game is separate from the game itself rather than part of a wider media ecosystem.
- Successful games rely only on gameplay quality rather than marketing, branding and audience engagement strategies.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of video games through the set product *Fortnite*, applying the media theoretical framework.

Specification Areas Covered:

- **Media Language:** how visual design, branding and online content communicate meaning and attract audiences.
- **Representation:** how characters, identities and social groups are presented within the game and its promotional materials.
- **Media Industries:** ownership, funding, distribution, regulation and the commercial strategies used by game developers and publishers.
- **Audiences:** how *Fortnite* targets, attracts and maintains diverse audience groups through gameplay, social interaction and online engagement.
- **Technological Convergence:** the ways in which gaming, social media, live events, streaming and online communication combine within a contemporary media product.
- **Contexts:** social, cultural and technological developments that have contributed to the growth and popularity of online gaming.

Students develop the analytical and evaluative skills required for **Component 1**, while gaining a deeper understanding of digital media industries, audience participation and the impact of technological change on contemporary media products.

Non-Exam Assessment

Learning Objectives

- Understand the requirements of the Eduqas NEA brief and apply assessment objectives throughout their work.
- Analyse existing media products to identify conventions, styles, representations, and audience targeting strategies.
- Research relevant media industries, including ownership, regulation, distribution, and institutional influences.
- Develop and refine original ideas in response to a set brief, using research to inform creative decisions.
- Justify creative choices with clear reference to research and existing media texts.

- Produce detailed pre-production planning materials appropriate to their chosen brief (e.g. scripts, storyboards, layouts, shot lists).
- Demonstrate understanding of how media language is used to construct meaning and appeal to audiences.
- Plan for effective representation of social groups and identities within their media production.
- Apply technical and creative skills to produce a coherent and appropriate media product.
- Use appropriate technologies and production tools effectively and independently.
- Manage time, resources, and workflow effectively during production.
- Edit and refine media products to achieve clarity, consistency, and professional quality.
- Evaluate their final product in relation to the brief, audience, and intended purpose.
- Reflect critically on how research and planning influenced the final outcome.

What previous knowledge is required?

Students should have a secure understanding of the four areas of the media theoretical framework: Media Language, Representation, Media Industries and Audiences, gained through the study of the GCSE set products. They should be familiar with analysing media texts, identifying target audiences, exploring representations, and understanding how media organisations operate. Students should also have experience planning and creating media content, using appropriate terminology, conducting research and constructing analytical and evaluative written responses.

How will this term's content help with future learning?

The Non-Exam Assessment (NEA) provides students with the opportunity to apply the knowledge and skills developed throughout the GCSE course in a practical context. Students develop independence, creativity, research skills and project management techniques while producing a media product in response to a professional-style brief. The process reinforces understanding of audience, media language, representation and industry conventions by requiring students to make informed creative decisions. The planning, production and evaluation skills developed through the NEA are transferable to further study, employment and a wide range of creative and academic disciplines.

Common Misconceptions

- The NEA is mainly assessed on technical skill rather than the application of media knowledge and understanding.
- Research is completed at the beginning of the project and has little influence on later decisions.
- Creative ideas do not need to follow conventions of existing media products.
- Target audiences are broad groups rather than specific and clearly defined consumers.
- Planning documents are less important than the final product.
- More complex production techniques automatically result in higher marks.
- Evaluation is simply describing what was created rather than critically analysing strengths, weaknesses and decision-making.
- Media products should appeal to everyone rather than a clearly identified audience.

National Curriculum / Specification

Eduqas GCSE Media Studies – Component 3: Creating Media

This unit focuses on the completion of the Eduqas GCSE Media Studies Non-Exam Assessment, requiring students to apply the media theoretical framework in response to a set brief issued by Eduqas.

Specification Areas Covered:

- **Media Language:** using and applying codes, conventions and technical elements to create meaning.
- **Representation:** constructing appropriate representations for a specific purpose and audience.
- **Media Industries:** understanding industry conventions, production processes and professional practices.
- **Audiences:** identifying, targeting and engaging a specific audience through media production.

Students are assessed on their ability to:

- Research and analyse existing media products.
- Plan and develop original ideas.

- Create a media product that responds effectively to the set brief.
- Demonstrate understanding of media language, representation, industry and audience.
- Apply technical and creative production skills.
- Evaluate and justify creative decisions throughout the production process.

This unit directly addresses the requirements of **Component 3: Creating Media**, allowing students to demonstrate their practical application of the knowledge, understanding and skills developed throughout the GCSE Media Studies course.