

Year 11 Media Studies

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.

Modern Family and Friends

Learning Objectives

To develop our knowledge of sitcoms.

To develop our knowledge of American TV Sitcoms.

Friends:

- Understand the historical and industrial context in which Friends was produced and broadcast.
- Identify key genre conventions of the American sitcom and how Friends reinforces or challenges them.
- Analyse narrative structure, including episodic storylines, multi-strand narratives, and use of cliffhangers and continuity.
- Examine characterisation and stereotypes, focusing on how characters represent social types within sitcom conventions.
- Analyse representation of gender, age, ethnicity, relationships, and urban lifestyles in Friends.
- Explore how media language (mise-en-scène, camerawork, editing, sound, studio audience/laugh track) creates meaning.
- Understand how setting (e.g. Central Perk, apartments) contributes to narrative and character development.
- Investigate audience appeal, including uses and gratifications such as entertainment, escapism, and personal identity.
- Explore industry context, including US television production, syndication, and global distribution.
- Evaluate how Friends reflects 1990s–2000s social attitudes and cultural values.
- Analyse how humour is constructed through dialogue, timing, character interaction, and situational comedy.
- Consider how Friends appeals to both domestic (US) and international audiences.

- Evaluate how the programme has maintained cultural relevance through reruns and streaming platforms. To develop our knowledge of American Modern Sitcoms.

Modern Family.:

- Understand the industrial and historical context in which Modern Family was produced and broadcast.
- Identify key conventions of the mockumentary sitcom genre and how Modern Family both uses and develops them.
- Analyse narrative structure, including multi-strand storytelling and interwoven family subplots.
- Examine characterisation and family roles, focusing on how different family units are constructed and represented.
- Analyse representation of gender, age, ethnicity, sexuality, and family diversity within the programme.
- Explore how media language (handheld camerawork, direct address, interview segments, editing style) creates realism and humour.
- Understand how the mockumentary format shapes audience engagement and interpretation.
- Analyse how humour is created through juxtaposition, misunderstanding, stereotypes, and situational comedy.
- Investigate the representation of contemporary American family life and changing social values.
- Explore audience appeal using uses and gratifications theory (relatability, entertainment, personal identity, social interaction).
- Consider how institutional context (American network television, ABC, Disney ownership) influences content and style.
- Evaluate how Modern Family reflects and critiques modern social attitudes towards relationships and parenting.
- Compare how realism and authenticity are constructed differently in Modern Family compared to traditional sitcoms.
- Assess the role of ensemble casting in developing multiple audience connections and storylines.

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. They should be able to analyse how media products construct meaning, represent individuals and groups, and target specific audiences. Students should also have experience applying contextual knowledge to media products and comparing texts from different time periods. Previous study of newspapers, magazines, advertising, film marketing, radio and video games will have developed the analytical vocabulary and essay-writing skills required for television analysis.

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

This unit develops students' ability to analyse television as a complex and influential media form through the study of *Friends* and *Modern Family*. Students build advanced analytical skills by exploring narrative, genre, representation, audience appeal and industry contexts. The comparative study of a traditional sitcom and a contemporary mockumentary sitcom helps students understand how media products reflect changing social attitudes and audience expectations over time. The unit also develops the evaluative and extended writing skills required for GCSE examinations and supports students in making links across different media forms and contexts.

Common Misconceptions

- Sitcoms are created purely for entertainment and do not communicate social values or ideologies.
- Television representations accurately reflect reality rather than being carefully constructed.
- Audiences passively consume television programmes and interpret them in the same way.
- *Friends* and *Modern Family* present family life and relationships in realistic and unbiased ways.
- Comedy is created solely through jokes rather than through narrative, characterisation, editing, sound and performance.
- The mockumentary style of *Modern Family* is an actual documentary format.

- Television programmes are produced independently of industry considerations such as ownership, scheduling and audience expectations.
- Older television programmes cannot remain relevant to contemporary audiences.

National Curriculum / Specification

Eduqas GCSE Media Studies

This unit focuses on the study of television through the set products *Friends* and *Modern Family*, applying the media theoretical framework.

Specification Areas Covered:

- **Media Language:** analysis of camerawork, editing, sound, mise-en-scène, narrative structure and genre conventions.
- **Representation:** exploration of representations of gender, age, ethnicity, sexuality, relationships, family life and social values.
- **Media Industries:** television production, ownership, distribution, scheduling, syndication, streaming and the influence of media institutions.
- **Audiences:** audience appeal, audience interpretations, uses and gratifications, and global audience consumption.
- **Contexts:** social, cultural, historical and industrial contexts that influence television production and reception.

Students develop the knowledge and analytical skills required for **Component 2** with particular emphasis on comparing media products from different periods and applying the media theoretical framework to television texts. The unit also strengthens students' ability to construct detailed, evidence-based extended responses in preparation for the GCSE examinations.

Taylor Swift – The Man

Learning Objectives

- To develop our understanding of the pop music industry.
- To identify common media language in music videos.
- To develop knowledge on racial, social, and gender representation in the music video.
- To be able to explain the music industry and artist control.
- To identify the target audience of Taylor Swift's music.
- To analyse Taylor Swift's online platforms.

What previous knowledge is required?

Students should already understand the four areas of the media theoretical framework: Media Language, Representation, Media Industries and Audiences. They should be able to analyse visual media products, identify target audiences, explore representations of social groups, and understand how media industries operate. Students should also be familiar with the concepts of branding, marketing, convergence and online media platforms from previous units.

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

This unit develops students' understanding of the global music industry and how artists construct and promote their identities across multiple media platforms. Students analyse how media language is used to communicate messages about gender, power and inequality while exploring audience appeal and artist branding. The study of online platforms helps students understand how contemporary artists engage audiences and maintain their public image. The analytical and evaluative skills developed in this unit support examination success and deepen understanding of representation and media industries.

Common Misconceptions

- Music videos exist solely to promote songs.
- Artists have complete creative freedom over all aspects of their work.
- Audiences interpret music videos in the same way.
- Representations of gender are natural rather than constructed.

- Social media platforms are separate from an artist's marketing strategy.
- Music videos rely only on lyrics to communicate meaning.

National Curriculum / Specification

Eduqas GCSE Media Studies

Specification Areas Covered:

- Media Language: music video conventions, camerawork, editing, costume, performance and symbolism.
- Representation: representations of gender, power and identity.
- Media Industries: music production, ownership, promotion, branding and artist control.
- Audiences: audience targeting, fan communities and audience appeal.
- Online Media: artist websites and social media platforms.

Students develop the knowledge and skills required for **Component 2**, with a focus on music videos and online media products.

Stormzy - Superheroes

Learning Objectives

- To develop our understanding of the UK grime and hip-hop industry.
- To be able to explain the music industry and artist control.
- To identify the target audience of Stormzy's music.
- To identify common media language in music videos.
- To develop knowledge on racial, social, and gender representation in the music video.
- To analyse Stormzy's online platforms.

What previous knowledge is required?

Students should already understand media language, representation, industries and audiences and be able to apply these concepts to music videos and online media. They should have experience analysing how media products target audiences and communicate messages through visual and audio codes.

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

This unit broadens students' understanding of the music industry by exploring the UK grime and hip-hop scene. Students examine how media products can promote cultural identity, challenge stereotypes and represent diverse communities. The study of Stormzy's music and online presence develops understanding of branding, audience engagement and artist influence within contemporary media industries. These skills strengthen students' ability to analyse representation and industry contexts across a range of media forms.

Common Misconceptions

- Grime and hip-hop audiences are a single, uniform group.
- Music videos simply illustrate song lyrics.
- Artists are entirely independent from media industry influences.
- Representation only concerns ethnicity and race.
- Online platforms are used solely for promotion rather than audience engagement and brand building.
- All audiences respond to music products in the same way.

National Curriculum / Specification

Eduqas GCSE Media Studies

Specification Areas Covered:

- Media Language: visual and audio codes, narrative and performance conventions.
- Representation: race, identity, community, gender and social issues.
- Media Industries: ownership, production, distribution, promotion and artist branding.
- Audiences: audience targeting, fandom and audience interpretation.
- Online Media: use of websites and social media to engage audiences.

Students develop analytical and evaluative skills required for **Component 2**, particularly in relation to music videos and online media.

TLC - Waterfalls

Learning Objectives

- To explore contexts of TLC.
- To explore the media language in Waterfalls.
- To explore the use of camera work and editing in Waterfalls.
- To explore the representations in Waterfalls.

What previous knowledge is required?

Students should have a secure understanding of media language and representation, including camera work, editing, mise-en-scène and narrative structure. They should be familiar with analysing music videos and exploring how social, cultural and historical contexts influence media products. Students should also be able to discuss audience interpretations and the messages communicated through media texts.

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

This unit develops students' ability to analyse music videos in greater depth by exploring how technical codes and contextual factors create meaning. Students examine how *Waterfalls* addresses significant social issues and how representations are shaped by the cultural context of the 1990s. The study strengthens analytical skills needed for GCSE examinations and supports students in making connections between media products, contexts and audience responses.

Common Misconceptions

- Music videos are designed purely for entertainment.
- Camera work and editing are technical features with little impact on meaning.
- Representations simply reflect reality rather than constructing viewpoints.
- Older music videos are no longer relevant to modern audiences.
- Social issues presented in media texts have straightforward and universally accepted meanings.
- Audiences interpret media messages in the same way.

National Curriculum / Specification

Eduqas GCSE Media Studies

Specification Areas Covered:

- Media Language: camera work, editing, mise-en-scène, narrative and visual symbolism.
- Representation: race, gender, social issues and identity.
- Media Industries: music production and promotion within the popular music industry.
- Audiences: audience interpretation and appeal.
- Contexts: social, cultural and historical contexts influencing media production and meaning.

Students develop the knowledge and analytical skills required for **Component 2**, applying the media theoretical framework to music video set products and strengthening their examination responses through detailed textual analysis.