Skills

This specification enables learners to develop a range of skills in both analysing and creating media products.

In analysing the media, learners will:

▢ demonstrate skills of enquiry, critical thinking and analysis

▢ analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses

▢ respond through discursive writing to show knowledge and understanding of media issues

▢ use specialist subject-specific terminology appropriately.

In creating a media production, learners will:

▢ develop practical and decision-making skills

▢ apply knowledge and understanding of media language and representation to a media production

▢ use media language to express and communicate meaning to an intended audience.

Minimum Expected Standards

Media Studies

Year 10

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular **'learning checks'** to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGiSpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four interrelated areas:

● **Media language**: how the media through their forms, codes and conventions communicate meanings

● **Representation**: how the media portray events, issues, individuals and social groups

● **Media industries**: how the media industries' processes of production, distribution and circulation affect media forms and platforms

● **Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively over the course of the three years.

Our expected standards are based on the Assessment Objectives used at GCSE:

AO1- Demonstrate knowledge and understanding of:

⯀ the theoretical framework of media

⯀ contexts of media and their influence on media products and processes.

AO2- Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

AO3- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Media Forms

Examples of all of the following media forms will be studied in year 10:

● advertising and marketing
● film
● magazines
● newspapers
● Video games

This will enable learners to develop knowledge and understanding of a broad range of media forms and products, providing a comprehensive and balanced study of the media that encompasses audio-visual, print-based and online forms, as well as exploring the interrelationships between them.

Media products

Learners will study a wide range of media products, reflecting different forms, historical periods and audiences.

All students will study the following set products:

● *Magazine front covers:* **Pride (November 2015)/ GQ (July 2016)**
Film Posters (marketing): The Man with the Golden Gun (1974)/ *Spectre* (2015)
● *Newspaper front pages: The Guardian* (4 September 2015)/ *The Sun* (18 December 2013)
● *Print advertisements: Quality Street* (1956)/ *This Girl Can* (2015))

The following websites will also be studied in Year 10 (Component 1: Section B)

● *The Sun-* https://www.thesun.co.uk/

● *Spectre,* 12 (2015)- h*ttp://www.007.com/spectre/*

● *Pokémon Go* (2016)- *http://www.pokemon.com/uk/*