## Curriculum Intent

Subject Intent: The digital communication department aims to develop student's subject knowledge and practical ability in GCSE Computer Science and GCSE Media Studies. In Media Studies, we aim to develop students' analytical and evaluative skills across a range of different media formats. Students will also learn how to utilise specialist software to create their own media products. In Computer Science, we look to teach students how to code in a high level programming language. Alongside this we aim to give students a foundational understanding of a wide range of subject specific theory.

## Whole Year Learning

### Students will learn

Theoretical perspectives on gender and representation, including feminist approaches. – Following on from theoretical perspectives on representation, including processes of selection, construction and mediation in year 10.
The nature of media production, including by large organisations, who own the products they produce, and by individuals and groups.

Combined with the effect of ownership and control of media organisations, including conglomerate ownership, diversification and vertical integration.

Looking at the role of ownership in the media and how it affects those lower in the company hierarchy.
The impact of production processes, personnel and technologies on the final product, including similarities and differences between media products in terms of when and where they are produced.

Looking at different roles within a production and seeing what impact they have on the end product.
The impact of the increasingly convergent nature of media industries across different platforms and different national settings.

Combined with how the media operate as commercial industries on a global scale and reach both large and specialised audiences.
The importance of different funding models, including government funded, not-for-profit and commercial models.

Looking into the concept of pitching for work as an employment model in the media industry.
The challenges for media regulation presented by 'new' digital technologies. – Following on from the functions and types of regulation of the media in year 10.
How media organisations categorise audiences.

Combined with the role of media technologies in reaching and identifying audiences, and in audience consumption and usage.

Following on from how and why media products are aimed at a range of audiences, from small, specialised audiences to large, mass audiences in year 10.
The social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires and the functions they serve in everyday life and society.

Following on from how audiences may respond to and interpret media products and why these interpretations may change over time in year 10.

### What does excellence look like?

Have a basic understanding of Laura Mulvey's work on the Male Gaze and are able to suggest when this has been utilised in the set texts.

Can draw on some key examples of media texts that are produced from a female perspective and able to draw comparisons to their male counterparts.

Are able to identify specific examples of where parent companies are involved in media products and suggest what impact this may have had on the media products developed by subsidiaries.

Can utilise specific examples in their answers from memory to further develop their arguments. Can provide some critical commentary on whether or not the impact of where a media product is produced is a positive or negative one.

Able to discuss the impact that English speaking media productions have had on the rest of the world.

Can evaluate the impact that popular genres such as super hero themed media products have on saturating the market and potentially pushing out other forms of content.

Able to evaluate the strengths and weaknesses of different funding models and suggest the impact they may have on the finished product.

Able to evaluate the impact that emergent digital technologies have had on media regulation. Commenting on the methodologies used to protect media content in an online environment.

Can describe how specific groups of people may be more likely to utilise a particular form of media. Comment on how media organisations may use this understanding to help market their media productions based on audience consumption and usage. Could link this to specific exemplars.

Able to comment on specific examples of where media products have fulfilled specific desires and functions in everyday life. This could incorporate where media has portrayed a reflection of reality that challenges the status quo, or seeks to establish it.

Able to discuss where historical, social and cultural contexts have shifted so that certain media products are no longer viewed as acceptable in society.

## How will we assess impact?

Understand that the majority of media texts, including those aimed at females, are produced from a male perspective.

Able to identify where the set products have incorporated elements that clearly come from a male perspective. Able to comment on the impact this may have on the male and female audience.
Know
Have an understanding of the form and function of large media production companies and the impact that these can have on the media products they produce. Understand how large production companies are split into multiple subsidiaries and where ownership lies.

Able to discuss the concept of an oligopoly and the political bias and pressures put on creators from the ownership of a production company. Understand how and why large production companies utilise smaller divisions to release/market test specific products.
Know
A range of examples of products that have been produced by the same production company to draw upon in their exam.

Able to compare two media products produced by the same production company and draw out similarities and differences between the products. Commenting on why there may be trends between the products.
Know
Understand that popular culture often leads to media industries mimicking each other in terms of the content produced.

The reach of large production companies when it comes to releasing a high profile media product.

Can discuss how many media released now impact a wide range of different platforms globally. Able to comment on what impact this may have on other content that is outside of this mould.
Know
Understand the various funding streams that are utilised in the production of media.

Able to compare the merits and demerits of different funding models.
Know
Understand the context of media regulations prior to the advent of the internet and the complications it has caused.

Able to discuss the changes that have been made to media regulation to cope with digital distribution of media content (either legally or illegally).
Know
The different categories that media organisations will use to define their target audiences.

The different technologies media organisations will use to target different audiences.

Can discuss how different audiences are defined and at times used in conjunction with each other. Can describe how different media technologies may appeal to different target audiences.
Know
Understand that media productions can have social, cultural and political impacts on our everyday lives.
Able to comment on the impact that media productions can have on our everyday lives and views, can discuss whether or not these impacts are always intentional or accidental.

## How is homework used to enhance learning?

After school study club is available to students across KS4 on Thursdays after school in C14.

Website resources covering various aspects of the subject:
https://resources.eduqas.co.uk/
Pages/SearchResources.aspx



## How will we assess impact?

Students will have two preliminary exams where they practice section A and section B paper, with resits issued in line with school policy.

Before this they will have regular in class tests and homework tasks to assess their level of understanding. This data will be tracked with interventions put in place for those who need extra support
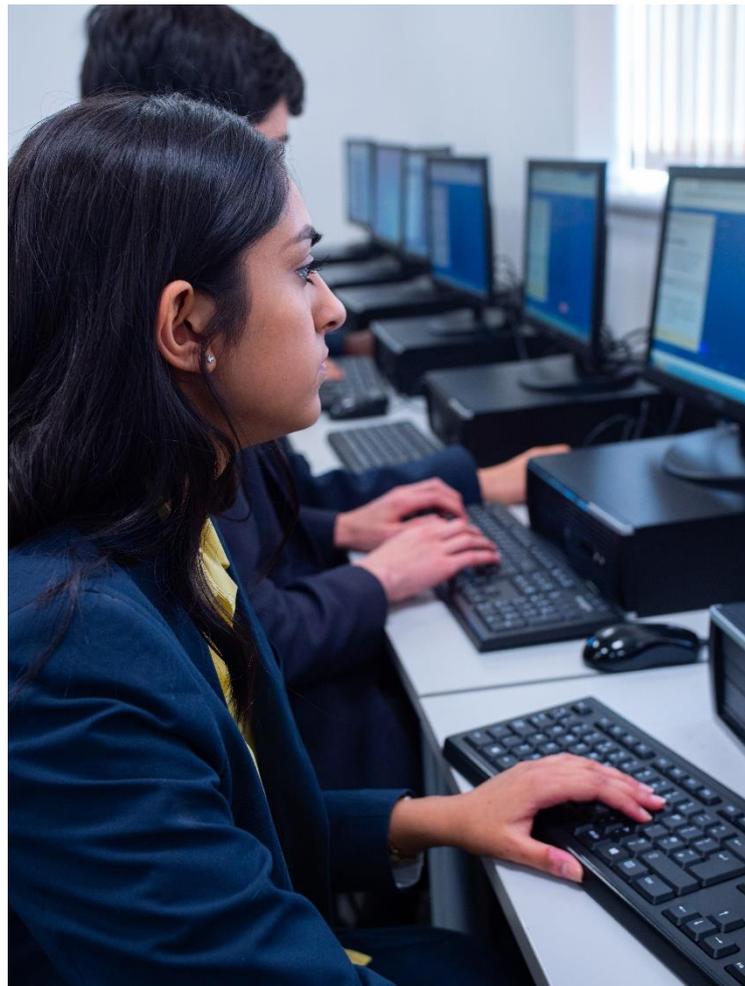


## International Opportunities

## Within the curriculum

Domestic and international examples of current affairs stories used as examples to demonstrate this. For example, covering the idea of political bias in the media by looking at the two polarised sides of US political coverage.