

<b><u>Key information about the subject and schemes of work</u></b>	<b><u>Spiritual</u></b>	<b><u>Moral</u></b>	<b><u>Social</u></b>	<b><u>Cultural</u></b>
<p>Media is studied in Key Stage 4 in both years 10 and 11. Students study a GCSE course and complete a Controlled Assessment as part of this qualification. Within the course students look at the representation of characters in film and television and how magazines and advertisements can influence people in society.</p>	<p><b><u>SP5</u></b> - Students are given frequent opportunities to produce work using a variety of media equipment and be as creative as they can be.</p> <p><b><u>SP6</u></b> - During the GCSE course, students are required to create a moving image, film poster and also a magazine cover and all students feel a sense of pride once this work is taken home and shown to the people whom they live with.</p> <p><b><u>SP3</u></b> - A sense of achievement is often heaped upon the students based on their work when it is frequently assessed via peer feedback. By gaining the respect from their peers and gaining positive praise based on their creativity and personal work lead to a sense of achievement.</p>	<p><b><u>M4</u></b> - By looking at example sources of media outlets such as films and magazine advertisements, students are allowed to question appropriate and acceptable behaviour.</p> <p><b><u>M1</u></b> - Whilst creating their own moving images, students may watch footage of a film plot featuring the death of a character via a murder. <b><u>M5</u></b> - Students will then be reminded that morally it is wrong to kill or break the law if something is illegal.</p> <p><b><u>M1</u></b> - By looking at how the media represents characters, students will be able to focus on why we need good and bad people in films and what makes a director represent someone in a morally bad way.</p> <p><b><u>M4</u></b> - When students are given the opportunity to</p>	<p><b><u>So5</u></b> - As the focused GCSE exam question changes every year often the theme may require a big focus on looking at society and TV news.</p> <p><b><u>So1</u></b> - By looking at the audience make up and who may be influenced by the media, society is often broken down into both groups and individuals that may be the target audience.</p> <p><b><u>So1</u></b> - Students can gain an idea of how society can vary in terms of interests and feedback as they are required to poll and gain feedback via a questionnaire.</p> <p><b><u>So5</u></b> - By uploading this feedback request onto social networks, students are given clear guidance as to how they should act and behave in a responsible way if they use a social network.</p>	<p><b><u>C2</u></b> - Many of the tasks completed within Media lessons are text driven and so students are given opportunities to analyse magazines and who they may be targeting as their chosen audience.</p> <p><b><u>C1</u></b> - During the GCSE course, students can look at the way celebrities are shown and how this can compare to a paparazzi picture which is less airbrushed and more natural. <b><u>C5</u></b> - can then analyse what is better either actual reality or a celebrity photo-shoot?</p> <p><b><u>C6</u></b> - Students can further look at the culture within magazine production and who they aim their target audience at. By looking at levels of literacy and length of article to advertisements and the cost of the featured products. <b><u>C1</u></b> - These can then be deconstructed and</p>

	<p><b>SP4</b> - Students are challenged frequently in Media to question and analyse the sources that they are given to look at and motivated to ask questions and reflect on their own personal viewpoints and how these relate to the focused stimulus they are studying.</p> <p><b>SP5</b> - By being open minded the students can give their own opinion and offer their own personal experiences and points of view in relation to media sources that they study. <b>SP4</b> - Also by questioning whether film and TV scenarios may be unrealistic also helps to challenge and engage the student in reflecting during their GCSE lessons.</p>	<p>create their own example of a TV sequence for teenagers. <b>M5</b> - The students may want to feature someone with a lifestyle that may be clearly lacking morals, this may cause them to analyse how they will do this.</p> <p><b>M1 / M5</b> - By focusing on writing a character that lacks desirable morals for modern society, students may then wish to change or alter the character as many students may not wish to represent of take on the role of such a fictional character that lives a morally wrong way of life such as a prostitute.</p>	<p><b>So5</b> - When using online media sites such as YouTube, students are given guidance as to what can and cannot be uploaded and what is socially acceptable and what is not.</p> <p><b>So4</b> - By focusing on the historical change of media usage, students can analyse the impact of using an online questionnaire over a paper copy and what are the benefits and drawbacks of doing so.</p> <p><b>So5</b> - By studying GCSE Media, students are given plenty of opportunity to develop skills needed for many occupations such as:</p> <ul style="list-style-type: none"> <li>• What is the correct way to present a message to an audience?</li> <li>• What audience am I trying to influence in this presentation?</li> </ul>	<p>the students can evaluate how each magazine is culturally aiming at a different audience.</p> <p><b>C2</b> - Students get many opportunities to focus on their own favourite magazines and films and TV shows and are frequently polled so they can evaluate their interests in relation to various media outlets that can be used.</p> <p><b>C3</b> - By comparing what they use and what others in society and their peers, the students can evaluate how they compare and differ to others in relation to media usage and influence.</p>
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