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| **Year 10**  | **Topic 1- Introduction** **What is Media**  | **Topic 2 – Section B: Magazines & Posters** | **Topic 3 – Section B: Exploring Media Industries and audiences:** | **Topic 4 – Component 3(NEA)** |
| **Knowledge** | * Introduction into the meaning of media
* Semiotics
* Connotation
* Denotations
* Narrative theories
* Spectra- James bond Uses and Gratification
 | * In-depth study covering all areas of the theoretical framework:
* Media language
* Representation
* Media industries
* Audiences Media
* Contexts

Vogue (July 2021) GQ (August 2019) | * Newspaper Radio:
* Film (media industries only) Video games No Time to Die (2021)
* Theoretical Framework
* Media Language
* Representation
* Media Industries
 | **Component 3** is internally assessed and externally moderated. The total number of marks available is 60: • 10 marks for the statement of aims • 20 marks for creating a media product that meets the requirements of the set brief • 30 marks for creating a media product which uses media language to communicate meanings and construct representations. * The assessment of this component will be based on the statement of aims and the media production. Learners who **do not submit a production will be awarded zero marks for the statement of aims.**
 |
| **Skills** | **Analysis**I can write a P.E.E sentences demonstrating I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text. | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | Comparison | Creative |
| I can write a P.E.E sentence using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts |  | I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | I can write P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. |  | Explain effect on the audience and the media producer’sIntended message/ meaning/ purpose of the writer. | I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts |  | I can write a paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions own project.  | I will be applying prior knowledge from topics 2 &3 to plan my production using the codes and conventions for my chosen product.  | How to use canvaHow to create a blog to track their research and planning Create mock upsCreate market research (forms) questionnaires  |
| **Year 11** | **Topic 5 –**  Media Theorist  | **Topic 6– The Archers** | **Topic 7 – Fortnite** | **Topic 8-Revision** |
| **Knowledge** | * Bell Hook-Oppression/Feminism
* Todorov- Equilibrium
* Barth-Enigma
* Propps- Characters
* Laura Malvey- Male Gaze
* Katz & Blumler: Uses and Gratification
* Levi Strauss: Binary opposites
* Blumler and Katz
 | The Archers:* Media language
* Representation
* Media industries
* Audiences Media
* Contexts
 |  Fortnite (2017)* Theoretical Framework
* Media Language
* Representation
* Media Industries
 |  |
| **Skills** | **Analysis**I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | **Comparison**I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. | **Creative**Develop creative skills | **Analysis****Refine analysis skills** | **Comparison** | **Creative** | **Analysis**Explain effect on the audience and the media producer’sIntended message/ meaning/ purpose of the writer. | **Comparison**I can write A P.E.E paragraph explaining the similar and different effects on an audience from media texts | **Creative** | **Analysis****Refine analysis skills** | **Comparison** | **Creative** |

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| **Year 11**  | **Topic 1- Understanding Forms and Products- Crime Drama** | **Topic 2 – Representation (Luther)**  | **Topic 3 – Magazine front covers Film posters (marketing)**  | **Topic 4 – Section B: Exploring Media Industries and audiences** |
| **Knowledge** | **Component 2 Exam Paper:** **Focus Areas:** * Media Language
* Representation
* Media Industries
* Audiences
* Media contexts

Luther, Series 1, Episode 1 (2010), 15 • Original broadcaster: BBC Plus a ten-minute extract from: The Sweeney, Series 1, Episode 1 (1975), 15 • Original broadcaster: ITV.* Plus a ten minute extract from: The Sweeney, Series 1, Episode 1 (1975, cert. 15) • Original broadcaster: ITV
 | * Racism/ ethnicity
* Stereotypes
* Binary opposites
* Props characters
* Commercial TV vs PSB (BBC)
* TV Regulation and license fee
 | Newspaper front pages Print Advertisements * Vogue (July 2021) GQ (August 2019)
* The Man with the Golden Gun (1974)
* No Time to Die (2021) The Guardian (18 January 2022)
* The Sun (01 January 2021)
* Quality Street (1956)
* This Girl Can (2015)
 | Newspaper Radio: The Sun/ The Archers Film (media industries only) Video games No Time to Die (2021) Fortnight (2017)The history of radio* PSB remit
* Commercial radio vs PSB (BBC)
* Technology and radio
* Watch one live lounge show

Diversity in radio* Archers
 |
| **Skills** | **Analysis**I can write a P.E.E paragraph demonstrating I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text. | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | Comparison | Creative |
| I can write a P.E.E paragraph using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts |  | I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. |  | Explain effect on the audience and the media producer’sIntended message/ meaning/ purpose of the writer. | I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts |  | I can write a P.E.E paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions. |  |  |
| **Year 11** | **Topic 5 –Music and Representation** | **Topic 6- Music and the Media** | **Topic 7- NEA**  |  |
| **Knowledge** | **Two music videos** from the following options will be studied: * Either Lizzo, Good as Hell\* (2019)
* Or Taylor Swift, Bad Blood (2014)
* AND Either Bruno Mars,
* Uptown Funk (2014) or
* Justin Bieber, Intentions (2020).

Media language Representation Media industries Audiences Media contexts Music videos from the 1980s and early 1990s. The following music videos will be studied: TLC, Waterfalls (1995) *Reference should be made at least to Facebook and Twitter or other social media outlet* | **Component 2** **Focus Areas:** * Music and Representation
* Star Persona
* Websites codes and conventions
* Uses are gratification
* Marketing
* Audiences
* Media contexts
 | * Check list completed
* All green pen completed
* Apply Magazine Industry (regulation IPSO)
* Ensure coursework brief met
* Reflection
* Problem solving skills
* Decision Making
* Create final draft of front cover
* Create final drafts of double paged spread
 |  |
| **Skills** | **Analysis** :Apply knowledge and understanding of the theoretical framework of media, to analyse media products including in relation to their contexts and through the use of | **Comparison**I can write a P.E.E paragraph Identifying the different applications in targeting a specific audience through a stars persona.  | **Creative** | **Analysis**I can apply Academic theories to questions regarding music the media and representation.  | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative****Complete production to specific guide’s specified by WJEC.** **Complete an evaluation that highlight www and EBI.**  |  |  |  |