

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Key focus	<p>Introduction to Media Language & Representation (two weeks)</p> <p>Newspapers: <i>The Guardian</i> and <i>The Sun</i> (Component 1, Sec A: Media Language & Representation)</p> <p>Newspapers: <i>The Guardian</i> and <i>The Sun</i> (Component 1, Sec B: Industries and Audiences)</p>	<p>Advertising: Quality Street ad and <i>This Girl Can</i> ad (Component 1, Sec A: Media Language & Representation)</p> <p>Magazines: <i>GQ</i> and <i>Pride</i> (Component 1, Sec A: Media Language & Representation)</p>	<p>Film marketing: James Bond posters (Component 1, Sec A: Media Language & Representation)</p> <p>Film production/distribution: James Bond, including 007.com website Newspapers (Component 1, Sec B: Industry only)</p>	<p>Video games: <i>Fortnite</i> (Component 1, Sec B: Industries and Audiences)</p> <p>Radio: <i>The Archers</i> (BBC Radio 4) (Component 1, Sec B: Industries and Audiences)</p>	<p>NEA/coursework: Component 3</p> <p>Choice of coursework briefs—all involve two-part production + Statement of Aims.</p> <p>First two weeks spent on research and planning.</p>	<p>NEA/coursework: Component 3</p> <p>Choice of coursework briefs—all involve two-part production + Statement of Aims.</p>
Intent	<p><i>Introduce students to course outline and key terminology/concepts.</i></p> <p><i>Studying newspapers first allows exploration of more challenging political elements of course under close teacher guidance. It also builds cultural capital necessary for other elements of course.</i></p>	<p><i>Applying terminology from HT1 more independently and to slightly easier/more visual texts.</i></p> <p><i>Building cultural capital—especially RE gender representation past and present.</i></p>	<p><i>Students perform their first independent ‘deep dive’ into a topic—covering all four areas of the course: Media Language/Representation/ Industry/Audience</i></p> <p><i>Building cultural capital—especially RE representation.</i></p>	<p><i>Radio unit builds on cultural capital gained during newspaper unit—especially RE British demographics (social grades/class etc.).</i></p> <p><i>Introduction to BBC’s institutional history and structure will carry through to Y11, when students study a BBC drama.</i></p>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>
Key knowledge and skills	<p>Understand the basic codes and conventions of different media formats.</p> <p>Develop awareness of the UK’s political climate and public sphere.</p> <p>Understand the political spectrum and UK governmental structure.</p>	<p>Understand the codes and conventions of magazines.</p> <p>Examine differences between glossy monthlies and weeklies.</p> <p>Develop awareness of consumer culture and gender-based audience targeting.</p>	<p>Explore a media text holistically, including not only analysis of meaning but also production and distribution.</p> <p>Develop awareness of Bond as not only a British institution, but part of a global industry.</p>	<p>Develop understanding of the BBC’s corporate structure.</p> <p>Understand the differences between public and commercial funding models.</p> <p>Understand how OFCOM, the BBC Charter, and BBC Service Licences affect programming.</p> <p>Develop understanding of the global video game industry and changing audience consumption patterns.</p>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>

Key words/vocabulary	Construction of reality Mediation Public interest Right/left-wing Labour/Conservative MP/minister/parliament Broadsheet Tabloid Leveson IPSO Social grades Working class/middle class Headline/standfirst/masthead/ ad/ caption/byline/skyline	Cover model Puffs Synthetic personalisation Cover lines Demographic Headline/standfirst/masthead/ caption/byline/skyline Glossy monthly Weekly	Global industry Franchise Marketing Distribution Funding Regulation BBFC Advertising campaign 360-degree ad campaign Guerrilla ad campaign Slow-burn ad campaign Tentpole property Cultural event	British Broadcasting Corporation Middle-class Middle-aged ABC1 Higher-educated British institution Ambridge Soap opera Rural Regulation OFCOM BBC charter Inform, educate, entertain Multi-platform games PEGI/VSC GAAS (Games as a Service) DLC (Downloadable content) MMORPG (Massively Multiplayer Online Role-Playing Game)	N/A	N/A
Assessment method	Comparison between unseen newspaper cover and studied newspaper cover.	Comparison between unseen magazine cover and studied magazine cover.	Media language analysis of both posters.	Selection of smaller knowledge-based questions that are typical of Section B of the Comp 1 paper.	Teacher marks coursework and assigns grade. (This is later moderated by the exam board to ensure fairness and accuracy.)	Teacher marks coursework and assigns grade. (This is later moderated by the exam board to ensure fairness and accuracy.)
Wider links	Introduction to UK government, politics, public discourse, and the role of the media as the 'fourth estate'.	Introduction to concepts of consumer culture and consumer psychology.	Invites discussion of changing representations of gender/ethnicity.	Invites debate over the value provided by the BBC, the unifying role of the BBC, and the future of the TV licence. Video games unit allows many students to apply media terminology to a real-world hobby.	N/A	N/A
Enrichment opportunities	Students are encouraged to watch programmes including Question Time and Newsnight. Lessons feature regular discussion of the day's news and current affairs.	Students have access to a range of magazines and are encouraged to borrow and read them as part of their general coursework preparation.	Students watch one Bond film but can borrow other franchise entries on DVD in order to strengthen contextual knowledge. (Most are BBFC '12' rated.)	Students are encouraged to download BBC iPlayer and listen to a range of age-appropriate Radio 4 programming—including <i>The Infinite Monkey Cage</i> , <i>Damien Slash Mixtape</i> , <i>Dead Ringers</i> , <i>More or Less</i> etc.	N/A	N/A
Careers links	Journalism Politics	Copywriting Advertising and marketing	Film production/distribution Advertising and marketing	Radio production Video game design	N/A	N/A