

Rationale In Year 10 learners will focus on studying key elements of Component 1: Exploring the Media. The Non-Examined Assessment will begin in the summer term, using knowledge of the course so far.			A learner in Year 10 will be able to Analyse how meanings are created and how reality is constructed within a media text. Learners will be able to address theoretical perspectives, make judgements and conclusions and identify the different functions of the media. Learners' will be able to use their knowledge of the magazine industry to create their own creative piece.		
Term 1.1. Quality Street, This Girl Can and The Man with The Golden Gun (A02) – Contexts, Media Language and Representations	Term 1.2. No Time to Die and Fortnite (A01/2) – Context, Media Language, Representations, Audiences and Industry	Term 2.1. GQ Magazine, Vogue Magazine and The Guardian Newspaper (A02) - Contexts, Media Language and Representations	Term 2.2. The Sun Newspaper and The Archers Radio – (A01/2) - Context, Media Language, Representations, Audiences and Industry	Term 3.1. NEA – Print based editing and construction (A03) - Media Language, Representation, Audience and Industry	Term 3.2. NEA – Print based editing and construction (A03) - Media Language, Representation, Audience and Industry

Term 1	1:1: Quality Street, This Girl Can and The Man with The Golden Gun (A02) Component 1	1:2: No Time to Die and Fortnite (A01/2) Component 1	Autumn % Assessment (A01/2)
Topic Coverage	Knowledge <ul style="list-style-type: none"> Understanding of the conventions of a print advertisement and film poster Understanding of contextual factors behind each product e.g. representations, stereotypes etc How audiences are attracted by a media producer How an audience infers meaning Understand how context impacts a media text Skills <ul style="list-style-type: none"> Explain how context impacts a media text Analyse the meanings and effects of media language Analyse the meaning and effects of representations Analyse how context impacts representations in a media text Consider why representations of certain groups are portrayed that way by media producers Apply relevant theory Assessment Formative assessment: Knowledge check on QS & TGC Summative assessment: TMWTGG Representation	Knowledge <ul style="list-style-type: none"> Understanding of the history of video games Understand the impact of technology on the video game industry Understand the significance of economic factors within the video game and film industry The impact of regulation on the video game and film industry Understand how Fortnite targets and maintains audiences' Understanding of social, cultural, historical and political context behind Fortnite, Epic Games and NTDD Skills <ul style="list-style-type: none"> Explain how context impacts a media text Explain how media organisations maintain, including through marketing, varieties of audiences nationally and globally Explore how the regulatory framework of contemporary media in the UK is satisfactory Explain what the impact of 'new' digital technologies on media regulation, including the role of individual producers is Explain how processes of production, distribution and circulation shape media products Assessment Formative assessment: NTDD knowledge check Summative assessment: Fortnite Audiences	Knowledge <ul style="list-style-type: none"> Media subject terminology Context of set texts studied Media language analysis Skills <ul style="list-style-type: none"> Ability to use subject terminology accurately Understand how context impacts a media text Analyse the meanings and effects of media language
	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the roles and representations of gender in the 1950s to present day and how this has changed Discussions about the different perspectives of gender 	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the roles of regulation and how important it is Discussions about the 'Big 6' Discussions about how video games can lead to violent behaviour 	
	Home Learning Tasks set fortnightly based on adverts and film posters	Home Learning: Tasks set fortnightly based on film and video games	

Term 2 Topic Coverage	Term 2.1. GQ Magazine, Vogue Magazine and The Guardian Newspaper (A02) Component 1	Term 2.2. The Sun Newspaper and The Archers Radio – (A01/2) Component 1	Spring % Assessment (A01/2)
	Knowledge <ul style="list-style-type: none"> Understanding of the conventions of magazines and newspapers Understanding of contextual factors behind each product e.g. representations, stereotypes etc Understand how context impacts a media text Understand why groups of people are represented in certain ways Skills <ul style="list-style-type: none"> Explain how context impacts a media text Analyse the meanings and effects of media language Analyse the meaning and effects of representations Analyse how context impacts representations in a media text Consider why representations of certain groups are portrayed that way by media producers Assessment Formative assessment: Knowledge check on GQ, Vogue and The Guardian Summative assessment: Vogue Representation	Knowledge <ul style="list-style-type: none"> Understanding of the newspaper industry workings e.g. regulation, ownership, production process Understanding of the radio industry workings e.g. regulation, ownership, production process Understand the global pandemic COVID 19 and the impact on the UK Understand the differences between a public service broadcaster and a commercial radio station Skills <ul style="list-style-type: none"> Analyse meanings in a media text e.g. colour, images, layout etc Apply contextual factors surrounding media texts e.g. COVID-19 pandemic Explain how newspapers and radio programmes target specialised audiences Explain how technology has impacted the production process in the newspaper and radio industry Discuss the impact of technology on regulation in the newspaper and radio industry Assessment Formative assessment: Knowledge check on The Sun and The Archers Summative assessment: The Sun Media Language & The Archers Industry	Knowledge <ul style="list-style-type: none"> Context of set texts studied Representation analysis Fortnite industry Skills <ul style="list-style-type: none"> Ability to use subject terminology accurately Understand how context impacts a media text Analyse the meanings and effects of representation Explain the impact of regulation on video games
	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the representations of different ethnicities Discussions about different political ideologies Discussions about the impact of context on media texts Discussions about why everyone should be entitled to education 	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the roles of public service broadcasters Discussions about British values and traditions Discussions about the role of regulation within the media industry Discussions about the impact of technology on media industries Discussions of the role of the audience and the ways an audience is targeted by the BBC Discuss the importance of regulation in the newspaper industry 	
	Home Learning Tasks set fortnightly based on magazines and newspapers	Home Learning: Tasks set fortnightly based on newspapers and radio	
	Term 3.1. NEA Completion (Brief released 1st March 2024) (A03) Component 3	Term 3.2. NEA Completion (Brief released 1st March 2024) (A03) Component 3	Summer % Assessment (A01/2)
Term 3 Topic Coverage	Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.	Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.	Knowledge coverage: Complete Component 1 mock that covers all areas studied across the year AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation Skills tested: Knowledge, understanding, analysis, and application of theory
	Skills Knowledge, understanding, construct, research and analysis	Skills Knowledge, understanding, construct, research and analysis	
	Assessment Summative assessment first draft of the product made Formative assessment: complete the statement of aims	Assessment Summative assessment second draft of the completed product Formative assessment: final draft of the completed product	
	Reading/Literacy/Oracy: Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.	Reading/Literacy/Oracy: Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.	
Term 3 Topic Coverage	Home Learning: Tasks set fortnightly based on the creation of the magazine	Home Learning: Tasks set fortnightly based on the creation of the magazine	