

<b>Rationale:</b> In Year 11 learners will focus on studying Component 2: Understanding Media Forms and Products. Students will make final changes to Component 3: Non-Examined Assessment. Students will revise the set texts in preparation for the examinations.			<b>A learner in Year 11 will be able to:</b> 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.		
<b>Term 1.1.</b> The Sun Newspaper and The Archers Radio – (A01/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 1.2.</b> Crime Drama: Luther and The Sweeney - (A01/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 2.1.</b> Music Videos and Online Media: Taylor Swift and TLC Waterfalls - (A01/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 2.2.</b> Music Videos and Online Media: TLC Waterfalls and Bruno Mars - (A01/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 3.1.</b> Exam Revision: Component 1 and 2 (A01/2)  <b>Component 1 Exam: Monday 13th May 2024</b>	<b>Term 3.2.</b> Exam Revision: Component 1 and 2 (A01/2)  <b>Component 2 Exam: Monday 20th May 2024</b>

Term 1	Term 1.1. GQ Magazine, Vogue Magazine and The Guardian Newspaper (A02) <b>Component 1</b>	Term 1.2. Crime Drama: Luther and The Sweeney (A01/2) <b>Component 2</b>	Autumn % Assessment
Topic Coverage	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understanding of the newspaper industry workings e.g. regulation, ownership, production process</li> <li>Understanding of the radio industry workings e.g. regulation, ownership, production process</li> <li>Understand the global pandemic COVID 19 and the impact on the UK</li> <li>Understand the differences between a public service broadcaster and a commercial radio station</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Analyse meanings in a media text e.g. colour, images, layout etc</li> <li>Apply contextual factors surrounding media texts e.g. COVID-19 pandemic</li> <li>Explain how newspapers and radio programmes target specialised audiences</li> <li>Explain how technology has impacted the production process in the newspaper and radio industry</li> <li>Discuss the impact of technology on regulation in the newspaper and radio industry</li> </ul> <b>Assessment</b> Formative assessment: Knowledge check on The Sun and The Archers Summative assessment: The Sun Media Language & The Archers Industry	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understanding of the conventions of a TV crime drama</li> <li>Understand how the TV industry works</li> <li>Understanding of contextual factors behind Luther &amp; The Sweeney e.g. representations, stereotypes etc</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Explain how contexts affect a media text</li> <li>Analyse the meaning and effects of media language</li> <li>Analyse and evaluate how contexts impact representations</li> <li>Explain why representations of certain groups are portrayed that way by media producers</li> <li>Explain how key themes and messages are relevant to TV crime drama</li> <li>Demonstrate knowledge of key industry factors relating to the TV industry</li> <li>Explain how audiences are targeted</li> <li>Demonstrate how audiences respond and interpret TV crime drama</li> </ul> <b>Assessment</b> Formative assessment: knowledge checks built into SOW Summative assessment: Luther Media Language and Representation & Component 1 Mock	<b>Knowledge coverage:</b> Complete Component 1 mock that covers all areas studied across Year 10 and Term 1.1.  AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation  <b>Skills tested:</b> Knowledge, understanding, analysis, and application of theory
	<b>Reading/Literacy/Oracy:</b> <ul style="list-style-type: none"> <li>Discussions about the roles of public service broadcasters</li> <li>Discussions about British values and traditions</li> <li>Discussions about the role of regulation within the media industry</li> <li>Discussions about the impact of technology on media industries</li> <li>Discussions of the role of the audience and the ways an audience is targeted by the BBC</li> <li>Discuss the importance of regulation in the newspaper industry</li> </ul>	<b>Reading/Literacy/Oracy:</b> <ul style="list-style-type: none"> <li>Discussions about the roles of public service broadcasters</li> <li>Discussions about the impact of crime dramas on British Culture</li> <li>Discussions about British values and traditions</li> <li>Discussions about the role of regulation within the media industry</li> <li>Discussions of the role of the audience and the ways an audience is targeted by the BBC</li> </ul>	
	<b>Home Learning:</b> Tasks set fortnightly based on newspapers and radio	<b>Home Learning:</b> Tasks set fortnightly based on crime dramas	

Term 2  Topic Coverage	Term 2.1. Music Videos and Online Media: Taylor Swift and TLC Waterfalls - (A01/2) <b>Component 2</b>	Term 2.2. Music Videos and Online Media: TLC Waterfalls and Bruno Mars - (A01/2) <b>Component 2</b>	Spring % Assessment
	<b>Knowledge</b> <ul style="list-style-type: none"><li>Understanding of the conventions of a music video</li><li>Understand how the music video industry works</li><li>Knowledge of Taylor Swift as a music artist</li><li>Understanding of contextual factors behind the music video e.g. inspirations etc</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>Explain how contexts affect a media text</li><li>Analyse the meaning and effects of media language</li><li>Analyse and evaluate how contexts impact representations</li><li>Explain why representations of certain groups are portrayed that way by media producers</li><li>Explain how key themes and messages are relevant to a music video</li><li>Demonstrate knowledge of key industry factors relating to the music video industry</li></ul> <b>Assessment</b> Formative assessment: knowledge checks built into SOW Summative assessment: Taylor Swift Representations & TLC Contexts	<b>Knowledge</b> <ul style="list-style-type: none"><li>Understanding of the conventions of a music video</li><li>Understand how the music video industry works</li><li>Knowledge of Bruno Mars as a music artist</li><li>Understanding of contextual factors behind the music video e.g. Motown</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>Explain how contexts affect a media text</li><li>Analyse the meaning and effects of media language</li><li>Analyse and evaluate how contexts impact representations</li><li>Explain why representations of certain groups are portrayed that way by media producers</li><li>Explain how key themes and messages are relevant to a music video</li><li>Demonstrate knowledge of key industry factors relating to the music video industry</li></ul> <b>Assessment</b> Formative assessment: knowledge checks built into SOW Summative assessment: Uptown Funk Representations, Industry and Audiences	Knowledge coverage: Complete Component 2 mock that covers all areas studied across the course.  AO1 – Knowledge of the video games industry and audiences AO2 – analysis of media language and representation in music videos  Skills tests: Knowledge, application, analysis, judgements and conclusions and application of theory
	<b>Reading/Literacy/Oracy:</b> <ul style="list-style-type: none"><li>Discussions about the impact of the music industry and the changes that have been made over time.</li><li>Discussions about the impact of American music on British Culture</li><li>Discussions about British values and traditions in comparison to American</li><li>Discussions about the role of regulation within the music industry</li><li>Discussions of the role of the audience and the ways an audience is targeted by the music industry</li></ul>	<b>Reading/Literacy/Oracy:</b> <ul style="list-style-type: none"><li>Discussions about the impact of the music industry and the changes that have been made over time.</li><li>Discussions about the impact of American music on British Culture</li><li>Discussions about British values and traditions in comparison to American</li><li>Discussions about the role of regulation within the music industry</li><li>Discussions of the role of the audience and the ways an audience is targeted by the music industry</li></ul>	
	<b>Home Learning:</b> Tasks set fortnightly based on music videos	<b>Home Learning:</b> Tasks set fortnightly based on music videos	
Term 3  Topic Coverage	<b>3:1: Revision of Component 1/2; exam skills</b> Media Language, Representation, Audience and Industry AO1/AO2 <b>Component 1 Exam: Monday 13th May 2024</b>	<b>3:2: Revision of Component 2 exam skills.</b> Media Language, Representation, Audience and Industry AO1/AO2 <b>Component 2 Exam: Monday 20th May 2024</b>	Summer % Assessment
	<b>Knowledge</b> Recall the key information, contexts, theoretical framework and theoretical perspectives of each examination component.	<b>Knowledge</b> Recall the key information, contexts, theoretical framework and theoretical perspectives of each examination component.	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
	<b>Skills</b> Knowledge, understanding, analysis, application of theory, making judgments and conclusions	<b>Skills</b> Knowledge, understanding, analysis, application of theory, making judgments and conclusions	
	<b>Assessment</b> Summative assessment on knowledge of Component 1 and some Component 2 Formative assessment: in class mocks – Component 1	<b>Assessment</b> Summative assessment on knowledge of Component 2 Formative assessment: in class mocks – Component 1	
	<b>Reading/Literacy/Oracy</b> Students to share ideas regarding aspects of the course as a class or in groups. Investigating the websites, social media platforms, unseen texts and applying relevant theory.	<b>Reading/Literacy/Oracy</b> Students to share ideas regarding aspects of the course as a class or in groups. Investigating the websites, social media platforms, unseen texts and applying relevant theory.	
<b>Home Learning:</b> Tasks set fortnightly based on revision and examination skills	<b>Home Learning:</b> Tasks set fortnightly based on revision and examination skills		

