

Rationale In Year 12 learners will focus on how a media text communicates meanings to an intended audience through media language and representation through the study of a range of media texts. Learners will know how the media is run and how audiences respond to a variety of media texts. Learners will know all aspects of the theoretical framework to create their own production.		A learner in Year 12 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 create their own production.			
Term 1.1. Kiss of the Vampire, Tide and Assassin's Creed Franchise (A01/2) – Contexts, Media Language, Representation, Audiences and Industry	Term 1.2. SuperHuman, The Times and The Daily Mirror (A01/2) – Contexts, Media Language, Representation, Audiences and Industry	Term 2.1. I, Daniel Blake, Black Panther and Riptide (A01/2) – Contexts, Media Language, Representation, Audiences and Industry	Term 2.2. Formation and Have you Heard George's Podcast? (A01/2) – Contexts, Media Language, Representation, Audiences and Industry	Term 3:1: NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3	Term 3:2: NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3

Term 1	Term 1.1. Kiss of the Vampire, Tide and Assassin's Creed Franchise (A01/2) Component 1	Term 1.2. SuperHuman, The Times and The Daily Mirror (A01/2) Component 1	Autumn % Assessment (Theoretical framework = media language, representation, industry and audience)
Topic Coverage	Knowledge <ul style="list-style-type: none"> Understanding of how media language is used to communicate meanings Understanding of genre conventions (horror films and adverts) Understanding of contextual factors surrounding set products e.g. gender roles and how that might affect representations Understanding of the video gaming industry e.g. ownership, regulation, technology Understanding of media audiences e.g. demographics, psychographics Skills <ul style="list-style-type: none"> Discuss how media language is used to create meaning Explain how contexts affect representations Discuss how video games target audiences Explain the impact of technology of video game regulation Discuss the effect of ownership on video games Assessment Formative assessment: Knowledge check on ACF Summative assessment: Tide Media Language	Knowledge <ul style="list-style-type: none"> Understanding of how media language is used to communicate meanings Understanding of advert conventions Understanding of contextual factors surrounding set products e.g. how people view politicians in the UK Understanding of the newspaper industry e.g. ownership, regulation, technology Understanding of media audiences e.g. demographics, psychographics Skills <ul style="list-style-type: none"> Discuss how media language is used to create meaning Explain how contexts affect representations Discuss how newspapers and adverts target audiences Explain the impact of technology of newspaper regulation Discuss the effect of ownership on newspapers Assessment Formative assessment: Knowledge check built into SOW Summative assessment: SuperHuman Audiences, Newspaper Audience and Industry	Knowledge coverage: AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation Skills tested: Knowledge, understanding, application of theory, making judgements and conclusions, critical analysis
	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the roles and representations of gender in the 1960s and how this has changed Discussions about the role of regulation within the media industry Discussions about the impact of technology on media industries Home Learning: Tasks set weekly on introductory skills in Media	Reading/Literacy/Oracy: <ul style="list-style-type: none"> in politicians in modern society Discussions about the role of regulation within the newspaper industry Discussions about the impact of technology on media industries Home Learning: Tasks set weekly on adverts and newspapers	
Term 2	Term 2.1. I, Daniel Blake, Black Panther and Riptide (A01/2) Component 1	Term 2.2. Formation and Have you Heard George's Podcast? (A01/2) Component 1	Spring % Assessment
Topic Coverage	Knowledge <ul style="list-style-type: none"> Understanding of the ownership behind IDB & BP Understanding of economic factors behind IDB & BP 	Knowledge <ul style="list-style-type: none"> Understanding of the ownership behind HYHGP Understanding of public service broadcasting 	Knowledge coverage: Complete Component 1 mock that covers all areas studied across the course.

	<ul style="list-style-type: none"> Understanding of production processes behind IDB & BP Understanding of regulation in regards to IDB & BP Understanding of the differences between a mainstream film and an independent film Understanding of surrealism in relation to Riptide Understanding of how media language is used to communicate meanings in music videos Understanding of how representations reflect modern societal values <p>Skills</p> <ul style="list-style-type: none"> Discuss how media language is used to create meaning Explain how contexts affect representations Discuss how films target audiences Explain the impact of technology of film regulation Discuss the effect of ownership on films <p>Assessment Formative assessment: Knowledge check built into SOW Summative assessment: BP/IDB Industry, Riptide Representation</p>	<ul style="list-style-type: none"> Understanding of the impact technology has had on the radio industry Understanding of current social and political contexts Understanding of audience demographics and how this might impact their interpretations Understanding of how media language is used to communicate meanings in music videos Understanding of how representations reflect modern societal values <p>Skills</p> <ul style="list-style-type: none"> Discuss how media language is used to create meaning Explain how contexts affect representations Discuss how radio target audiences Explain the impact of technology of radio regulation and scheduling Discuss the effect of ownership on radio <p>Assessment Formative assessment: Knowledge check built into SOW Summative Assessment: Formation Representation, HYHGP Industry and Audience</p>	<p>AO1 – Knowledge of the video games industry and audiences AO2 – analysis of media language and representation in music videos</p> <p>Skills tests: Knowledge, application, judgements and conclusions, application of theory, critical analysis</p>
	<p>Reading/Literacy/Oracy:</p> <ul style="list-style-type: none"> Discussions about the role of individual producers on films Discussions about the under-representation of people of colour and how BP addresses this Discussions about the impact of technology on media industries 	<p>Reading/Literacy/Oracy:</p> <ul style="list-style-type: none"> Discussions about the impact of technology and audience demands on radio Discussions about the under-representation of people of colour and how HYHGP addresses this Discussions about police brutality in America 	
	<p>Home Learning: Weekly tasks based on film and music videos</p>	<p>Home Learning: Weekly tasks based on music video and radio</p>	
Term 3	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
Topic Coverage	<p>Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.</p> <p>Skills Investigate, knowledge, understanding, construct, research and analysis</p> <p>Assessment Summative assessment first draft of the products constructed Formative assessment: complete the statement of aims</p>	<p>Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.</p> <p>Skills Investigate, knowledge, understanding, construct, research and analysis</p> <p>Assessment Summative assessment second draft of the products constructed Formative assessment: completion of the products</p>	<p>Knowledge coverage: Complete Component 1 mock that covers all areas studied across the year Completion of Component 3</p> <p>AO3 – Creation and construction of products</p> <p>Skills tested: Knowledge, application, judgements and conclusions, application of theory, critical analysis</p>
	<p>Reading/Literacy/Oracy Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p>	<p>Reading/Literacy/Oracy Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p>	
	<p>Home Learning Tasks set after every lesson based on the creation of the magazine</p>	<p>Home Learning Tasks set after every lesson based on the creation of the magazine</p>	