

Rationale: In Year 11 learners will focus on studying Component 2: Understanding Media Forms and Products. Students will revise the set texts in both Component 1 and 2 in preparation for the examinations.			A learner in Year 11 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.		
Term 1.1. Sitcoms: Modern Family and Friends - (A01/2) - Context, Media Language, Representations, Audiences and Industry	Term 1.2. Music Videos and Online Media: Taylor Swift (The Man) and TLC (Waterfalls) - (A01/2) - Context, Media Language, Representations, Audiences and Industry	Term 2.1 Music Videos and Online Media: Stormzy (Superheroes) (A01/2) - Context, Media Language, Representations, Audiences and Industry Exam Revision: Component 1 and 2 (A01/2)	Term 2.2. Exam Revision: Component 1 and 2 (A01/2)	Term 3.1. Exam Revision: Component 1 and 2 (A01/2) Component 1 Exam: Monday 18th May 2026	Term 3.2. Exam Revision: Component 1 and 2 (A01/2) Component 2 Exam: Tuesday 2nd June 2026

Term 1 Topic Coverage	Term 1.1. Sitcoms: Modern Family and Friends - (A01/2) Component 2	Term 1.2 Music Videos and Online Media: Taylor Swift (The Man) and Stormzy (Superheroes)- (A01/2) Component 2	Autumn % Assessment
	Knowledge <ul style="list-style-type: none"> Understanding of the conventions of a sitcoms Understand how the TV industry works Understanding of contextual factors behind Modern Family and Friends e.g. representations, stereotypes etc Skills <ul style="list-style-type: none"> Explain how contexts affect a media text Analyse the meaning and effects of media language Analyse and evaluate how contexts impact representations Explain why representations of certain groups are portrayed that way by media producers Explain how key themes and messages are relevant to sitcoms Demonstrate knowledge of key industry factors relating to the TV industry Explain how audiences are targeted Demonstrate how audiences respond and interpret sitcoms Assessment Formative assessment: knowledge checks built into SOW Summative assessment: Pitstop Assessment – Modern Family [20 marks] (AO2) a) Explore how meaning is created in two camera shots in the extract [8] b) How stereotypical are the representations of ethnicity in this extract? [12] End Assessment – Friends and Modern Family [10 marks] (AO1) Explain how digital technologies change the ways in which audiences consume television. [10]	Knowledge <ul style="list-style-type: none"> Understanding of the conventions of a music video Understand how the music video industry works Knowledge of Taylor Swift and TLC as music artists Understanding of contextual factors behind the music video e.g. inspirations, HIV etc Skills <ul style="list-style-type: none"> Explain how contexts affect a media text Analyse the meaning and effects of media language Analyse and evaluate how contexts impact representations Explain why representations of certain groups are portrayed that way by media producers Explain how key themes and messages are relevant to a music video Demonstrate knowledge of key industry factors relating to the music video industry Assessment Formative assessment: knowledge checks built into SOW Summative assessment: PITSTOP (AO1) How are music artists promoted to a global audience? Refer to the official Taylor Swift website to support your response. [10] END ASSESSMENT (AO2) How stereotypical are the representations of gender in The Man and Waterfalls? [20]	Knowledge coverage: Component 2 AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation Skills tested: Knowledge, understanding, analysis, and application of theory
	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the roles of commercial broadcasters Discussions about the impact of sitcoms on American and British culture Discussions about the role of regulation within the media industry Discussions of the role of the audience and the ways an audience is targeted by sitcoms 	Reading/Literacy/Oracy: <ul style="list-style-type: none"> Discussions about the impact of the music industry and the changes that have been made over time. Discussions about the role of regulation within the music industry Discussions of the role of the audience and the ways an audience is targeted by the music industry. Discussion about gender bias within society 	

	<ul style="list-style-type: none"> Discussions about the role of technology and the impact it has on audiences' 	<ul style="list-style-type: none"> Discussion about social issues such as HIV/AIDS, poverty and crime 	
	<p>Home Learning: Key knowledge quizzes set on Blooket</p>	<p>Home Learning: Key knowledge quizzes set on Blooket</p>	
Term 2	<p>Term 2.1. Music Videos and Online Media: Stormzy (Superheroes) - Context, Media Language, Representations, Audiences and Industry (A01/2) Component 2</p>	<p>Term 2.2. Revision of Component 1/2; exam skills Media Language, Representation, Audience and Industry AO1/AO2</p>	<p>Spring % Assessment</p>
Topic Coverage	<p>Knowledge</p> <ul style="list-style-type: none"> Understanding of the conventions of a music video Understand how the music video industry works Knowledge of Stormzy as a music artist Understanding of contextual factors behind the music video e.g. inspirations, HIV etc <p>Skills</p> <ul style="list-style-type: none"> Explain how contexts affect a media text Analyse the meaning and effects of media language Analyse and evaluate how contexts impact representations Explain why representations of certain groups are portrayed that way by media producers Explain how key themes and messages are relevant to a music video Demonstrate knowledge of key industry factors relating to the music video industry <p>Assessment Formative assessment: knowledge checks built into SOW</p> <p>Summative assessment: Pitstop Assessment [A02 – 20 marks] How are social issues represented in Stormzy: Superheroes and TLC: Waterfalls? [20]</p> <p>End Assessment [A01 – 10 marks] Explain why audiences watch music videos. Refer to Superheroes to support your points. [10]</p>	<p>Knowledge Recall the key information, contexts, theoretical framework and theoretical perspectives of each examination component.</p> <p>Skills Knowledge, understanding, analysis, application of theory, making judgments and conclusions</p> <p>Assessment Summative assessment on knowledge of Component 1 and some Component 2 Formative assessment: in class mocks – Component 1</p>	<p>Knowledge coverage: Complete Component 2 mock that covers all areas studied across the course.</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, analysis, judgements and conclusions and application of theory</p>
	<p>Reading/Literacy/Oracy</p> <ul style="list-style-type: none"> Discussions about the impact of American music on British Culture Discussions about British values and traditions in comparison to American Discussions about the role of regulation within the music industry Discussions of the role of the audience and the ways an audience is targeted by the music industry. 	<p>Reading/Literacy/Oracy</p> <ul style="list-style-type: none"> 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. 	
	<p>Home Learning: Key knowledge quizzes set on Blooket</p>	<p>Home Learning: Tasks set fortnightly based on revision and examination skills</p>	
Term 3	<p>3:1: Revision of Component 1/2; exam skills Media Language, Representation, Audience and Industry AO1/AO2 Component 1 Exam: Monday 18th May 2026</p>	<p>3:2: Revision of Component 2 exam skills. Media Language, Representation, Audience and Industry AO1/AO2 Component 2 Exam: Tuesday 2nd June 2026</p>	<p>Summer % Assessment</p>

Topic Coverage	<p>Knowledge Recall the key information, contexts, theoretical framework and theoretical perspectives of each examination component.</p> <p>Skills Knowledge, understanding, analysis, application of theory, making judgments and conclusions</p> <p>Assessment Summative assessment on knowledge of Component 1 and some Component 2 Formative assessment: in class mocks – Component 1</p>	<p>Knowledge Recall the key information, contexts, theoretical framework and theoretical perspectives of each examination component.</p> <p>Skills Knowledge, understanding, analysis, application of theory, making judgments and conclusions</p> <p>Assessment Summative assessment on knowledge of Component 2 Formative assessment: in class mocks – Component 1</p>	<p>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</p> <p>Skills tested: Knowledge, understanding, analysis, and application of theory</p>
	<p>Reading/Literacy/Oracy 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.</p>	<p>Reading/Literacy/Oracy 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.</p>	
	<p>Home Learning: Tasks set fortnightly based on revision and examination skills</p>	<p>Home Learning: Tasks set fortnightly based on revision and examination skills</p>	