

<b>Rationale</b> 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.			<b>A learner in Year 10 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. Learners' will be able to use their knowledge of the magazine industry to create their own creative piece.		
<b>Term 1.1.</b> Quality Street, The Man with The Golden Gun and No Time to Die (AO1/2) – Contexts, Media Language, Representations and Industry	<b>Term 1.2.</b> The Guardian and The Sun (AO1/2) – Context, Media Language, Representations, Audiences and Industry	<b>Term 2.1.</b> GQ Magazine, Vogue Magazine and Fortnite (AO1/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 2.2.</b> NHS111 and Desert Island Discs (AO1/2) - Context, Media Language, Representations, Audiences and Industry	<b>Term 3.1.</b> NEA – Print based editing and construction (A03) - Media Language, Representation, Audience and Industry	<b>Term 3.2.</b> NEA – Print based editing and construction (A03) - Media Language, Representation, Audience and Industry

<b>Term 1</b>	<b>1:1:</b> Quality Street, The Man with The Golden Gun and No Time to Die (AO1/2) <b>Component 1</b>	<b>1:2:</b> The Guardian and The Sun (AO1/2) <b>Component 1</b>	<b>Autumn % Assessment (AO1/2)</b>
<b>Topic Coverage</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of the conventions of a print advertisement and film poster</li> <li>Understanding of contextual factors behind each product e.g. representations, stereotypes etc</li> <li>How audiences are attracted by a media producer</li> <li>How an audience infers meaning</li> <li>Understand how context impacts a media text</li> <li>Understanding of social, cultural, historical and political context behind NTTD</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the meanings and effects of media language</li> <li>Analyse the meaning and effects of representations</li> <li>Analyse how context impacts representations in a media text</li> <li>Consider why representations of certain groups are portrayed that way by media producers</li> <li>Apply relevant theory</li> <li>Explain how media organisations maintain, including through marketing, varieties of audiences nationally and globally</li> <li>Explain how the regulatory framework of contemporary media in the UK works</li> <li>Explain what the impact of 'new' digital technologies on media regulation, including the role of individual producers is</li> <li>Explain how processes of production, distribution and circulation shape media products</li> </ul> <p><b>Assessment</b> <b>Formative Assessment/AFL:</b> Rapid Recall at the start of every lesson; Exit Tasks at the end of every lesson; Knowledge Checks; DIRT reflection after pitstops <b>Summative Assessment:</b></p> <p><b>Pitstop Assessment [AO2] – 15 marks</b> Explore how meaning is created in TMWTGG film poster: a. Visual codes (e.g. images, colours, layout) [10] b. Genre conventions [5]</p> <p><b>END ASSESSMENT [AO1]</b> Knowledge Check on NTTD</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of the newspaper industry workings e.g. regulation, ownership, production process</li> <li>Understanding of the global pandemic COVID 19 and the impact on the UK</li> <li>Understanding of the different political stances in the UK and how this can impact newspapers / news</li> </ul> <p><b>Skills</b></p> <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 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> <li>Apply relevant audience and industry theories to newspapers</li> </ul> <p><b>Assessment</b> <b>Formative Assessment/AFL:</b> Rapid Recall at the start of every lesson; Exit Tasks at the end of every lesson; Knowledge Checks; DIRT reflection after pitstops <b>Summative Assessment:</b> <b>Autumn Assessment</b> <b>End Assessment [30 marks]</b> a. Explain how political contexts influence newspapers. Refer to The Guardian to support your points [5] b. Compare the representations of politicians in The Guardian and the 1 newspapers [25]</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Media subject terminology</li> <li>Context of set texts studied</li> <li>Media language analysis</li> <li>Industry behind the film and newspaper industry</li> <li>Different audience demographics and their interpretations</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to use subject terminology accurately</li> <li>Understand how context impacts a media text</li> <li>Analyse the meanings and effects of media language</li> <li>Apply relevant theoretical perspectives to set texts</li> </ul>
	<p><b>Reading/Literacy/Oracy:</b></p> <ul style="list-style-type: none"> <li>Discussions about the roles and representations of gender in the 1950s to present day and how this has changed</li> <li>Discussions about the different perspectives of gender</li> <li>Discussions about the roles of regulation and how important it is</li> <li>Discussions about the 'Big 6'</li> </ul>	<p><b>Reading/Literacy/Oracy:</b></p> <ul style="list-style-type: none"> <li>Discussions about the roles of politicians in the UK</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>Discuss the importance of regulation in the newspaper industry</li> </ul>	

	<b>Home Learning</b> Fortnightly tasks – terminology tests	<b>Home Learning:</b> Fortnightly tasks – terminology tests	
<b>Term 2</b>  <b>Topic Coverage</b>	<b>Term 2.1.</b> GQ Magazine, Vogue Magazine and Fortnite (AO1/2) <b>Component 1</b>	<b>Term 2.2.</b> NHS111 and Desert Island Discs (AO1/2) <b>Component 1</b>	<b>Spring % Assessment (A01/2)</b>
	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of the conventions of magazines and newspapers</li> <li>Understanding of contextual factors behind each product e.g. representations, stereotypes etc</li> <li>Understand how context impacts a media text</li> <li>Understand why groups of people are represented in certain ways</li> <li>Understanding of the history of video games</li> <li>Understand the impact of technology on the video game industry</li> <li>Understand the significance of economic factors within the video game industry</li> <li>The impact of regulation on the video game industry</li> <li>Understand how Fortnite targets and maintains audiences'</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the meanings and effects of media language</li> <li>Analyse the meaning and effects of representations</li> <li>Analyse how context impacts representations in a media text</li> <li>Consider why representations of certain groups are portrayed that way by media producers</li> <li>Explain how media organisations maintain, including through marketing, varieties of audiences nationally and globally</li> <li>Explore how the regulatory framework of contemporary media in the UK is satisfactory</li> <li>Explain what the impact of 'new' digital technologies on media regulation, including the role of individual producers is</li> <li>Explain how processes of production, distribution and circulation shape media products</li> </ul> <p><b>Assessment</b> <b>Formative Assessment/AFL:</b> Rapid Recall at the start of every lesson; Exit Tasks at the end of every lesson; Knowledge Checks; DIRT reflection after pitstops <b>Summative Assessment:</b> <b>Pitstop Assessment [30 marks]</b></p> <ol style="list-style-type: none"> <li>Explain how social contexts influence magazines. Refer to Vogue to support your points. [5]</li> <li>Compare the representation of ethnicities in Vogue and Entertainment Weekly. [25]</li> </ol> <p><b>End Assessment [12 marks]</b> Explain why audiences play Fortnite. Refer to the Uses and Gratifications theory in your response. [12]</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of the conventions of adverts</li> <li>Understanding of contextual factors behind each product e.g. representations, stereotypes etc</li> <li>Understand how context impacts a media text</li> <li>Understand why groups of people are represented in certain ways</li> <li>Understanding of the history of radio/podcasts</li> <li>Understand the impact of technology on the radio industry</li> <li>Understand the significance of economic factors within the radio industry</li> <li>The impact of regulation on the radio industry</li> <li>Understand how DID targets and maintains audiences'</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the meanings and effects of media language</li> <li>Analyse the meaning and effects of representations</li> <li>Analyse how context impacts representations in a media text</li> <li>Consider why representations of certain groups are portrayed that way by media producers</li> <li>Explain how media organisations maintain, including through marketing, varieties of audiences nationally and globally</li> <li>Explore how the regulatory framework of contemporary media in the UK is satisfactory</li> <li>Explain what the impact of 'new' digital technologies on media regulation, including the role of individual producers is</li> <li>Explain how processes of production, distribution and circulation shape media products</li> </ul> <p><b>Assessment</b> <b>Formative Assessment/AFL:</b> Rapid Recall at the start of every lesson; Exit Tasks at the end of every lesson; Knowledge Checks; DIRT reflection after pitstops <b>Summative % Assessment</b> <b>*Spring Assessment – date tbc</b> <b>Pitstop [15 marks] *may be replaced by Spring Assessment</b> Explore how meaning is created in the NHS111 advert [15 marks]</p> <ol style="list-style-type: none"> <li>Visual codes (e.g. images, colours, layout) [10]</li> <li>Language used [5]</li> </ol> <p><b>End Assessment [35 marks]</b> Desert Island Discs Knowledge Check [35]</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Media subject terminology</li> <li>Context of set texts studied</li> <li>Media language analysis</li> <li>Industry behind the film and newspaper industry</li> <li>Different audience demographics and their interpretations</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ability to use subject terminology accurately</li> <li>Understand how context impacts a media text</li> <li>Analyse the meanings and effects of media language</li> <li>Apply relevant theoretical perspectives to set texts</li> </ul>
	<p><b>Reading/Literacy/Oracy:</b></p> <ul style="list-style-type: none"> <li>Discussions about the representations of different ethnicities</li> <li>Discussions about different political ideologies</li> <li>Discussions about the impact of context on media texts</li> <li>Discussions about why everyone should be entitled to education</li> <li>Discussions about how video games can lead to violent behaviour</li> <li>Discussions about the roles of regulation and how important it is</li> </ul>	<p><b>Reading/Literacy/Oracy:</b></p> <ul style="list-style-type: none"> <li>Representation of diverse social groups in the media</li> <li>Public service values and responsibility</li> <li>The impact of social and historical context on media texts</li> <li>Access to information and public education through the media</li> <li>The role of media in shaping attitudes and behaviour</li> <li>Regulation and accountability in the media industry</li> </ul>	
	<b>Home Learning</b> Fortnightly tasks – terminology tests	<b>Home Learning</b> Fortnightly tasks – terminology tests	
<b>Term 3</b>	<b>Term 3.1.</b> NEA Completion (Brief released 1 <sup>st</sup> March 2026) (A03) <b>Component 3</b>	<b>Term 3.2.</b> NEA Completion (Brief released 1 <sup>st</sup> March 2026) (A03) <b>Component 3</b>	<b>Summer % Assessment (A01/2)</b>

<b>Topic Coverage</b>	<p><b>Knowledge</b> To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.</p> <p><b>Skills</b> Knowledge, understanding, construct, research and analysis</p> <p><b>Assessment</b> Summative assessment first draft of the product made Formative assessment: complete the statement of aims [10]</p>	<p><b>Knowledge</b> To know the theoretical framework of: media language, representation, audience and industry and apply to their own production.</p> <p><b>Skills</b> Creation and production of the magazine</p> <p><b>Assessment</b> Final draft of SOA and magazine [60 marks]</p>	<p><b>Knowledge coverage:</b> Complete Component 1 mock that covers all areas studied across the year</p> <p>AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation</p> <p><b>Skills tested:</b> Knowledge, understanding, analysis, and application of theory</p>
	<p><b>Reading/Literacy/Oracy:</b> Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p>	<p><b>Reading/Literacy/Oracy:</b> Allowing students to share ideas regarding aspects of the magazine industry. Investigating relevant websites, peer analysis of products, applying relevant theory.</p>	
	<p><b>Home Learning:</b> Tasks set fortnightly based on the creation of the magazine</p>	<p><b>Home Learning:</b> Tasks set fortnightly based on the creation of the magazine</p>	