



Term	1	2	3	4	5	6
Topic / Theme	Component 2 – Section A: <i>Television - Sitcom</i>		Component 2 – Section B: <i>Music Video and Online Media</i>		Component 3 – <i>Creating Media Products: Planning, Research & Production</i>	
<p>Year 10</p> <p>Component 2: Understanding Media Forms and Products <i>Examination</i> 1 hour 30 minutes 30% of qualification 60 marks</p> <p>Component 3: Creating Media Products <i>Non-Exam Assessment</i> 30% of qualification 60 marks</p>	<p>Q1 & Q2. Overview: This section involves a detailed study of a specific television genre. Television genres have distinct social and cultural significance in terms of their particular representations of the world, their financial importance to the television industry, and their popularity with television audiences. Each set option involves study of a complete episode from a contemporary programme and one ten minute extract from a programme produced in the past. This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas and sitcoms reflect the key social, cultural, political and historical contexts in which they are produced.</p> <p>Set Texts:</p> <ul style="list-style-type: none"> <i>The IT Crowd</i> Series 4, Episode 2: The Final Countdown (2010) Original broadcaster: Channel 4 <p>Plus a ten minute extract from:</p> <ul style="list-style-type: none"> <i>Friends</i> Season 1, Episode 1 (1994) Original broadcaster: NBC/Channel 4. <p><i>Question 1 will assess the ability to analyse either media language or representation in relation to the extract set and will be in two parts. Part (a) will assess the ability to analyse media products. Part (b) will assess the ability to analyse and make judgements and draw conclusions. Reference to relevant contexts may be required.</i></p> <p><i>Question 2 will assess knowledge and understanding of media industries, audiences or media contexts</i></p>		<p>Q3 & Q4. Overview: Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. In addition, learners study one music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.</p> <p>Set Texts: Contemporary music videos:</p> <ul style="list-style-type: none"> <i>Katy Perry, Roar (2013)</i> https://www.youtube.com/watch?v=CevxZvSJlk8 and <i>Bruno Mars, Uptown Funk (2014)</i> https://www.youtube.com/watch?v=OPf0YbXqDm0 <p>Music videos from the 1980s and early 1990s:</p> <ul style="list-style-type: none"> <i>Duran Duran, Rio (1982)</i> https://www.youtube.com/watch?v=nTizYn3-QN0 Or <i>TLC, Waterfalls (1995)</i> https://www.youtube.com/watch?v=8WEtxJ4-sh4 <p><i>Question 3 will assess the ability to make judgements and draw conclusions through an analysis of the set media products in terms of either media language or representation. Reference to relevant contexts may be required.</i></p> <p><i>Question 4 will assess knowledge and understanding of media industries, audiences or media contexts.</i></p>		<p>Overview: In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by the exam board. Create a DVD/Blu-ray front and back cover (including a spine) and a theatrical release poster for a new film in the chosen genre.</p> <p>Statement of Aims and Intentions: You will be required to complete a brief outline of your aims for the media production. 250 words.</p> <p>Planning and Research:</p> <ul style="list-style-type: none"> Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms. Research into how media products are aimed at and target audiences, including analysis of the techniques used to appeal to and engage an intended audience. Secondary research – internet-based research appropriate to GCSE into audiences to develop understanding and support analysis. Primary audience research such as focus groups research prior to completion of production work. A pitch or treatment for the production. A project plan including a timeline and the planned use of, for example, resources, equipment etc. Planning documents appropriate to the form/product undertaken such as: a step outline; a shot list; a storyboard; a script; draft designs; mock-ups of composition and layout. 	



Term	1	2	3	4	5	6
Topic / Theme	Component 1 - Section A: Exploring Media Language and Representation		Component 1 - Section B: Exploring Media Industries and Audiences		Recap and Revision: Component 1 Component 2	End of Year 11
Year 11 Component 1: Exploring the Media <i>Examination</i> 1 hour 30 minutes 40% of qualification 80 marks Component 2: Understanding Media Forms and Products <i>Examination</i> 1 hour 30 minutes 30% of qualification 60 marks	Q1 & Q2 Overview: In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Set Texts: Magazine front covers <ul style="list-style-type: none"> <i>Pride</i> (November 2015) <i>GQ</i> (July 2016) Film posters (marketing) <ul style="list-style-type: none"> <i>The Man with the Golden Gun</i> (1974) <i>Spectre</i> (2015) Newspaper front pages <ul style="list-style-type: none"> <i>The Guardian</i> (12 September 2018) <i>The Sun</i> (12 June 2018) Print advertisements <ul style="list-style-type: none"> <i>Quality Street</i> (1956) <i>This Girl Can</i> (2015) <p><i>Question 1 will assess media language and will require analysis of one of the products set for study in this section. Learners refer to an unannotated copy of the product in the examination. Reference to relevant contexts may be required.</i></p> <p><i>Question 2 will assess context and representation in relation to a different media form from that assessed in question one. Part (a) will assess knowledge and understanding of context in relation to one set product. Part (b) will require a comparison of an UNSEEN resource with a set product in the same media form. This question requires an extended response.</i></p>		Q3 & Q4 Overview: In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences. Set Texts: Newspapers <ul style="list-style-type: none"> <i>The Sun</i> https://www.thesun.co.uk/ Radio <ul style="list-style-type: none"> <i>The Archers</i> http://www.bbc.co.uk/programmes/b006qpgr Film (media industries only) <ul style="list-style-type: none"> <i>Spectre</i> (2015) http://www.007.com/spectre/ Video Games <ul style="list-style-type: none"> <i>Fortnite</i> (2017) https://www.epicgames.com/fortnite/enUS/home <p><i>Question 3 will be a stepped question assessing knowledge and understanding of media industries in relation to one form studied.</i></p> <p><i>Question 4 will be a stepped question assessing knowledge and understanding of audiences in relation to a different media form from that assessed in question 3.</i></p>		Overview: Revision and recap of the examination components including: Component 1 recap Component 2 recap Exam techniques Revision plans Past papers	