KS4 Media Studies Schemes of Work

Assessment Objectives
AO1: Demonstrate knowledge and understanding of the theoretical framework of media.
AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

The theoretical framework of media:
• media language: how the media through their forms , codes and conventions, communicate meanings.
• representation: how the media portray events, issues, individuals and social groups.
• media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms.
• audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

Lesson	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
1.	Intro to theoretical framework	Knowledge of the course content and areas of study & 70% exam focus.	Textual analysis, comparing how texts construct messages, using specialist media terminology.	Students will understand the theoretical framework: media language; representation; media industries, audiences & impact of context.	Knowledge Organiser 1:	AO1 AO2
2.	Intro to practical work	Knowledge of the course content and areas of coursework & 30% NEA.	Textual analysis, image selection and digital image manipulation. Evaluation of product.	Students will understand how to create a media product using appropriate media language, considering representation, industry and audiences.	PAL Task 1: Mock up Tabloid front page.	AO3
3.	**1A: Media Language & Representation**	Knowledge of Unit 1A: Advertising & Marketing.	Textual analysis, comparing how media texts construct	Students will understand how to analyse contemporary media	Knowledge Organiser 2:	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
	Advertising & Marketing. Intro to textual analysis: *Quality Street This Girl Can*	How Set Advert Texts create meaning differently across different historical eras.	messages using specialist media terminology. Applying contextual knowledge to analysis.	advertising texts and compare with a historical adverts taking into account context issues.	Textual Analysis of *Quality Street & This Girl Can*.	
4.	Comparative analysis: Range of historical *(Coca Cola)* & contemporary *(Axe Peace)* advertising posters	How unseen texts create meaning differently across different historical eras.	Textual analysis, comparing how media texts construct messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to analyse contemporary media advertising texts and compare with a historical media text taking into account context issues.	Knowledge Organiser 3: Textual analysis of *Coca Cola & Axe Peace*	AO1 AO2
5.	Practical Application of Learning: Create a print advert	How to create a print advert employing the correct generic conventions	Textual analysis, image selection and digital image manipulation using Adobe Photoshop. Evaluation of product.	Students will understand how to create a print advert using appropriate media language, considering representation, industry and audiences.	PAL 2: Create a contemporary print advert	AO3
6.	1A: Film marketing. Analysing Bond film posters: *No Time to Die & Man with Golden Gun*	Knowledge of Unit 1A: Advertising & Marketing. How Set Film Poster Texts create meaning differently across different historical eras.	Textual analysis, comparing how media texts construct messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to analyse contemporary media film posters and compare with a historical film poster taking into account context issues.	Knowledge Organiser 3: Textual Analysis of *No Time to Die & Man with Golden Gun*	AO1 AO2
7.	1A: Mock Exam on Media Language & Representation: Advertising and Marketing	Knowledge of Unit 1A: Advertising & Marketing. How Set texts are put in context, analysed alongside unseen texts.	Textual analysis, comparing how media texts construct messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to answer mock exam questions on Advertising & Marketing: 1a,b, c, Textual analysis of set text 1. 2a Context Qu on set text 2. 2b. Essay compare text 2 vs unseen text.	Unit 1A: Mock Exam Paper Questions. 1a,b,c 2a,2b.	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
8.	**1B: Media Industries & Audiences:** Film Industry & *No Time to Die*	Knowledge of Unit 1B: Media Industries & Audiences. How the film industry employs technology to engage its target audience.	Textual analysis of key text. Analysis of text employing range of theories: genre; narrative; audience; feminist. Textual analysis of website + core elements.	Students will understand how EON deploy a website to appeal to *No Time to Die*'s target audience by employing typical website elements plus USP aimed at Bond fans.	Knowledge Organiser 4: Textual Analysis of *No Time to Die* website	AO1 AO2
9.	Film Audience & Marketing. *No Time to Die* film posters.	Knowledge of how a range of *No Time to Die* film posters construct different messages for different audiences.	Textual analysis, using media terms, comparing how a range of film posters construct different messages. Applying contextual knowledge to analysis.	Students will understand how EON employ film posters to appeal to a range of audiences for *No Time to Die.*	Knowledge Organiser 5: Textual analysis of *No Time to Die* posters	AO1 AO2
10.	PAL – Create a film poster	How to create a film poster employing the correct generic conventions.	Textual analysis, image selection and digital image manipulation using Adobe Photoshop. Evaluation of product.	Students will understand how to create a film poster using appropriate media language, considering representation, industry and audiences.	PAL 2: Create a contemporary film poster	AO3
11.	**1A: Media Language & Representation:** Magazines Analysis: *GQ*. Media language + Rep of gender & ethnicity	Knowledge of Unit 1A: Magazine Analysis- How Set Magazine cover Texts create meaning differently across different historical eras.	Textual analysis exploring how media texts construct gender messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to analyse *GQ*, a contemporary magazine cover using media language considering context & representation issues.	Knowledge Organiser 6: Textual analysis of *GQ* magazine cover.	AO1 AO2
12.	Magazine Analysis: *Pride* – Media language + Rep of gender & ethnicity	How Set Magazine cover Texts create meaning differently across different historical eras.	Textual analysis exploring how media texts construct ethnic messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to analyse *Pride*, a contemporary magazine cover using media language considering context & representation issues.	Knowledge Organiser 7: Textual analysis of *Pride* magazine cover.	AO1 AO2
13.	Comparative analysis other	How Unseen Magazine covers Texts create	Textual analysis, comparing how media texts construct	Students will understand how to analyse	Knowledge Organiser 8:	AO1 AO2

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	magazine covers: *Cosmopolitan (Gwyneth Paltrow) & Rolling Stone (Donald Trump).*	gender & ethnic meanings differently across different magazines subgenres.	gender & ethnic messages using specialist media terminology. Analysis of texts employing range of theories: genre; narrative; audience; feminist. Applying contextual knowledge to analysis.	contemporary media niche magazine covers and compare with a mainstream cover taking into account context issues & employing media theories.	Textual analysis of mainstream magazine covers.	
14.	1A: Mock exam questions – magazines and rep	Knowledge of Unit 1A: Advertising & Marketing. How Set texts are put in context, analysed alongside unseen texts.	Textual analysis, comparing how media texts construct messages using specialist media terminology. Applying contextual knowledge to analysis.	Students will understand how to answer mock exam questions on Advertising & Marketing: 1a,b, c, Textual analysis of set text 1. 2a Context Qu on set text 2. 2b. Essay compare text 2 vs unseen text.	Unit 1A: Mock Exam Paper Questions. 1a,b,c 2a,2b.	AO1 AO2
15.	PAL – magazine cover design	How to create a magazine cover employing the correct generic conventions.	Textual analysis, image selection and digital image manipulation using Adobe Photoshop. Evaluation of product.	Students will understand how to create a magazine cover using appropriate media language, considering representation, industry and audiences.	PAL 2: Create a contemporary magazine cover	AO3
16.	1A: Newspapers – Introduction, generic conventions + politics	Knowledge of Unit 1A focussing on tabloids, middle market & broadsheet newspapers, the generic conventions of front pages and key terms. Plus knowledge of politics and bias.	Textual analysis exploring how newspapers construct ideological messages using specialist media terminology for specific target audiences. Applying political contextual knowledge to analysis.	Students will understand how the different types of newspapers use media language to influence readers. They will understand the generic conventions of newspapers and the role of politics in context.	Knowledge Organiser 9: Textual analysis of contemporary newspaper front pages.	AO1 AO2
17.	Analysis – *The Guardian*, media language & representation	How Set newspaper front cover Texts create meaning differently from	Textual analysis exploring how newspapers construct political messages using specialist media terminology.	Students will understand how to analyse *The Guardian*, a left wing broadsheet using media	Knowledge Organiser 10: Textual analysis of *The Guardian*	AO1 AO2

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Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		different political perspectives.	Applying political contextual knowledge to analysis.	language considering context & representation issues.	newspaper front page.	
18.	Analysis – *The Sun*, media language & representation	How Set newspaper front page Texts create meaning differently from different political perspectives.	Textual analysis exploring how newspapers construct political messages using specialist media terminology. Applying political contextual knowledge to analysis.	Students will understand how to analyse *The Sun*, a right wing tabloid using media language considering context & representation issues.	Knowledge Organiser 11: Textual analysis of *The Sun* newspaper front page.	AO1 AO2
19.	1A: Mock – comparison of 2 newspaper covers*: The Daily Mirror & The Daily Mail.*	Knowledge of Unit 1A: Newspaper. How Set newspaper front page texts are put in context, analysed alongside unseen texts.	Textual analysis, comparing how newspapers construct messages using specialist media terminology. Analysis of texts employing range of theories: genre; narrative; audience; feminist. Applying political contextual knowledge to analysis.	Students will understand how to answer mock exam questions on Newspapers: 1a,b, c, Textual analysis of one set text newspaper. 2a Context Qu on set text 2. 2b. Essay compare text 2 vs unseen newspaper cover.	Unit 1A: Mock Exam Paper Questions. 1a,b,c 2a,2b.	AO1 AO2
20.	**1B: Media Industries & Audiences:** Newspaper Industry: *The Sun* + website	Knowledge of Unit 1B: Media Industries & Audiences. How the newspaper industry employs technology to engage its target audience.	Textual analysis of key text. Analysis of text employing range of theories: genre; narrative; audience; feminist. Textual analysis of website + core elements.	Students will understand how News Corp deploy a website to appeal to *The Sun*'s target audience by employing typical website elements plus USP aimed at right wing readers.	Knowledge Organiser 12: Textual Analysis of *The Sun' s* website	AO1 AO2
21.	*The Sun* – ownership, context, political leaning	Knowledge of how *The Sun* is owned by News Corp, and has a right wing bias & has a chequered past in the UK.	Textual analysis of various *Sun* front pages and several articles looking at the paper's past, its owner and its changing political positions.	Students will understand how *The Sun* is owned by an influential multinational News Corp, which owns other papers, and has a right wing bias.	Knowledge Organiser 13: Textual Analysis of *The Sun' s* contextual influences.	AO1 AO2
22.	*The Sun* – target audience, readership, responses	Knowledge of how *The Sun* is aimed at a mainly male, C2DE	Textual analysis of various *Sun* front pages and several articles looking at the paper's	Students will understand how *The Sun* is aimed at a mainly male, C2DE	Knowledge Organiser 14: Textual Analysis of *The Sun' s*	AO1 AO2

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		audience and how it appeals to them.	ideology, and how it appeals to its target audience.	readership which has a right wing bias.	target audience.	
23.	**1B: Media Industries & Audiences:** 1B: Mock Exam – *The Sun* & *No Time to Die* & technology & target audiences	Knowledge of how the Film & Newspaper industries have used technologies, specifically websites and their features, to engage their changing target audiences. How media theories can be used in analysis.	Knowledge recall on key facts about the film and newspaper industry, about what aspects of technology that are used to engage audiences. Analysis of texts & websites employing range of theories: audience; genre; narrative; feminist.	Students will understand how to answer mock exam questions on how to analyse media industry websites and explain how they help engage target audiences. They will know how to answer short answer questions a,b,c (1,2,4 marks) and extended questions d, (10 marks).	Mock Exam Questions 3 a,b,c,d, (No Time to Die) 4 a,b,c, d, (The Sun).	AO1 AO2
24.	**2A: Media Forms & Products- Television** 2A: TV Crime Drama – genre introduction - Introduction to industry changes.	Knowledge of how the Television industry uses genres to engage target audiences by using Crime Dramas to explore key issues. Knowledge of how the Television Industry responds to changing audience demands by using technology and changing platforms to adapt to those demands.	Analyse and compare how crime dramas construct and communicate meanings and generate intended interpretations and responses. Use theories and media terminology. Show knowledge and understanding of media issues. Construct and develop an extended response to the issues surrounding the development of the Crime Drama.	Students will understand how Crime Dramas adhere to and develop generic conventions. Close study will all students to understand how media language, representations, messages and values, themes and issues in Crime Drama reflect the key contexts in which they are produced. They also exemplify industry issues and emerging, contemporary developments in television in the form of online broadcasting, and provide opportunities to address key aspects of media audiences & theories.	Knowledge Organiser 15: Introduction to Television & Crime Dramas.	AO1 AO2

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25.	Textual analysis of Luther episode 1 - narrative	Knowledge of how the Luther episode reflects the society and culture of the time it was made. What Luther suggests about the representations of gender, ethnicity, age, authority & London. Key aspects of the broadcasting industry. Key audience issues. Narrative developments & applied theories.	Textual analysis of Luther with distinct focus on narrative stages, development, characters. Expanding narrative analysis into explorations about representations of gender, ethnicity, age, authority and London.	Luther allows students to study an example of a contemporary crime drama which incorporates ethnic diversity. It uses familiar crime conventions to raise contemporary issues whilst at the same time extending and varying them. It contrasts in its representation of gender in particular with The Sweeney, whose conventions reflect a 1970s interest in blending action with police procedure.	Knowledge Organiser 16: Luther: Narrative & Characters.	AO1 AO2
26.	Textual analysis of Luther key scenes using media language to look at representations of gender, ethnicity, authority & London	Knowledge of stereotyping, the representations of gender, ethnicity, age, authority & London in Luther & how media language is used.	Textual analysis of key Luther scenes using media language to look at stereotyping, representations of gender, age, ethnicity, authority & London	Students will understand how key scenes encapsulate key themes & the media language used to create representations of gender, ethnicity, age, authority & London	Knowledge Organiser 17: Luther: Representation.	AO1 AO2
27.	Luther Analysis of key context issues	Knowledge of key context issues surrounding gender, age, ethnicity, authority & London	Textual analysis & knowledge recall on key facts about key context issues surrounding gender equality, age, ethnicity + multiculturalism, authority & modern London	Students will understand key context issues surrounding gender equality, age, ethnicity + multiculturalism, authority & modern London	Knowledge Organiser 18: Luther: Contexts.	AO1 AO2
28.	Luther – analysis of key industry issues	Knowledge of key industry issues surrounding PSB, BBC iPlayer, Netflix & Pro-filmic productions.	Textual analysis & knowledge recall on key facts about key industry issues surrounding PSB, BBC iPlayer, Netflix & Pro-filmic productions.	Students will understand key industry issues surrounding PSB, BBC iPlayer, Netflix & Pro-filmic productions.	Knowledge Organiser 19: Luther: Industry	AO1 AO2

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29.	Luther – analysis of audience issues	Knowledge of Luther's audiences, their demographics, targeting, consumption & appeal.	Textual analysis & knowledge recall on key facts about Luther's audiences, their demographics, targeting, consumption & appeal.	Student will understand about Luther's audiences, their demographics, targeting, consumption & appeal.	Knowledge Organiser 20: Luther: Audience	AO1 AO2
30.	Sweeney – analysis of episode one – narrative	Knowledge of how the Sweeney episode reflects the society and culture of the time it was made. What The Sweeney suggests about the representations of gender, ethnicity, age, authority & London. Key aspects of the broadcasting industry. Key audience issues. Narrative developments & applied theories.	Textual analysis of The Sweeney with distinct focus on narrative stages, development, characters. Expanding narrative analysis into explorations about representations of gender, ethnicity, age, authority and London.	The Sweeney allows students to study an example of a period crime drama which shows limited ethnic diversity. It uses established crime conventions to raise explore historical issues. It contrasts in its representation of gender & ethnicity with Luther, whose conventions reflect a 21st century multicultural society with stronger roles for women.	Knowledge Organiser 21: The Sweeney: Narrative & Characters.	AO1 AO2
31.	Sweeney – analysis of representation & media language	Knowledge of stereotyping, the representations of gender, ethnicity, age, authority & London in The Sweeney & how media language is used.	Textual analysis of key Sweeney scenes using media language to look at stereotyping, representations of gender, age, ethnicity, authority & London	Students will understand how key scenes encapsulate key themes & the media language used to create representations of gender, ethnicity, age, authority & London	Knowledge Organiser 22: Sweeney: Representation.	AO1 AO2
32.	Sweeney – analysis of audience and industry issues	Knowledge of ITV, commercial broadcasting in the 70s, The Sweeney's audiences, their demographics,	Textual analysis & knowledge recall on key facts about ITV, commercial broadcasting in the 70s, The Sweeney's audiences, their	Student will understand about ITV, commercial broadcasting in the 70s, The Sweeney's audiences, their demographics, targeting, consumption & appeal.	Knowledge Organiser 23: The Sweeney: ITV in the 70s, Sweeney's Audience	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		targeting, consumption & appeal.	demographics, targeting, consumption & appeal.			
33.	**2A: Media Forms & Products- Television** Mock Exam – comparing and contrasting both TV Dramas	Knowledge of how media language is used to create characters, how context informs the development of the genre and narrative & issues.	Textual analysis of how media language is used to create characters, messages and develop generic conventions. Analysis of texts employing range of theories: audience; genre; narrative; feminist. Knowledge recall on key facts about the television industry, about what aspects of context influence audiences in different eras.	Students will understand how to answer mock exam questions on the TV Drama unit. Watching a Luther extract twice & make notes. Two 10 mark questions on Media Language, one 10 mark question on Context.	Mock Exam questions 1 a, b, 2.	AO1 AO2
34.	Unit 3: Coursework (NEA) Intro to brief - *Creating Media Products – Brief: Advertising and Marketing: Film* unit Initial research.	Knowledge of what is required for the brief, what the specific success criteria, and what is, and is not allowed in the production of the *Creating Media Products – Brief: Advertising and Marketing: Film* unit.	Close reading of Eduqas brief for the unit. Textual analysis of the exam board set exemplar texts for the unit. Analysing conventions of the genre and analysing conventions of the forms (DVD cover + Billboard Posters)	Students will understand what is required for the brief, what the specific success criteria, and what is, and is not allowed in the production of the *Creating Media Products – Brief: Advertising and Marketing: Film* unit.	Knowledge Organiser 24: (In form of a PowerPoint) Responding to the Creative Brief.	AO2
35.	Research – analyse similar products.	Knowledge of how media language is used to create real media texts in set genres, to convey messages and represent certain groups and events.	Analysing conventions of the genre and analysing conventions of the forms (DVD cover + Billboard Posters) and how certain groups and events are represented.	Students will understand how analysis of the use of media language in similar media products, to identify the codes and conventions of the particular genres and forms, how specific techniques such as layout and composition,	Knowledge Organiser 25: (In form of a PowerPoint) Responding to the Creative Brief + Analysis of Similar Texts.	AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				camerawork are used to create meaning, and the way in which representations of events, issues, individuals and social groups are constructed,		
36.	Research – target audience. Introduce Statement of Aims.	Knowledge of who the target audience is for the project and who the target audience is for similar real media texts. Knowledge of how media producers construct texts and characters to appeal to the target audience. How audiences engage with media texts.	Students undertake primary research, such as focus groups prior to completion of production work, as to how engaging their work is. Further research into how similar real media products are aimed at and target audiences, including analysis of the techniques used to appeal to and engage intended audiences. Secondary research into applying audience theories (Uses & Gratifications, Reception, Maslow, Male Gaze).	Students will understand how to submit a Statement of Aims: a brief outline of their aims for the media production, applying knowledge and understanding of media language and representation of the production and how to target the set audience. Understand how 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.	Knowledge Organiser 26: (In form of a PowerPoint) Responding to the Creative Brief + Audience Research.	AO2
37.	Planning – pitch for product, first draft, project outline. Software refresher.	Knowledge of how to prepare pitch for the film, its narrative, setting and characters. How to plan organising actors, props, locations, creating a shot list + dates. How to use Adobe Photoshop to create	Textual analysis of previous narratives, creating a blurb which includes narrative, characters and settings. Creating a schedule for photographing key scenes from the film, organising actors, costumes and props. Textual analysis, placeholder image selection and digital	Students will understand how and why to plan their production work to ensure that they apply their understanding of media language & representation to the media production. The planning work should include: A pitch for the production	Knowledge Organiser 27: (In form of a PowerPoint) Responding to the Creative Brief + Project Pitch + Shot List.	AO3

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		DVD covers and film posters.	image manipulation using Adobe Photoshop. Evaluation of mock-ups.	A project plan including a timeline and the planned use of resources & equipment Planning documents appropriate to the products undertaken: shot list, mock-ups of DVD & Poster composition and layout.	Mock-ups of Poster and DVD cover.	
38.	Planning – initial DVD cover & Billboard Poster layout & designs, First Drafts of Poster + DVD Cover.	Knowledge of what a good real DVD cover and Billboard Poster look like. They will also understand what good mock-ups look like.	Textual analysis of real media, placeholder & then first real image selection and digital image manipulation using Adobe Photoshop. Evaluation of mock-ups.	Students will understand what a good example of a DVD cover and Billboard Poster look like. They will also understand what good mock-ups look like and how they can help with the final submission.	Knowledge Organiser 28: (In form of a PowerPoint) Responding to the Creative Brief + First Draft of Poster and DVD cover	AO3
39.	Planning – shooting schedules, planning for resources, cast. Submit Statement of Aims	Knowledge of what a real Shooting Schedule looks like, what a good statement of aims looks like and how it helps with achieving the success criteria for the NEA>	Textual analysis of a real shooting schedule and statement of aims. Completion of the students' own version of the documents.	Students will understand what a good example of a project plan including a timeline and the planned use of resources, cast & equipment looks like, and how it will help with the project. Students will also understand how detailing project aims will help them produce work which will meet the success criteria when submitting Statement of Aims.	Knowledge Organiser 29: (In form of a PowerPoint) Responding to the Creative Brief + Statement of Aims	AO3

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
40. Re-visiting	**1B: Media Industries & Audiences:** Newspaper Industry: *The Sun* + website	Knowledge of Unit 1B: Media Industries & Audiences. How the newspaper industry employs technology to engage its target audience.	Textual analysis of key text. Analysis of text employing range of theories: genre; narrative; audience; feminist. Textual analysis of website + core elements.	Students will understand how News Corp deploy a website to appeal to *The Sun*'s target audience by employing typical website elements plus USP aimed at right wing readers.	Knowledge Organiser 12: Textual Analysis of *The Sun' s* website	AO1 AO2
41. Re-visiting	*The Sun* – ownership, context, political leaning	Knowledge of how *The Sun* is owned by News Corp, and has a right wing bias & has a chequered past in the UK.	Textual analysis of various *Sun* front pages and several articles looking at the paper's past, its owner and its changing political positions.	Students will understand how *The Sun* is owned by an influential multinational News Corp, which owns other papers, and has a right wing bias.	Knowledge Organiser 13: Textual Analysis of *The Sun' s* contextual influences.	AO1 AO2
42. Re-visiting	*The Sun* – target audience, readership, responses	Knowledge of how *The Sun* is aimed at a mainly male, C2DE audience and how it appeals to them.	Textual analysis of various *Sun* front pages and several articles looking at the paper's ideology, and how it appeals to its target audience.	Students will understand how *The Sun* is aimed at a mainly male, C2DE readership which has a right wing bias.	Knowledge Organiser 14: Textual Analysis of *The Sun' s* target audience.	AO1 AO2
43. Re-visiting	**1B: Media Industries & Audiences:** 1B: Mock Exam – *The Sun* & *No Time to Die* & technology & target audiences	Knowledge of how the Film & Newspaper industries have used technologies, specifically websites and their features, to engage their changing target audiences. How media theories can be used in analysis.	Knowledge recall on key facts about the film and newspaper industry, about what aspects of technology that are used to engage audiences. Analysis of texts & websites employing range of theories: audience; genre; narrative; feminist.	Students will understand how to answer mock exam questions on how to analyse media industry websites and explain how they help engage target audiences. They will know how to answer short answer questions a,b,c (1,2,4 marks) and extended questions d, (10 marks).	Mock Exam Questions 3 a,b,c,d, (No Time to Die) 4 a,b,c, d, (The Sun).	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
1.	Revision of AS year's work NEA nearing completion	Knowledge of key elements of set texts from Newspapers, Magazine Covers, Advertisements, Film Posters, Film Websites, Newspaper Websites.	Textual analysis of set texts focussing on media language, representation, context and media theories	Students will understand what the set texts are for each individual element of the course covered so far and what the texts' key features are.	Selection of Mock Style questions to test Qu's 1A + 1B.	AO1 AO2
2.	**1B: Media Industries & Audiences:** 1B: Video games – Intro to *Fortnite*	Knowledge and understanding of *Fortnite* as a recent augmented reality game in terms of the current video games industry and audience issues it illustrates. Knowledge of the website, trailers, and game play will also be key.	Textual analysis of key pages from the *Pokémon* website, including the homepage and two other pages which illustrate game play, player interaction and merchandise. Trailers and extracts from the game will also be analysed to illustrate industry monetisation and active audience issues.	Students will understand that *Fortnite* is a recent augmented reality game played on mobile phones. They will understand the issues of monetising free to play games for the games industry and active audience issues. They will understand the importance of the Pokémon website, how it advertises and engages its wide audience base.	Knowledge Organiser 30: *Fortnite* - Context	AO1 AO2

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3.	Industry & *Fortnite* + website	Knowledge and understanding of *Fortnite* as a recent augmented reality (AR) game in terms of the current video games industry and audience issues it illustrates. Knowledge of the website, trailers, and game play will also be key.	Textual analysis of key pages from the *Pokémon* website, including the homepage and two other pages which illustrate game play, player interaction and merchandise. Trailers and extracts from the game will also be analysed to illustrate industry monetisation and active audience issues.	Students will understand that *Fortnite* is a recent augmented reality game played on mobile phones. They will understand the issues of monetising free to play games for the games industry and active audience issues. They will understand the importance of the Pokémon website, how it advertises and engages its wide audience base.	Knowledge Organiser 31: *Fortnite* - Website	AO1 AO2
4.	Target Audience & Fortnite	Knowledge and understanding of *Fortnite* as part of a long established Nintendo franchise that will appeal to existing fans and to smartphone users, as well as to young gamers who are new to the *Pokémon* franchise. They will also understand the notion of the active audience, be they "catching" *Pokémo*n or	Textual analysis of key pages from the *Pokémon* website, including the homepage and two other pages which illustrate game play, player interaction and merchandise. Textual analysis of print and online game reviews and fan material.	Students will understand that *Fortnite* is part of a long established Nintendo franchise that will appeal to existing fans and to smartphone users, as well as to young gamers who are new to	Knowledge Organiser 32: *Fortnite* - Audience	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		interacting with other players.		the *Pokémon* franchise. They will understand the importance of the *Pokémon* website, how it advertises and engages its wide audience base. They will also understand the notion of the active audience, be they "catching" *Pokémo*n or interacting with other players.		
5.	**1B: Media Industries & Audiences:** Mock Exam on Video games	Knowledge of how the Video game industries have used technologies, specifically AR + websites and their features, to engage their changing target audiences. How media theories can be used in analysis.	Knowledge recall on key facts about the video game industry, about what aspects of technology that are used to engage audiences. Analysis of texts & websites employing range of theories: audience; genre; narrative; feminist.	Students will understand how to answer mock exam questions on how to analyse media industry websites and explain how they help engage target audiences. They will know how to answer short answer questions a,b,c (1,2,4 marks) and extended questions d, (10 marks).	Mock Exam Questions 3 a,b,c,d, (*Fortnite*)	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
6.	**1B: Media Industries & Audiences:** 1B: Radio – Intro to Radio 4 & The Archers	Knowledge and understanding of *The Archers* as an evolving BBC Radio 4 radio drama and the audience issues it illustrates. Knowledge of the historical significance of the programme, its evolution within the radio soap opera genre and how it has changed in response to industry and audience demands is also key.	Textual analysis of the "Helen stabs Rob" episode of *The Archers* plus secondary material relating to audience response, plus textual analysis of *The Archers* website, homepage, cast pages and interactive pages for Archers fans.	Students will understand that *The Archers* is an evolving BBC Radio 4 radio drama. Understanding of its historical significance, is key as is its evolution within the radio soap opera genre due to the BBC's desire to respond to changing audiences, and to uphold its PSB remit.	Knowledge Organiser 33: BBC Radio 4's *The Archers*.	AO1 AO2
7.	Industry – Radio 4, PSB, BBC, website	Knowledge and understanding of the BBC as a Public Service Broadcaster and its ethos. Knowledge of how *The Archers* has changed from an Educational & Informative Drama, to an Entertaining Radio Soap Opera over the decades.	Textual analysis of the "Helen stabs Rob" episode of *The Archers* plus secondary material relating to audience response, plus textual analysis of *The Archers* website, homepage, cast pages and interactive pages for Archers fans.	Students will understand that the BBC is a Public Service Broadcaster and its ethos is to Educate, Inform and Entertain. Knowledge of how *The Archers* has changed from an Educational & Informative Drama in Post War UK, to an Entertaining Radio	Knowledge Organiser 34: BBC Radio 4's *The Archers* – Industry & website	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				Soap Opera over the decades due to the BBC's desire to respond to changing audiences, and to uphold its PSB remit.		
8.	Target audience + The Archers, global audience, fandom	Knowledge and understanding of *The Archers* as a highly successful radio drama running for 60+ years, with its 5 million listeners, 90,000 FB fans, global audience (20% ex-Pats), and wide demographic base. (White British Female, 40-60, ABC1)	Textual analysis of *The Archers* website, homepage, cast pages and interactive pages for Archers fans, including FB pages and audience research.	Students will understand that the *The Archers* a highly successful radio drama running for 60+ years, with its 5 million listeners, 90,000 FB fans, global audience (20% ex-Pats), and wide demographic base. But with a typical listener being White British Female, 40-60, ABC1.	Knowledge Organiser 35: BBC Radio 4's *The Archers* – Audience.	AO1 AO2
9.	**1B: Media Industries & Audiences:** Mock Exam on Radio	Knowledge of how the Radio industries have used technologies, specifically websites and their features, to engage their changing target audiences. How media theories can be used in analysis.	Knowledge recall on key facts about the radio industry, about what aspects of technology that are used to engage audiences. Analysis of texts & websites employing range of theories: audience; genre; narrative; feminist.	Students will understand how to answer mock exam questions on how to analyse media industry websites and explain how they help engage target audiences. They	Mock Exam Questions 4 a,b,c,d, (*The Archers*)	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				will know how to answer short answer questions a,b,c (1,2,4 marks) and extended questions d, (10 marks).		
10.	NEA - completion	Knowledge of the Eduqas marking criteria for the NEA and how closely the work produced by the candidates fulfils the criteria.	Textual analysis of candidates own work to see how well it compares to the Eduqas mark scheme for the NEA unit.	Students will understand how their work compares against the success criteria laid out by the exam board and see if it is at the best level the candidate can get it to prior to submission.	Exam Board Mark Scheme & NEA checklist.	AO3
11.	**2B: Media Forms & Products Music Video & Online Media** – overview of topic and music industry	Knowledge of music industry and how it markets artists and their music. Knowledge of music industry focusing on two contemporary music videos (Taylor Swift 'Bad Blood' + Justin Bieber 'Intentions') and the online, social and participatory media surrounding the artists. In addition, one music video from the past (Duran Duran 'Rio') to enable understanding of media	Analysis of music industry practices, of different marketing strategies and theories about stars and audiences. Analysis of theorists including Dyer and Negus on Pop Music.

Textual analysis of Duran Duran's 'Rio' video plus supporting 80's era landmark videos: Queen's 'Bohemian Rhapsody'; Aha's 'Take on Me' & Michael Jackson's 'Thriller'. | Students will understand that the contemporary media industries are increasingly dependent on each other for the production, distribution and circulation of their products. This is particularly evident in the music industry, where forms such | Knowledge Organiser 36: Music Industry | AO1 AO2 |

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		language and of how representations reflect, and are influenced by, relevant contexts, be it historical & social, or gender & ethnicity based.	Focus on the texts through: Media language Representation Media contexts To better understand developments in music videos and wider industry issues.	as the music video have developed both as products popular with audiences and as marketing. Students will also explore how the music industry uses conventional online forms such as websites as well as social and participatory media. This will show a range of industry and audience issues as well as commentators and theorists like Negus & Dyer.		
12	Analysis of 80s Music Video Duran Duran 'Rio' media language, Rep of Gender & ethnicity + context + supporting 80s music videos: Queen's 'Bohemian Rhapsody'; Aha's 'Take on Me' & Michael Jackson's 'Thriller'.	Knowledge of Duran Duran, Rio (1982), how it uses media language to construct representations of gender, and historical and social context to better understand 80s representation tropes. Further examples of how other artists showcased their music will be gained through exploring Queen's 'Bohemian Rhapsody'; Aha's	Textual analysis of Duran Duran's 'Rio' video plus supporting 80's era landmark videos: Queen's 'Bohemian Rhapsody'; Aha's 'Take on Me' & Michael Jackson's 'Thriller'. Focus on the texts through: Media language Representation Media contexts	Students will understand that the music industry in the 80s was beginning to work alongside MTV to showcase artists through flamboyant music videos which to some extent were still reliant on stereotypical	Knowledge Organiser 37: Music Industry Duran Duran 'Rio'	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		'Take on Me' & Michael Jackson's 'Thriller'.	To better understand developments in music videos and wider industry issues.	representations. Artists such as Duran Duran, Aha, Michael Jackson & Queen were challenging stereotypes and engaging audiences. Students will understand the key points of Richard Dyer's & Keith Negus's analysis of music industry & its fans.		
13.	Analysis of contemporary video 1 - Taylor Swift – media language + representation of gender (& ethnicity)	Knowledge of how Taylor Swift, Bad Blood (2013) uses media language to construct representations of gender, and historical and social context to better understand how she uses and challenges representation tropes.	Textual analysis of Taylor Swift's 'Bad Blood' using Media language to examine her Representation of gender, the role of Media industries in this construction, the reaction and targeting of Audiences & the importance of Media contexts in seeing why these representations are present.	Students will understand that the 2.8 billion views that Bad Blood has had suggest that its campy CGI aided female empowerment message has had positive reception in a 21st century context. Intertextual references add to its appeal. White-washing may be an issue.	Knowledge Organiser 38: Music Industry – Taylor Swift 'Bad Blood'	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
14.	Context of contemporary video + audience responses	Knowledge of how Taylor Swift, Bad Blood (2013) uses media language to construct representations of gender, and historical and social context to better understand how she uses and challenges representation tropes.	Textual analysis of Taylor Swift's 'Bad Blood' using Media language to examine her Representation of gender, the role of Media industries in this construction, the reaction and targeting of Audiences & the importance of Media contexts in seeing why these representations are present.	Students will understand that the 2.8 billion views that Bad Blood has had suggest that its campy CGI aided female empowerment message has had positive reception in a 21st century context. Intertextual references add to its appeal. White-washing may be an issue.	Knowledge Organiser 38: Music Industry – Taylor Swift 'Bad Blood'	AO1 AO2
15.	**2B: Media Forms & Products Music Video & Online Media** 2B: Mock – Comparison of 2 videos 'Rio' compared and contrasted with 'Bad Blood'.	Knowledge of how and why the construction of music videos has changed from the 1980s to present day. The focus being on the representation of gender .	Textual analysis of 1980s video 'Rio' compared and contrasted with 'Bad Blood' considering Representation of gender and the importance of context.	Students will understand the representation of gender / ethnicity is more positive in 21st century videos than in 1980s videos, however, there are some positive elements in older videos and some problematic elements today. This will be explored in a 20	2B Mock Exam Questions (20 marks on stereotyping)	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				mark question on stereotyping.		
16.	Analysis of contemporary video 2 – Justin Bieber – media language + representation of ethnicity (+ gender)	Knowledge of how Justin Bieber, Intentions (2015) uses media language to construct representations of ethnicity, and historical and social context to better understand how he uses and challenges representation tropes.	Textual analysis of Justin Bieber, Intentions using Media language to examine his Representation of ethnicity, the role of Media industries in this construction, the reaction and targeting of Audiences & the importance of Media contexts in seeing why these representations are present.	Students will understand that the 87million views of Intentions Bieber' binary opposition message about oppression & Intentions struck a cord with the mainstream audience from the "Happy" artist, but not on the same scale as Taylor Swift. The videos focus on the plight of people of colour may be less mainstream	Knowledge Organiser 39: Music Industry – Justin Bieber, 'Intention s'	AO1 AO2
17.	**2B: Media Forms & Products Music Video & Online Media** 2B: Mock – Comparison of 2 videos 'Rio' compared and contrasted with 'Intentions'.	Knowledge of how and why the construction of music videos has changed from the 1980s to present day. The focus being on the representation of ethnicity	Textual analysis of 1980s video 'Rio' compared and contrasted with 'Intentions' considering Representation of ethnicity and the importance of context.	Students will understand the representation of ethnicity is more positive in 21st century videos than in 1980s videos, however, there are some positive elements in older videos and some	2B Mock Exam Questions (20 marks on stereotyping)	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				problematic elements today. This will be explored in a 20 mark question on stereotyping.		
18.	Analysis of online, social and participatory media for Taylor Swift	Knowledge of www.Taylorswift.com/ and the role of social and participatory media in relation to an artist's website will be studied. Reference will be made at Facebook and Twitter and participatory media (such as Instagram, Pinterest and YouTube) will be considered. These areas are key for artists to contact and influence their fans.	Textual analysis of Taylor Swift's website, its trailers, news feeds, song lyrics, photo galleries, linked social media sites and merchandise. All will be analysed using: Media language; Representation; Media industries; Audiences; Media context.	Students will understand that websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Students will study the design of the Taylor Swift home page, including its typical use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. They will understand that Taylor Swift has constructed her image to appeal to	Knowledge Organiser 40: Music Industry – Taylor Swift 'Bad Blood' – online presence	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				a wide range of demographic profiles.		
19.	Industry and audience issues for Taylor Swift	Knowledge of www.Taylorswift.com/ and the role of social and participatory media in relation to an artist's website will be studied. Reference will be made at Facebook and Twitter and participatory media (such as Instagram, Pinterest and YouTube) will be considered. These areas are key for artists to contact and influence their fans.	Textual analysis of Taylor Swift's website, its trailers, news feeds, song lyrics, photo galleries, linked social media sites and merchandise. All will be analysed using: Media language; Representation; Media industries; Audiences; Media context. Constructing a target audience demographic and applying audience theories to explore audience and industry issues is key.	Students will understand that websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Students will study the design of the Taylor Swift home page, including its typical use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. They will understand that Taylor Swift has constructed her image to appeal to a wide range of demographic profiles.	Knowledge Organiser 40: Music Industry – Taylor Swift 'Bad Blood' – online presence	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
20.	Analysis of online, social and participatory media for Justin Bieber	Knowledge of http://pharrellBieber.com/ and the role of social and participatory media in relation to an artist's website will be studied. Reference will be made at Facebook and Twitter and participatory media (such as Instagram, Pinterest and YouTube) will be considered. These areas are key for artists to contact and influence their fans.	Textual analysis of Justin Bieber's website, its trailers, news feeds, song lyrics, photo galleries, linked social media sites and merchandise. All will be analysed using: Media language; Representation; Media industries; Audiences; Media context.	Students will understand that websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Students will study the design of the unconventional Justin Bieber home page, including its use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. They will understand that Justin Bieber has constructed his image to appeal to a wide range of demographic profiles, many of which fall outside	Knowledge Organiser 41: Music Industry – Justin Bieber, 'Intentions' - online	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				of the mainstream.		
21.	Industry and audience issues for Justin Bieber	Knowledge of http://pharrellBieber.com/ and the role of social and participatory media in relation to an artist's website will be studied. Reference will be made at Facebook and Twitter and participatory media (such as Instagram, Pinterest and YouTube) will be considered. These areas are key for artists to contact and influence their fans.	Textual analysis of Justin Bieber's website, its trailers, news feeds, song lyrics, photo galleries, linked social media sites and merchandise. All will be analysed using: Media language; Representation; Media industries; Audiences; Media context. Constructing a target audience demographic and applying audience theories to explore audience and industry issues is key.	Students will understand that websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Students will study the design of the unconventional Justin Bieber home page, including its use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. They will understand that Justin Bieber has constructed his image to appeal to a wide range of demographic profiles, many of	Knowledge Organiser 41: Music Industry – Justin Bieber, 'Intentions' - online	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				which fall outside of the mainstream.		
22	**2B: Media Forms & Products Music Video & Online Media** 2B: Mock – Comparison of 2 videos 'Rio' compared and contrasted with 'Intentions' / 'Bad Blood'. Exploration of the importance of online media for contemporary artists.	Knowledge of how and why the construction of music videos has changed from the 1980s to present day. The focus being on the representation of ethnicity. Knowledge of how and why websites are important to music artists in the present day.	Textual analysis of 1980s video 'Rio' compared and contrasted with 'Intentions' / 'Bad Blood' considering Representation of ethnicity / gender and the importance of context and theories. Textual analysis of set websites, their importance in promoting and artist and offering the ability to create a relationship with audience and artist.	Students will understand how to answer questions relating to the representation of ethnicity / gender, and how it is more positive in 21st century videos than in 1980s videos, however, there are some positive elements in older videos and some problematic elements today. This will be explored in a 20-mark question on stereotyping. Students will also understand how to answer on the importance of websites in promoting an artist and fostering links with fans. This will	2B Mock Exam Questions (20 marks on stereotyping) (10 marks on the use of websites)	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				be answer in a 10-mark question.		
23.	Revision 1A: Advertising & Marketing	Knowledge of the key features of the set texts for the advertising and marketing elements of the exam, and what type of questions could be asked and how unseen texts are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context.	Students will understand how to answer exam questions on the sext texts for Advertising and Marketing using their knowledge organisers as revision tools and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
24.	Revision 1A: Film Posters	Knowledge of the key features of the set texts for the film poster elements of the exam, and what type of questions could be asked and how unseen texts are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context.	Students will understand how to answer exam questions on the sext texts for film posters using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
25.	Revision 1A: Newspapers	Knowledge of the key features of the set texts for the newspaper front pages elements of the exam, and what type of questions could be asked and how unseen texts are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context.	Students will understand how to answer exam questions on the sext texts for newspaper front pages using their	Knowledge Organiser Mock Paper	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				knowledge organisers as revision tools, and looking at past exam paper questions.		
26.	Revision 1A: Magazines	Knowledge of the key features of the set texts for the magazine covers elements of the exam, and what type of questions could be asked and how unseen texts are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context.	Students will understand how to answer exam questions on the sext texts for magazine covers using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
27.	Revision 1B: Video Games	Knowledge of the key features of the set texts for the video games elements of the exam, and what type of questions could be asked and how websites and technology are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context, as well as considering audiences and media industries.	Students will understand how to answer exam questions on the sext texts for video games & websites using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
28.	Revision 1B: Radio Industry	Knowledge of the key features of the set texts for the Radio Industry elements	Students will use the skills of textual analysis to deconstruct the texts using	Students will understand how to answer exam	Knowledge Organiser Mock Paper	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
		of the exam, and what type of questions could be asked and how websites and technology are used.	media language, representation, and context, as well as considering audiences and media industries.	questions on the sext texts for Radio Drama & websites using their knowledge organisers as revision tools, and looking at past exam paper questions.		
29.	Revision 1B: Newspapers	Knowledge of the key features of the set texts for the newspaper & online elements of the exam, and what type of questions could be asked and how websites and technology are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context, as well as considering audiences and media industries.	Students will understand how to answer exam questions on the sext texts for newspapers and websites using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
30.	Revision 1B: Film Industry	Knowledge of the key features of the set texts for the film industry elements of the exam, and what type of questions could be asked and how websites and technology are used.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context, as well as considering audiences and media industries.	Students will understand how to answer exam questions on the sext texts for film industry & websites using their knowledge organisers as revision tools, and looking at past	Knowledge Organiser Mock Paper	AO1 AO2

Week	Topic + Content	Knowledge Covered (INTENT)	Skills Used (IMPLEMENTATION)	Understanding Gained	Assessment Point (IMPACT)	Assessment Objective (AO)
				exam paper questions.		
31.	Revision 2A: TV Crime Drama	Knowledge of the key features of the set texts for the TV crime drama elements of the exam, and what type of questions could be asked and how and why the genre has changed over the decades.	Students will use the skills of textual analysis to deconstruct the texts using media language, representation, and context, as well as considering audiences and media industries.	Students will understand how to answer exam questions on the sext texts for TV crime drama using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2
32.	Revision 2B: Music Industry	Knowledge of the key features of the set texts for the Music Industry elements of the exam, and what type of questions could be asked and how and why the texts and how they are marketed has changed over the decades.	Students will use the skills of textual analysis to deconstruct the music videos and their websites using media language, representation, and context, as well as considering audiences, media industries and theories.	Students will understand how to answer exam questions on the sext texts for music videos and their websites, using their knowledge organisers as revision tools, and looking at past exam paper questions.	Knowledge Organiser Mock Paper	AO1 AO2