



WJEC	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Introduction to Media Studies and Theoretical Framework</u></p> <ul style="list-style-type: none"> Understanding how to analyse Media products using the four key concepts - Media Language, Representation, Audience and Industries <p><u>Component 1A – Newspaper front covers (Language)</u></p> <ul style="list-style-type: none"> Analysing the first set products – <i>The Guardian</i> and <i>The Sun</i> newspaper front covers 	<p><u>Component 1A – Magazine covers</u></p> <ul style="list-style-type: none"> Studying the two magazine cover set products – <i>Pride</i> and <i>GQ</i> – in terms of Media Language and Representation, and starting to practise GCSE style questions <p><u>Intro to practical work – Photoshop magazine covers</u></p> <ul style="list-style-type: none"> Using knowledge of magazine cover conventions to create media products, developing Photoshop skills
	Focus/Context for Learning	<p><u>Spring 1</u></p> <p><u>Component 1B – Film marketing</u></p> <ul style="list-style-type: none"> Exploring the set product Spectre film website in terms of Audience and Industries <p><u>Component 1A Film Marketing</u></p> <ul style="list-style-type: none"> Analysing the set products <i>Spectre</i> and <i>The Man With The Golden Gun</i> film posters, in terms of Media Language and Representation
Focus/Context for Learning		<p><u>Summer 1</u></p> <p><u>Component 1B – Videogame</u></p> <ul style="list-style-type: none"> Analysing the set product <i>Pokemon Go</i>, in terms of Industries and Audience



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Focus/Context for Learning	<p><u>Component 1A – Magazine covers</u> Studying the two magazine cover set products – <i>Pride</i> and <i>GQ</i> – in terms of Media Language and Representation, and starting to practise GCSE style questions</p> <p><u>Component 1B – Videogame</u> Analysing the set product <i>Fortnite</i>, in terms of Industries and Audience</p> <p><u>Component 2A – Crime Drama</u> Studying the set product <i>Luther</i>, in terms of Media Language and Representation, Audience and Industries Practice exam questions</p>	<p><u>Component 2A – Crime Drama</u> Continuing study of the set product <i>Luther</i>, Audience and Industries and also the historical example <i>The Sweeney</i>. Comparisons between the two and exam questions regarding contexts</p> <p>Practice exam questions</p>

	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Component 2A – Crime Drama (All Contexts)</u> Completing study of <i>Luther</i> and <i>The Sweeney</i></p> <p><u>Component 1B – Radio (Industries and Audience)</u> Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries</p>	<p><u>Component 2A – Print Marketing</u> Analysing the set product <i>Quality Street</i> and <i>This Girl Can</i> adverts, focusing on Media Language and Representation</p>

	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Component 1B – Newspapers</u> Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience</p> <p><u>Component 3 – NEA</u> Preparation for and work on the NEA project. This will involve creating and original media product (DVD cover, film poster, magazine) using original images, along with a written explanation of the product.</p>	<p><u>Component 3 – Controlled Assessment</u> Continuation of controlled assessment project</p>



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Focus/Context for Learning	<p><u>Component 1A and 1B – Radio (Industries and Audience)</u></p> <p>Reviewing the set products for component A</p> <p>Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries</p> <p><u>Component 2 A Crime Drama</u></p> <p>Analysing <i>The Sweeney</i> for Language/ Audience/ Context/ Industries/ Representation</p> <p><u>NEA Completion</u></p> <p>Final draft deadline at the end of the half term.</p>	<p><u>Component 2A – Crime Drama (All Contexts)</u></p> <p>Completing study of <i>Luther</i> and <i>The Sweeney</i></p> <p><u>Component 2B – Music Promotion</u></p> <p>Studying the set products – Taylor Swift <i>Bad Blood</i> music video and Pharrell Williams <i>Freedom</i> music video – in terms of all key concepts</p>
Focus/Context for Learning	<p><u>Spring 1</u></p> <p><u>Component 2B – Music Promotion</u></p> <p>Continuing study of set products including historical product: TLC <i>Waterfalls</i></p> <p><u>Component 1B – Newspapers</u></p> <p>Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience</p>	<p><u>Spring 2</u></p> <p><u>Component 1B Film Marketing</u></p> <p>Analysing the set product <i>Spectre</i> in terms of industry – marketing, ownership and regulation</p> <p><u>Component 1 and 2 Revision and Exam Practice</u></p> <p>Recap of all set products and exam practice</p>
Focus/Context for Learning	<p><u>Summer 1</u></p> <p><u>Revision and Exam Practice</u></p>	<p><u>Summer 2</u></p> <p><u>Public Exams</u></p>