

## Year 10 Learning Journey 2023-24

<p><b>Intro to course</b> <i>Media language, semiotics, codes &amp; conventions etc.</i></p> <p><b>Focus:</b> Component 1, Section A: Print Advertisements</p> <p><b>Topics to cover:</b></p> <ul style="list-style-type: none"> <li>- Print Advertisements (Quality Street and This Girl Can)</li> <li>- Unseen comparison skills</li> </ul> <p><b>Knowledge developed:</b></p> <ul style="list-style-type: none"> <li>- Media language and terminology</li> <li>- Connotation and denotation</li> <li>- Contexts of set products</li> <li>- Media Theory – Propps, Male Gaze, Van Zoonen, Dyer Star Image.</li> <li>- Stereotypes and representation</li> </ul> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation of representation</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">October Half Term</p>	<p><b>Focus:</b> Component 1</p> <p>Section A, Anthology: Film posters Unseen comparison (adverts)</p> <p><b>Section B:</b> Film Industry,</p> <p><b>Knowledge Developed:</b></p> <ul style="list-style-type: none"> <li>- Film industry: production processes</li> <li>- Industry terminology</li> <li>- Film industry: distribution and circulation</li> <li>- Film Industry: Regulation</li> <li>- Contexts of film posters</li> <li>- Media Theory: Alvarado race and ethnicity, Barthes enigma codes.</li> </ul> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation of representation</li> </ul> <p><b>Potential enrichment opportunity:</b> Host a film night of <i>No Time to Die</i> Trip to a film studios</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Christmas Holidays</p>
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<p><b>Focus:</b> Component 1</p> <p><b>Section B:</b> Radio Industry, Newspapers (L.I.A.R)</p> <p><b>Section B:</b> Newspaper industry Unseen C1 Exam skills</p> <p><b>Knowledge developed:</b></p> <ul style="list-style-type: none"> <li>- Industry terminology</li> <li>- Radio Industry: production processes</li> <li>- Radio industry: distribution and circulation</li> <li>- Radio Industry: Regulation</li> <li>- Audience engagement</li> <li>- Audience Uses and Gratifications theory</li> <li>- Contexts of newspapers</li> <li>- Newspaper specific Media language</li> </ul> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation of representation</li> <li>- Exam approaches</li> <li>- Revision skills</li> </ul>	<p>February Half Term</p>	<p><b>Focus:</b> Component 1 &amp; Revision</p> <p><b>Synoptic Assessment: Component 1</b></p> <p>Exam Technique</p> <p><b>Knowledge Developed:</b></p> <ul style="list-style-type: none"> <li>- Structure of the exam</li> <li>- Exam processes</li> </ul> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Exam approaches</li> <li>- Revision skills</li> </ul>	<p>Easter Holidays</p>
<p><b>Focus:</b> Revision &amp; NEA</p> <p>NEA Magazines &amp; unseen</p> <p><b>Knowledge developed:</b></p> <ul style="list-style-type: none"> <li>- Contexts of magazines</li> <li>- Magazine specific – media language (e.g. mast head, standfirst etc.)</li> <li>- How magazines create meanings about representation through visual codes.</li> </ul> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Revision skills</li> <li>- Canva skills – using design software</li> <li>- Canva skills – creating meanings through representation using visual codes</li> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation</li> </ul>	<p>May Half Term</p>	<p><b>NEA</b></p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Canva skills – using design software</li> <li>- Canva skills – creating meanings through representation using visual codes</li> </ul>	<p>Summer Holidays</p>

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**Year 11 (2024-25)**

**Term 1:**

**Component 2** - Television & Music Videos

**Term 2:** Exam skills and revision

**Term 3:** Exam Skills & Revision

## Year 11 Learning Journey 2023-24

<p><b>Focus:</b> Component 1, Section B</p> <ul style="list-style-type: none"> <li>- Fortnite/Video Games</li> </ul> <p><b>Revision/Exam Skills</b></p> <p><b>Synoptic Assessment w/c 3<sup>rd</sup> October: C1</b></p> <p>Knowledge developed:</p> <ul style="list-style-type: none"> <li>- Industry terminology</li> <li>- Video Game Industry: production processes</li> <li>- Video Game industry: distribution and circulation</li> <li>- Video Game Industry: Regulation</li> <li>- Audience engagement</li> <li>- Audience Uses and Gratifications theory</li> </ul> <p>Skills developed:</p> <ul style="list-style-type: none"> <li>- Revision skills</li> <li>- Exam technique</li> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation</li> </ul>	<p>October Half Term</p>	<p><b>Focus:</b> Component 2</p> <ul style="list-style-type: none"> <li>- Television</li> <li>- Music Videos</li> </ul> <p><b>Revision/Exam Skills</b></p> <p><b>Christmas Challenge: Media Language, theory and terminology.</b></p> <p>Knowledge developed:</p> <ul style="list-style-type: none"> <li>- Television specific media language (including camera angles, editing choices and movements)</li> <li>- Contexts of Luther and Crime Drama</li> <li>- Narrative/genre conventions</li> <li>- How television shows create meanings about representation through symbolic codes</li> <li>- Conventions of Music Videos</li> <li>- Contexts of Music videos</li> <li>- How music videos create meanings about representation through symbolic codes</li> <li>- Exam requirements</li> </ul> <p>Skills developed:</p> <ul style="list-style-type: none"> <li>- Revision skills</li> <li>- Exam technique</li> <li>- Analysis</li> <li>- Comparison</li> <li>- Evaluation</li> </ul>	<p>Christmas Holidays</p>
<p><b>Focus:</b> <b>Revision/Exam Skills</b></p> <p><b>Synoptic Assessment: C2</b></p>	<p>February Half Term</p>	<p><b>Focus: Revision and Exam Skills</b></p>	<p>Easter Holidays</p>
<p><b>Focus: Revision and Exam Skills</b></p>	<p>May Half Term</p>		<p>Summer Holidays</p>

