

The heart of the discerning acquires knowledge, for the ears of the wise seek it out – Proverbs 18:15

In Year 13, students will build on the skills which they learned in Year 12. The framework for exploring media products will still be the focus of all lessons: Media Language, Representation, Audience and Media Institutions. They will be introduced to the final series of texts which will be assessed in their A Level exams at the end of the course. The start of the year will be completing the NEA which is worth 30% of the course – this is based on a brief which asks for the production of a media text. This NEA will assess students’ ability to apply knowledge from learning so far on the course. Students will then look at the final texts which are assessed in Component Two. These will include Vogue, The Big Issue, Zoella and Attitude. During this year, development of understanding of a range of theorists will occur to help students to consider how media impacts the world around it. Students will spend time consolidating knowledge and skills to be able to deal with the challenges which will be faced in the terminal examinations at the end of the course.

Curious	Compassionate	Discerning
<p>HALF TERM 1: NEA</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> To apply knowledge and skills from across the course to realise a media product against a brief Research, development and editing products Avoiding plagiarism and malpractice in terms of producing media texts The JCQ regulations for NEA <p>HOW THIS WILL BE ASSESSED:</p> <p>Weekly knowledge quiz to consolidate previous learning of other set media products; 1-1 general feedback in line with JCQ guidance through discussion around NEA; marking according to mark scheme of Component 3</p>	<p>HALF TERM 2: Mainstream and alternative media - Vogue and The Big Issue</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> How media products create interactivity with the audience How new technologies have shaped media products How meanings are shaped by media language choices The codes and conventions of online media products How audiences respond to media texts How conventions are socially relative and can be used in a hybrid way The challenging and subversion of conventions The way viewpoints and ideologies are conveyed The way events, issues, groups and individuals are represented The impact digital technologies have had on regulation <p>HOW THIS WILL BE ASSESSED:</p>	<p>HALF TERM 3: Media in an online age – Zoella and Attitude</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Social, historical and cultural contexts of the latter part of 20th century Britain How texts reflect the modern times in which they were written Developments in social attitudes and how these are reflected in 20th century literature How Winterson and Duffy use language and structural patterns for effect Biographical details of writers and how text’s reflect experience How form of the text effects choices made Tier 2 vocabulary (see topic glossary) <p>HOW THIS WILL BE ASSESSED:</p> <p>Weekly knowledge quiz to consolidate previous learning of other texts; Component Two Section C exam-style questions marked using the KS5 marking sheets</p>

	Weekly knowledge quiz to consolidate previous learning of other set media produces; Component 2 exam-style questions marked using the KS5 marking sheets	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------	--

Learned and Wise
HALF TERM 4&5: Exam Skills Consolidation
STUDENTS MUST KNOW:
<ul style="list-style-type: none">● Areas for development across all texts and skills needed for success● Exam technique and core knowledge related to all texts studied across the course● Expository writing skills based on QLA and formative assessment
HOW THIS WILL BE ASSESSED:
Weekly knowledge quiz to consolidate previous learning of other texts; weekly exam-style questions based on texts; QLA used to identify areas for development

Home learning set will consist of a combination of:
Flipped learning, questions and thinking points to consider in relation to texts explored.
Reading of articles
Questions related to the work completed
Research into the media product ahead of, during and after study