

	Week	Year 12	
Term One Part One	1	Induction - theoretical framework	
	2	Induction - practical skills	
	3	Component One Section A: Advertising and Marketing ML, Rep <i>Tide, WaterAid, Kiss of the Vampire</i>	Introduction to marketing and advertising – purpose/defining features of these forms. Commercial print advertising – brief history/overview. Semiotic analysis of <i>Tide</i> print advert – use of media language ; codes and conventions to persuade/sell the product; consider/apply structuralist theory (Lévi-Strauss). Analysis of the representation of gender, consider stereotypes, ideology; consider/apply representation theory (Hall), identity theory (Gauntlett) and feminist theory (van Zoonen). Historical and social/cultural contexts – post-war period, developments in consumer culture. Comparative adverts, e.g. other historical or contemporary adverts for domestic products – learners research and analyse different adverts & feed back to class.
	4		Introduction to charity advertising – brief overview/context. Codes and conventions of audio-visual advertising – learners research advertising campaigns from different charities (e.g. <i>Barnardo's, Red Cross, Oxfam etc.</i>). Background to <i>WaterAid</i> Semiotic analysis of <i>Claudia Sings</i> advert – media language including the combination of elements, intertextuality, and subversion of conventions; consider/apply structuralist theory (Lévi-Strauss) Analysis of representation – gender, ethnicity, age, underrepresentation of social groups, versions of reality; consider/apply representation theory (Hall) and postcolonial theory (Gilroy). Social/cultural contexts.
	5		Introduction to film marketing , codes and conventions of film posters. Brief history/overview of Hammer Horror (could show some clips/trailers). Semiotic analysis of the <i>Kiss of the Vampire</i> poster - media language including

			<p>meanings, codes and conventions, technological developments and ideology; consider/apply structuralist theory (Lévi-Strauss)</p> <p>Context – 1960s, period of societal change</p> <p>Analysis of representations including gender stereotypes, the effect of historical/social/cultural context; consider/apply representation theory (Hall); identity theory (Gauntlett) and feminist theory (van Zoonen).</p> <p>Comparative analysis of other film posters.</p> <p>Possible practical tasks e.g. planning or designing a draft film poster or DVD cover, training on DTP software – if offering the film-marketing brief for Component 3.</p>
	6	<p>Component One Section B: Advertising and Marketing Audience <i>Tide, WaterAid</i></p>	<p>Target audience and appeals to this audience.</p> <p>Interpretations/responses to the product in relation to social, cultural and historical circumstances.</p> <p>Consider/apply cultivation theory (Gerbner), reception theory (Hall).</p>
	7	<p>Exam focus - advertising Practical task plan/draft/construct an advert</p>	<p>Exam focus: Section A practice for unseen analysis – analysis of media language in a different print advert. Planning in groups, write up individually.</p> <p>Section B audience question – test.</p>
		Half-term	
	1	<p>Component One Section B: Film Industry <i>Straight Outta Compton</i></p>	<p>Introduction to the Film Industry – the production, distribution and circulation of film products; institutionalised and specialised. Brief comparison of Hollywood versus British film industry.</p> <p>Brief contextualisation <i>Straight Outta Compton</i> –American music biopic about NWA, hip-hop band, set in the 1980s; Initial study of the marketing campaign for each film: poster/s, trailer/s, film extracts including opening credits, online marketing to identify key elements of industry context; followed by tasks for learners to research these elements of industry in more detail.</p> <p><i>Straight Outta Compton</i>- significance of ownership/economic context - co-production (Universal – vertically integrated Hollywood studio, coproduced by members of NWA), significance of key personnel/'stars',</p>

			music tie-in, regulatory issues (theatrical release was rated as a 15 certificate, video release was 18) etc.
	2	Industry 1, Daniel Blake Practical task	<p>Brief contextualisation of each film - <i>I, Daniel Blake</i> - contemporary British social realist film.</p> <p>Initial study of the marketing campaign for each film: poster/s, trailer/s, film extracts including opening credits, online marketing to identify key elements of industry context; followed by tasks for learners to research these elements of industry in more detail.</p> <p><i>I, Daniel Blake</i> - significance of ownership/economic context - UK/French co-production, it received funding from the BFI and BBC Films, significance of key personnel (Ken Loach as director), importance of film festivals and awards to distribution/circulation etc.</p> <p><i>Straight Outta Compton</i> - more detailed study of marketing campaign, use of digitally convergent platforms, maintaining audiences, global reach etc. Consider/apply power and media industries theory (Curran and Seaton), cultural industries theory (Hesmondhalgh) and regulation theory (Livingstone and Lunt).</p> <p><i>I, Daniel Blake</i> - more detailed study of marketing campaign, use of digitally convergent platforms, maintaining audiences, global reach etc. Consider/apply/evaluate power and media industries theory (Curran and Seaton) and cultural industries theory (Hesmondhalgh) – how far does this film contradict these ideas?</p> <p>Possible practical tasks e.g. planning or designing a draft film poster or DVD cover, training on DTP software – if offering the film-marketing brief for Component 3.</p> <p>Exam focus – practice Section B industry question.</p>
Term One Part Two	3	Component One Section A: Newspapers ML, Rep <i>The Daily Mirror</i> <i>The Times</i>	<p>Introduction to newspapers – overview of codes and conventions, notions of constructing reality.</p> <p>Tabloid/broadsheet newspapers; introduce the <i>Daily Mirror</i> and <i>The Times</i> – initial student research task into organisations and political context etc.</p> <p>Background context to American election, social and cultural context.</p>

			<p>Initial analysis of the <i>Daily Mirror</i> front cover and <i>The Times</i> front cover from November 2016; analyse a range of front covers from the same day or others covering different aspects of the election or inauguration – learners could independently research & analyse one additional front cover.</p>
	4		<p>Detailed semiotic analysis of the Daily Mirror front cover and article, & The Times front cover from November 2016; use of media language to communicate meanings, viewpoints, ideologies; intertextuality. Consider/apply structuralist theory (Lévi-Strauss).</p>
	5		<p>Analysis of representation of events and national identity through selection, combination and mediation; the ways in which the newspaper constructs versions of reality/makes claims about realism, communicates discourse and ideology; impact of industry context on the representations. Consider/apply representation theory (Hall).</p>
	6	Exam focus	<p>Exam focus: practice analytical tasks for Component 1, Section A exam (including unseen analysis, possibly using SAMs).</p>
	7	<p>Component One Section B: Newspapers: Industry and audience <i>The Daily Mirror</i></p>	<p>Industry - the <i>Daily Mirror</i>. (Refer to one complete edition here). Nature of production, distribution, circulation; ownership and funding (Trinity Mirror group); impact of technological changes, convergence; regulatory framework. Study the website and social media in relation to the print edition (reinforcing ‘brand identity’, ideology?), what additional content is offered, how are audiences encouraged to interact etc.? Audience and the <i>Daily Mirror</i> (Refer to the same complete edition here). Target audience/reader, categorisation, circulation and readership figures; the relationship between technologies and patterns of consumption; interactive audience - student research tasks. Audience interpretations and responses – including actual responses to a particular edition or issue, relate to social/cultural context.</p>
		Christmas	

	Week	Year 12	
Term Two Part One	1	Component One Section B: Newspapers: Industry and Audience <i>The Times</i>	Industry - <i>The Times</i>. (Refer to one complete edition here). Nature of production, distribution, circulation (including print edition, subscriptions, digital edition and app, paid-for web content etc.); ownership and funding (NewsCorp); impact of technological changes, convergence; regulatory framework. Study the website and social media in relation to the print edition (reinforcing 'brand identity', ideology?), what additional content is offered, how are audiences encouraged to interact etc.? Audience and <i>The Times</i> (Refer to the same complete edition here). Target audience/reader, categorisation, circulation and readership figures; the relationship between technologies and patterns of consumption; interactive audience - student research tasks. Audience interpretations and responses – including actual responses to a particular edition or issue, relate to social/cultural context. Consider/apply/evaluate theories including: Power and media industries (Curran and Seaton) Regulation (Livingstone and Lunt) Cultural industries (David Hesmondhalgh) Cultivation theory (Gerbner) Reception theory (Hall) End of audience theories (Shirky) Exam focus on section B Industry and Audience questions – practice tasks/test.
	2	Component Two Section B: Magazines Introduction and Industry overview; contexts	
	3	Historical product – ML and Rep	
	4	Historical product – Industry	
	5	Historical product - Audience	
	6	Contemporary non-mainstream product – ML and Rep	

Eduqas A-level Media Studies Course Structure

		Half-term	
Term Two Part Two	1	Contemporary non-mainstream product – Industry	
	2	Contemporary non-mainstream product – Audience	
	3	Comparison of products; exam focus	
	4	Component One Section A: Music video ML and Rep <i>Dream</i> or <i>Formation</i> ; <i>Riptide</i>	
	5	Practical task – storyboard or film a section of a music video	
	6		
		Easter	

Eduqas A-level Media Studies Course Structure

	Week	Year 12	
Term Three Part One	1	Revision and mock exam – Component 1 / Component 2B	
	2		
	3	Component 3 Introduction to briefs, initial research/ideas/choose genre	Introduction to briefs Initial research/ideas Choose main task and cross-media task Choose genre
	4	Research - analysis of similar cross-media products (ML, reps, audience and industry, convergence)	<ul style="list-style-type: none"> • Textual analysis of similar products (media language and representations, audience and industry) • Identify specific codes and conventions of the form/style/genre and representational techniques • Analysis of similar products and associated cross-media products, convergence, development of brand/house style • Identify target audience of similar products and analyse how the product engages and positions the audience • Homework: Secondary research into industry context of similar products and theoretical focus e.g. genre, representation, digital convergence
	5	Audience – target/positioning Secondary research: industry/theory	
	6	Draft planning. Pitch/treatment.	Draft of initial ideas for cross-media production (two products), applying findings from research/analysis Development of house style/brand as appropriate – concept, logo, title, values, ethos etc. Audience research to test out ideas Pitch concept for project to teacher/class–feedback Homework: develop a full treatment
		Half-term	
Term Three Part Two	1	Detailed planning – both cross-media products. Plan for time/resources. Submit statement of Aims and Intentions	Detailed planning for both products: storyboarding, scripting, layout designs as appropriate Practicalities: location recce, permissions, shooting schedule, planning of resources, cast,) crew Write statement of Aims and Intentions and submit Teacher authenticates and signs off Research and Planning and Statement of Aims and Intentions
	2		
	3	Production tasks for main product	Production tasks for main product, appropriate to the brief: filming/photography, writing copy Design of print or online products

Eduqas A-level Media Studies Course Structure

	4	Filming/copywriting/design Construction/editing Full draft/rough cut of product 1 Teacher review	While the main product is the focus here, learners could generate material for the cross-media product (e.g. if filming on location for a TV sequence, it would be sensible to take additional shots for a magazine article or webpage)
	5		Editing/design tasks appropriate to the brief Develop a full draft/rough cut of production Teacher reviews work, gives feedback, signs cover sheet to authenticate
	6		Re-shooting/re-drafting as necessary Re-shoot/re-drafting as necessary Final editing/design/polish
	Summer		

	Week	Year 13	
Term One Part One	1	Component 3 Production tasks for cross-media product	Production tasks for cross-media product, appropriate to the brief: filming/photography, writing copy Design of print or online products
	2	Editing/design/construction Develop a full draft/rough cut of cross-media product Teacher review	Editing/design tasks appropriate to the brief Develop a full draft/rough cut of production Teacher reviews work, gives feedback, signs cover sheet to authenticate
	3		
	4	Re-shooting/re-drafting as necessary Final editing/design/polish of entire cross-media production	Re-shoot/re-drafting as necessary Final editing/design/polish Submission of media production; completion of cover sheet
	5		
	6	Submission of cross-media production	Teacher authenticates work and signs cover sheet
	7	Component Two Section A: TV Introduction and Industry overview, contexts	Introduction to the contemporary television industry: National/global contexts, broadcasting/narrowcasting, public service and commercial. Changes and developments in broadcasting/consumption due to technologies, e.g. TV on demand, catch-up services, online subscription channels, the concept of 'binge-watching' etc. Set learners initial research tasks relevant to the chosen option, e.g. specific media organisations, scheduling of programmes etc. Introduction to chosen genre (crime, sci-fi/supernatural or documentary). Research/explore codes and conventions of genre, brief historical overview of genre. Background to the chosen programmes, brief context in terms of industry, broadcaster, social/cultural contexts to explore etc.
		Half-term	
Term	1	English language product – ML and Rep	In-depth study of Product 1 – English language programme Analysis of media language and representation Focus on bullet points from the specification content; build theory focus into analytical tasks.
	2	English language product – Industry	
	3	English language product – Audience	

		<p>Watch entire episode, identify key genre conventions and narrative structure. Detailed analysis of sequences – opening sequence and other key scenes:</p> <ul style="list-style-type: none"> - Micro analysis of visual/audio/technical codes (see Media Language section of teacher guidance). - Apply/evaluate relevant theories (structuralism, genre theory, narratology, postmodernism). - Analyse construction of representations (gender, ethnicity, issues etc.), messages and ideologies. - Consider relevant contexts in relation to the product. - Apply/evaluate relevant theories (Stuart Hall, David Gauntlett, feminist theory, gender performativity). <p>Industry – more detailed exploration of specific British industry context – consider setting learners independent research tasks to be completed as homework and report back here. Explore ownership, economic factors, production, distribution including marketing, and circulation. Relate these areas to the product – how does the product reflect its industry context? Study the online presence of the product, consider the importance of technology and convergence to the organisation. Apply/evaluate relevant theories - cultural industries theory (Hesmondhalgh) and regulation theory (Livingstone and Lunt).</p> <p>Audience Research target audience/s and viewing figures. Refer back to textual analysis – how is the audience constructed and positioned by the text? How does the text appeal to the audience? Link also to the marketing campaign. Audience consumption, response and interaction (including actual responses); importance of technology. Consider notions of mass/specialised audiences and fandom where appropriate. Apply/evaluate relevant theories (reception theory and fandom – Jenkins).</p>
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			<p>Exam focus: embed ‘mini’ assessments into the scheme, e.g. writing a paragraph about combination of specific elements of media language or how a particular representation reflects the social context.</p>
	4	Non-English language product – ML and Rep	<p>In-depth study of Product 2 – Non-English language programme</p> <p>Context of production – global context and British broadcaster.</p> <p>Analysis of media language and representation.</p> <p>Focus on bullet points from the specification content; build theory focus into analytical tasks.</p> <p>Watch entire episode, identify key genre conventions and narrative structure</p> <p>Detailed analysis of sequences – opening sequence and other key scenes:</p> <ul style="list-style-type: none"> - Micro analysis of visual/audio/technical codes (see media language section). - Apply/evaluate relevant theories (structuralism, genre theory, narratology). - Analyse construction of representations (gender, ethnicity, issues etc.), messages and ideologies. - Consider relevant contexts in relation to the product. - Apply/evaluate relevant theories (Stuart Hall, David Gauntlett, feminist theory). <p>Industry – more detailed exploration of specific national industry context – consider setting learners independent research tasks to be completed as homework and report back here.</p> <p>Explore ownership, economic factors, production, distribution including marketing, and circulation.</p> <p>Relate these areas to the product – how does the product reflect its industry context?</p> <p>Study the online presence of the product, consider the importance of technology and convergence to the organisation.</p> <p>Apply/evaluate relevant theories - cultural industries theory (Hesmondhalgh) and regulation theory (Livingstone and Lunt).</p> <p>Audience</p>
	5	Non-English language product – Industry	
	6	Non-English language product – Audience	

			<p>Research target audience/s and viewing figures. Refer back to textual analysis – how is the audience constructed and positioned by the text? How does the text appeal to the audience? Link also to the marketing campaign. Audience consumption, response and interaction (including actual responses); importance of technology. Consider notions of mass/specialised audiences and fandom where appropriate. Apply/evaluate relevant theories (reception theory and fandom – Jenkins). Exam focus: embed ‘mini’ assessments into the scheme e.g. writing a paragraph about one way in which the ownership of the organisation has impacted on the product, or one way in which the programme meets the needs of a mass or specialised audience.</p>
	7	<p>Comparison of products; exam focus</p>	<p>Comparison of the two products, considering similarities and differences in context. Media language, especially genre – elements of repetition and difference/dynamic nature of genre (consider Neale here) Representations – consider national context, social/cultural contexts etc. Industries and audiences. Possible practical tasks e.g. planning or filming a short TV sequence, or training on editing software – if offering the television brief for Component 3. Exam Focus: Component 2 questions – planning tasks for a range of possible questions, including evaluation of theory. Learners complete one question as an extended response.</p>
		<p>Christmas</p>	

Eduqas A-level Media Studies Course Structure

	Week	Year 13	
Term Two Part One	1	Component One Section B: Radio:	
	2	Industry and Audience <i>Late Night Woman's Hour</i>	
	3	Component One Section B: Video Games:	
	4	Industry and Audience <i>Assassin's Creed III: Liberation</i>	
	5	Component 2 Section C: Online Media Introduction and Industry overview; contexts	
	6	Blog – ML and Rep	
		Half-term	
Term Two Part Two	1	Blog – Industry	
	2	Blog – Audience	
	3	Online magazine – ML and Rep	
	4	Online magazine – Industry	
	5	Online magazine – Audience	
	6	Exam focus	
		Easter	

Eduqas A-level Media Studies Course Structure

	Week	Year 13	
Term Three Part One	1	Revision/exam practice	
	2	Revision/exam practice	
	3	Revision/exam practice	
	4	Revision/exam practice	
	5	Revision/exam practice	
	6	Revision/exam practice	
		Half-term	
	1	Revision/exam practice	
	2	Revision/exam practice	
	3	Revision/exam practice	