Year 10

		Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Unit title		Introduction to course/Media Language/Media Theories/ Audience	**Comp 1** - Exploring Media Products - Learning Aim A	**Comp 1** - Exploring Media Products - Learning Aim B	**Comp 1** - Exploring Media Products - Learning aim A and B	**Comp 2** - Developing Digital Media Production Skills - Learning Aim A	**Comp 2** - Developing Digital Media Production Skills - Learning Aim B
Subject Knowledge introduced / developed / revised		Media language -Micro/macro language -Cinematography -Sound -Lighting -Representation	Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques	Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques	Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques	Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.	Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.
skills developed / extended / used		Analysing media texts -Films -Tv shows -Posters -Gaming -Websites	Investigate media products	Explore how media products are created to provide meaning and engage audiences.	Investigate media products Explore how media products are created to provide meaning and engage audiences.	Develop media production skills and techniques	Apply media production skills and techniques
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity		Discussing opinions in a safe space	Having an understanding of audience rating - what is appropriate for different audiences and why.	Having an understanding of audience rating - what is appropriate for different audiences and why.	Having an understanding of audience rating - what is appropriate for different audiences and why.	Understanding how to target products at particular audiences whilst respecting the idea of inclusion	Understanding how to target products at particular audiences whilst respecting the idea of inclusion
Links to 'Destinations and Employability'			Learning to work to deadlines - vocational skills	Learning to work to deadlines - vocational skills	Learning to work to deadlines - vocational skills	Learning to work to deadlines - vocational skills	Learning to work to deadlines - vocational skills
Enrichment Opportunities offered or developed						Photoshop workshops	Photoshop workshops

Subject group		Faculty	Media and Computing
		Subject	Creative Media

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	**Comp 2** - Developing Digital Media Production Skills - Learning Aim A				**Comp 2** - Developing Digital Media Production Skills - Learning Aim A				**Comp 2** - Developing Digital Media Production Skills - Learning Aim B				Comp 3 - Create a Media Product in Response to a Brief - _RESIT_ / **Comp 2** - Developing Digital Media Production Skills				**Comp 2** - Developing Digital Media Production Skills - Learning Aim B and C				**Comp 2** - Developing Digital Media Production Skills - Learning Aim C			
	Subject Knowledge introduced / developed / revised	Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.				Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.				Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.				Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.				Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.				Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.			
	skills developed / extended / used	Develop media production skills and techniques Apply media production skills and techniques Review own progress and development of skills and practices				Develop media production skills and techniques				Apply media production skills and techniques				Understand how to develop ideas in response to a brief Develop planning materials in response to a brief Apply media production skills and techniques to the creation of a media product Create and refine a media product to meet the requirements of a brief				Apply media production skills and techniques Review own progress and development of skills and practices				Review own progress and development of skills and practices			
	Opportunities to develop 'Respectful attitudes' Inclusion and Diversity	Understanding how to target products at particular audiences whilst respecting the idea of inclusion				Understanding how to target products at particular audiences whilst respecting the idea of inclusion				Understanding how to target products at particular audiences whilst respecting the idea of inclusion				Representing people/places/ideas in a respectful way				Understanding how to target products at particular audiences whilst respecting the idea of inclusion				Evaluating creative choices and understanding how this can link to audience.			
	Links to 'Destinations and Employability'	Learning to work to deadlines - vocational skills				Learning to work to deadlines - vocational skills				Learning to work to deadlines - vocational skills				Following a brief and creating a product in a timeframe in supervised conditions				Learning to work to deadlines - vocational skills				Evaluating your ability to work to deadlines and to meet the requirements of a brief			
	Enrichment Opportunities offered or developed					Photoshop workshops				Photoshop workshops				Photoshop workshops				Photoshop workshops				Photoshop workshops			

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6

Subject group — Faculty: Film and Media — Subject: Creative Media

Year 12

	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Unit title	Unit 1 Reprepresentations Ext exam	Unit 1 Reprepresentations Ext exam Unit 1: Media Representations Duration: 2 hours Onscreen exam	Unit 1 Exam sat January Unit 4 Learning Aim A	Unit 4 Learning Aim B and C	Unit 4 Learning Aim D	Unit 4 revisions and Resit Unit 1
Subject Knowledge introduced / developed / revised	Students critically analyse and deconstruct media representations in one or more media extracts. Products: o film and TV clips o advertising o games o music videos o magazines. • Representations: o gender o ethnicity o age o social groups o places	Positive and negative effects: o copycat behaviour (positive and negative) o education and information o socialisation. • Objectification. • Stereotypes and archetypes. • Impact on individuals, groups and society (changes in behaviour, attitudes). • Reinforcement of an ideology (dominant, counter). • Challenging dominant ideologyStudents critically analyse and deconstruct media representations in one or more media extracts	Understand the requirements of preproduction of a digital media product A1 Requirements for a specific media production A2 The formats for pre production processes A3 The functions of pre production processes A4 The purposes of pre production documentation	Carry out pre-production for a digital media product Produce a pre-production portfolio for a creative media production	Review pre-production of a digital media product, elements of pre-production, Project management.	Revisions to Unit 4 learning aim A, B, C, D - res
skills developed / extended / used	AO1 Demonstrate knowledge and understanding of media terminology, semiotics, theories, concepts and messages Command words: analyse, compare, evaluate, explain, identify, to what extent AO2 Apply knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations Command words: analyse, compare, evaluate, explain, to what extent	AO3 Analyse media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact Command words: analyse, compare, evaluate, to what extent AO4 Make connections between polysemic messages underpinning media representations and their related values and effects on wider society Command words: analyse, compare, evaluate, to what extent. Recall and apply technical knowledge.	The knowledge, skills and experience that learners gain in this unit will give them valuable insight into the work that goes on during pre-production, along with transferable creative media production skills. Learners will be able to make informed decisions about choices for higher education, training or creative exploration.	The knowledge, skills and experience that learners gain in this unit will give them valuable insight into the work that goes on during pre-production, along with transferable creative media production skills. Learners will be able to make informed decisions about choices for higher education, training or creative exploration.	The knowledge, skills and experience that learners gain in this unit will give them valuable insight into the work that goes on during pre-production, along with transferable creative media production skills. Learners will be able to make informed decisions about choices for higher education, training or creative exploration.	The knowledge, skills and experience that learners gain in this unit will give them valuable insight into the work that goes on during pre-production, along with transferable creative media production skills. Learners will be able to make informed decisions about choices for higher education, training or creative exploration.

Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Media constructions of 'truth' through cultural and technical codes -Understanding mediated representations -Challenging and accepting representations. -Positive and negative representations Oversimplification (homogeny) of people and social groups constructed through the use of a few immediately recognisable and defining traits Challenging and evolving stereotypes.	Media constructions of 'truth' through cultural and technical codes -Understanding mediated representations -Challenging and accepting representations. -Positive and negative representations Oversimplification (homogeny) of people and social groups constructed through the use of a few immediately recognisable and defining traits Challenging and evolving stereotypes.	Adherence to codes of practice and regulation. Administrative requirements, e.g. record keeping, sharing of information among. Project themes are linked to community based topics, and a diverse range of awareness ifrom homelessness, knife crime etc is a focal point for pupil projects.	Health and safety considerations. Legal/ethical considerations. Project themes are linked to community based topics, and a diverse range of awareness ifrom homelessness, knife crime etc is a focal point for pupil projects.	Health and safety considerations. Legal/ethical considerations. Project themes are linked to community based topics, and a diverse range of awareness ifrom homelessness, knife crime etc is a focal point for pupil projects.	Health and safety considerations. Legal/ethical considerations. Project themes are linked to community based topics, and a diverse range of awareness ifrom homelessness, knife crime etc is a focal point for pupil projects.
Links to 'Destinations and Employability'	Learners can confidently recall and apply technical knowledge, a skill which provides a solid foundation for working life and further study. Working to a brief in response to an advertising commission.	Learners can confidently recall and apply technical knowledge, a skill which provides a solid foundation for working life and further study. Working to a brief in response to an advertising commission.	Report writing, a skill required in employment in this sector.	Maintaining a pre-production portfolio - working to a brief, industry standard work expected. Used as portfolios of evidence for University and Employment applications.	Maintaining a pre-production portfolio - working to a brief, industry standard work expected. Used as portfolios of evidence for University and Employment applications.	Maintaining a pre-production portfolio - working to a brief, industry standard work expected. Used as portfolios of evidence for University and Employment applications.
Enrichment Opportunities offered or developed	Application of camera work/editing software to create advertisements. Application of camera work/editing software to create advertisements - Audio/Visual and Print	Application of camera work/editing software to create advertisements - Audio/Visual and Print	Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time to enhance their skill set in using production software.	Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time to enhance their skill set in using production software.	Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time to enhance their skill set in using production software.	Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time to enhance their skill set in using production software.

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Unit 8 Responding to a Commission				Unit 8 Responding to a Commission				Unit 8 Exam - Unit 14 Digital Magazine Production Learning Aim A				Unit 14 Digital Magazine Production Learning Aim B and C				Unit 14 Digital Magazine Production Learning Aim B and C				Unit 14 and resit Unit 8			
	Subject Knowledge introduced / developed / revised	In this Unit, learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. Learners will work within the requirements and constraints of the client's specifications and consider their response in terms of ethos, format, budget, platform and duration.				Students are given prerelease details of a commission two weeks before the supervised assessment period and will need to produce a pitch, proposal and treatment of their ideas for a media product				Learners will explore codes and conventions of different magazine genres and platforms. They will select and prepare content, and create layouts for a specific genre of magazine. **A: Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms**				Learners will explore codes and conventions of different magazine genres and platforms. They will select and prepare content, and create layouts for a specific genre of magazine. **B: Develop materials for magazine production**				Learners will explore codes and conventions of different magazine genres and platforms. They will select and prepare content, and create layouts for a specific genre of magazine. **C: Produce magazine layouts in the codes and conventions of a genre**				Learners will explore codes and conventions of different magazine genres and platforms. They will select and prepare content, and create layouts for a specific genre of magazine. **Completion of Unit 14/Amendments Revision of Unit 1 or Unit 8 if resits are necessary for learners.**			
	skills developed / extended / used	This unit will develop learners ability to respond to briefs and understand the commissioning process, which is an essential aspect of successful, commercial media production.				Previous exam themes and brief studied by pupils as practise for the real exam are: Antibullying, Self-harm awareness, healthy lifestyle promotion, shark safety awareness.				Purposes of different magazine genres: Explore the relationship between purpose and target audience, Defining appropriate content to appeal, codes and conventions and platform considerations.				Pre-production materials for a magazine, including an analysis of the content and technical requirements for a specific genre and platform and an annotated log showing all creative and technical decisions relating to how all materials have been generated, selected and prepared.				Finished layouts for a magazine cover and double-page spread for a magazine of a specific genre, accompanied by a log of design and production stages. This may be presented in the form of a production log, blog or an annotated visual record; it must show experimentation with codes and conventions within trial layouts, and justification of final design and production decisions. It will include a review of the suitability of the product for a specific target audience.				Amendments to Unit 14/revision for Unit 1 and Unit 8 resits for learners below target.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Previous exam themes and brief studied by pupils as practise for the real exam are: Antibullying, Self-harm awareness, healthy lifestyle promotion, shark safety awareness.				Previous exam themes and brief studied by pupils as practise for the real exam are: Antibullying, Self-harm awareness, healthy lifestyle promotion, shark safety awareness.				Learners will explore various genres of magazines, identify audience and demographics. Socio-economic groups are actively taught against different magazine genres and written about.				Themes of magazines are fashion, but often linked to environmental topics, diversity and inclusive themes as well.				Themes of magazines are fashion, but often linked to environmental topics, diversity and inclusive themes as well.				Themes of magazines are fashion, but often linked to environmental topics, diversity and inclusive themes as well.			
	Links to 'Destinations and Employability'	The development of communication and problem-solving skills involved in responding to a commission are an essential part of all media study and will support the generation of creative and commercial ideas necessary for progression to employment and higher education				The development of communication and problem-solving skills involved in responding to a commission are an essential part of all media study and will support the generation of creative and commercial ideas necessary for progression to employment and higher education				Report writing, a skill required in employment in this sector.				Planning and creating primary materials to collate in a pre-production format. Used in industry and can be used for learners professional portfolio of evidence.				Planning and creating primary materials to collate in a pre-production format. Used in industry and can be used for learners professional portfolio of evidence.				Planning and creating primary materials to collate in a pre-production format. Used in industry and can be used for learners professional portfolio of evidence.			
	opportunities for developed	Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time				Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time				Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time				Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time				Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time				Application of camera work/editing software to create advertisements - Audio/Visual and Print also pupils have the ability to film/create their projects in their own time			

Subject group	Faculty	Film and Media
	Subject	GCSE FILM

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	**Component 1- Section A: US Film Comparative Study rebel and ferris**				**Component 1 – Section B: Key developments in film and film technology**				**Component 1 – Section C: US Independent Film WHIPLASH**				**Term 2 (Spring) – Component 2 - Global Film: Narrative, Representation and Film Style SLUMDOG MILLIONAIRE**				**Section B: Non-English Language Film LET THE RIGHT ONE IN**				**Term 3 – Component 2 - Global Film: Narrative, Representation and Film Style ATTACK THE BLOCK**			
	Subject Knowledge introduced / developed / revised	**Specialist Area:** key elements of film form (cinematography, mise-en-scène, editing and sound). The contexts of film (social, cultural, historical, political, technological)				**Specialist Area**: All films will be studied in relation to key developments in film and film technology – both to provide a context for their study of film and to understand how their chosen films reflect key developments in the history of film and film technology.				As with all film options, the films offered for study are cinematic in contrasting ways and will allow learners to explore how the films are shot and constructed. Both core study areas will thus be studied in relation to US independent film with an additional focus on specialist writing on film, including film criticism.				**Specialist Are**a: Narrative, key theories of Propps, Todorov exploring narrative structures.				**2022: Let the Right One In**, a Swedish horror film set in the early 1980s, uses the vampire genre to raise several issues about young people and the problems of integrating into society				**Specialist Area** Introducing 'Aesthetics' as a film form. Social aspects of inner city London teenagers and their contastnt battle between middle class Britain and the governement. Contemporary UK film - Film Style (Aesthetics)			
	skills developed / extended / used	Analysis Skills				Analysis Skills				Analysis Skills				Analysis Skills				Analysis Skills				Analysis Skills			
	Opportunities to develop 'Respectful attitudes' Inclusion and Diversity	Each film deals with similar themes, arising from their genres: the triumph of good over evil, love and the triumph of love over adversity, crime and justice, teenage rebellion against all forms of authority.				Each film deals with similar themes, arising from their genres: the triumph of good over evil, love and the triumph of love over adversity, crime and justice, teenage rebellion against all forms of authority.				Learners will be required to study three main sources of specialist writing on film, including film criticism, in relation to this topic: •one source on cinematography •one source on US independent film •one film review				Slumdog Millionaire, in telling the story of an 18 year old orphan from the slums of Mumbai who wins both the girl he loves and 20 million rupees, raises issues of poverty, status and corruption in India of the 2000s.				Several issues about young people and the problems of integrating directly relating to immigration and bein the 'outsider' in a society.				Issues surrounding poverty, 'lathchkey kids', race, ethnicity and 'white washing'			
	Links to 'Destinations and Employability'	Learning to work to deadlines				Learning to work to deadlines				Learning to work to deadlines -				Learning to work to deadlines				Learning to work to deadlines				Learning to work to deadlines			
	Enrichment Opportunities offered or developed	Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show			

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Componant 3				ALL UNIT REVISION FOR NOVEMBER MOCK				Componant 3				ALL UNIT REVISION FOR FINAL EXAMS				ALL UNIT REVISION FOR FINAL EXAMS				ALL UNIT REVISION FOR FINAL EXAMS			
	Subject Knowledge introduced / developed / revised	Production is integral to the study of film in gaining an understanding of genre				Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films.				Production is integral to the study of film in gainaing an understanding of genre study				Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films.				Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films.				Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films.			
	skills developed / extended / used	Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films. Learners may supplement this by researching into additional genre films and their screenplays in preparation for their production.				Research methods, planning, Screenplay writing				Provide learners with the opportunity to develop knowledge and understanding of genre, genre conventions and the narratives associated with genre films. Learners may supplement this by researching into additional genre films and their screenplays in preparation for their production.				Learners will be required to study three main sources of specialist writing on film, including film criticism, in relation to this topic: •one source on cinematography •one source on US independent film •one film review				Learners will be required to study three main sources of specialist writing on film, including film criticism, in relation to this topic: •one source on cinematography •one source on US independent film •one film review				Learners will be required to study three main sources of specialist writing on film, including film criticism, in relation to this topic: •one source on cinematography •one source on US independent film •one film review			
	Opportunities to develop 'Respectful attitudes' / Inclusion	Diversity through a range of texts				Creating a broad range of characters and settings to appeal to a wide audience.				Diversity through a range of texts				Diversity through a range of texts				Diversity through a range of texts				Diversity through a range of texts			
	Links to 'Destinations and Employability'	Working to a deadline, working with 'real world' technology and systems				Working to a deadline, working with 'real world' technology and systems				Working to a deadline, working with 'real world' technology and systems				Working to a deadline, working with 'real world' technology and systems				Working to a deadline, working with 'real world' technology and systems				Working to a deadline, working with 'real world' technology and systems			
	Enrichment Opportunities offered or developed	Photoshop Skills				Film Club, Trips, Working with Performing Arts filming their show				Photoshop Skills				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show			

Year 12

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Unit title		Introduction to course - core study areas				**Component 2** Section A - European and Global film. **Component 1** Section A - Hollywood				**Component 2** Section B - Documentary and theory				**Component 1** Section B - Independent and mainstream film since 2005				**Component 1** Section C - British film				Revision for end of year mock exams			
Subject Knowledge introduced / developed / revised		**Area 1**. The key elements of film form: cinematography, mise-en-scène, editing, sound and performance **Area 2**. Meaning and response: how film functions as both a medium of representation and as an aesthetic medium **Area 3**. The contexts of film: social, cultural, political, historical and institutional, including production. **Area 4**. Spectatorship **Area 5**. Narrative **Area 6**. Ideology **Area 7**. Auteur **Area 8**. Critical debates **Area 9**. Filmmakers' theories				**For the Hollywood 1930 – 1990** comparative study, questions will be based on the core study areas focusing on relevant contexts as well as the idea of the auteur. **Area 7 - Auteur** **For Global film** (two-film study), questions will be based on the core study areas. **Area 1, 2, 3**				**For Documentary film**, questions will be based on critical debates about digital technology and filmmakers' theories as well as the core study areas. **Area 8 - Critical Debates** **Area 9 - Filmmakers' theories**				**For American film since 2005** (two-film study), questions will be based on the specialist study areas spectatorship and ideology as well as the core study areas. **Area 4 - Spectatorship** **Area 6 - Ideology**				**For British film since 1995** (two-film study), questions will be based on narrative and ideology as well as other aspects of the core study areas. **Area 5 - Narrative** **Area 6 - Ideology**				**Area 1**. The key elements of film form: cinematography, mise-en-scène, editing, sound and performance **Area 2**. Meaning and response: how film functions as both a medium of representation and as an aesthetic medium **Area 3**. The contexts of film: social, cultural, political, historical and institutional, including production. **Area 4**. Spectatorship **Area 5**. Narrative **Area 6**. Ideology **Area 7**. Auteur **Area 8**. Critical debates **Area 9**. Filmmakers' theories			
skills developed / extended / used		Analysis Skills				Analysis Skills				Analysis Skills				Analysis Skills				Analysis Skills				Revision and analysis skills			
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity		Diversity through a range of texts				Diversity through a range of texts				Diversity through a range of texts				Diversity through a range of texts				Diversity through a range of texts							
Links to 'Destinations and Employability'		Film and media industries				Film and media industries				Film and media industries				Film and media industries				Film and media industries							
Enrichment Opportunities offered or developed		Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show				Film Club, Trips, Working with Performing Arts filming their show			

Year 13		Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
	Unit title	Component 3 - Getting Creative: Production (coursework unit)	Component 3 - Getting Creative: Production (coursework unit)	**Component 2** Section D - Experimental film. **Component 2** Section C - Silent film	Exam revision all components	Exam revision all components	
	Subject knowledge introduced / developed / revised	**AO1** Demonstrate knowledge and understanding of elements of film **AO2** Apply knowledge and understanding of elements of film to: - analyse and compare films, including through the use of critical approaches - evaluate the significance of critical approaches - analyse and evaluate own work in relation to other professionally produced work **AO3** Apply knowledge and understanding of elements of film to the production of a film or screenplay	**AO1** Demonstrate knowledge and understanding of elements of film **AO2** Apply knowledge and understanding of elements of film to: - analyse and compare films, including through the use of critical approaches - evaluate the significance of critical approaches - analyse and evaluate own work in relation to other professionally produced work **AO3** Apply knowledge and understanding of elements of film to the production of a film or screenplay	**For Film movements** – Silent cinema, questions will be based on critical debates about realism and the expressive as well as the core study areas. **Area 8 - Critical debates** **For Film movements – Experimental film** (1960-2000), questions will be based on the specialist study areas of auteur and narrative as well as the core study areas. **Area 5 - Narrative** **Area 7 - Auteur**	**Area 1**. The key elements of film form: cinematography, mise-en-scène, editing, sound and performance **Area 2**. Meaning and response: how film functions as both a medium of representation and as an aesthetic medium **Area 3**. The contexts of film: social, cultural, political, historical and institutional, including production. **Area 4**. Spectatorship **Area 5**. Narrative **Area 6**. Ideology **Area 7**. Auteur **Area 8**. Critical debates **Area 9**. Filmmakers' theories	**Area 1**. The key elements of film form: cinematography, mise-en-scène, editing, sound and performance **Area 2**. Meaning and response: how film functions as both a medium of representation and as an aesthetic medium **Area 3**. The contexts of film: social, cultural, political, historical and institutional, including production. **Area 4**. Spectatorship **Area 5**. Narrative **Area 6**. Ideology **Area 7**. Auteur **Area 8**. Critical debates **Area 9**. Filmmakers' theories	
	skills developed / extended / used	Production is a crucial and synoptic part of the specification, giving learners the opportunity to put into practice the filmmaking ideas they develop throughout their course of study. The study of film form in particular is intended to enable learners to produce high quality short films and screenplays as well as provide them with a filmmaker's perspective on the films they study.	Production is a crucial and synoptic part of the specification, giving learners the opportunity to put into practice the filmmaking ideas they develop throughout their course of study. The study of film form in particular is intended to enable learners to produce high quality short films and screenplays as well as provide them with a filmmaker's perspective on the films they study.	Analysis Skills	Revision and analysis skills	Revision and analysis skills	
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Diversity through a range of texts	Diversity through a range of texts	Diversity through a range of texts	Diversity through a range of texts	Diversity through a range of texts	
	Links to 'Destinations and Employability'	Film and media industries	Film and media industries	Film and media industries	Film and media industries	Film and media industries	
	Enrichment Opportunities offered or developed	Film Club. Video editing workshops. Script writing workshops.	Film Club. Video editing workshops. Script writing workshops.	Film Club. Video editing workshops. Script writing workshops.	Film Club. Video editing workshops. Script writing workshops.	Film Club. Video editing workshops. Script writing workshops.	

Subject group		Faculty	Media and Computing
		Subject	Media

Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 1: Media Products, Industries and Audiences				Component 1: Media Products, Industries and Audiences				Component 1: Media Products, Industries and Audiences				Component 1: Media Products, Industries and Audiences				Component 1: Media Products, Industries and Audiences				Component 1: Media Products, Industries and Audiences			
	Subject Knowledge introduced / developed / revised	Learners will analyse media language, considering how elements of media: **Text: Tide and Super.Human Tokyo Paralympic Games Audio-Visual Advert** language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.				Learners will analyse media language, considering how elements of media: **Text: Tide and Super.Human Tokyo Paralympic Games Audio-Visual Advert** language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.				Learners will analyse media language, considering how elements of media: **Music Video's Beyonce Formation and Riptide Vance Joy** language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.				Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.				Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.				Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.			
	skills developed / extended / used	Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way				Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way				Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way				Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way				Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way				Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way			
	Opportunities to develop 'Respectful attitudes' Inclusion and Diversity	Group work, diveristy seen through representations				Group work, diveristy seen through representations				Group work, diveristy seen through representations				Group work, diveristy seen through representations				Group work, diveristy seen through representations				Group work, diveristy seen through representations			
	Links to 'Destinations and Employability'	Advertising Industries				Advertising Industries				Advertising Industries				Advertising Industries				Advertising Industries				Advertising Industries			
	Enrichment Opportunities offered or developed	Photoshop workshops				Photoshop workshops				Photoshop workshops				Photoshop workshops				Photoshop workshops				Photoshop workshops			

	Subject group		Faculty	Media and Computing
			Subject	Media

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6

		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
	Unit title	Component 3: Cross-Media Production ONGOING	Component 2 Section A: Television: **Humans and The Returned**	Component 2: Section B – Magazines: Mainstream and Alternative Media **Vogue and The Big Issue**	Component 2: Section C: Media in the Online Age: **Zoella** and	Revision of all Comp 1 and 2 units	Revision of all Comp 1 and 2 units
	Subject Knowledge introduced / developed / revised	Learners are required to apply their knowledge and understanding of media language, representation, audiences, media industries and the digitally convergent nature of the media in an individual production for an intended audience. The production must be based on two media forms and completed in response to a choice of briefs set by WJEC.	Introduction to the contemporary television industry: National/global contexts, broadcasting/ narrowcasting, public service and commercial. Changes and developments inbroadcasting /consumption due totechnologies, e.g. TV on demand, catch-up services, on-line 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 ordocumentary). Research/explore codes and conventions of genre, brief historicaloverview of genre. Background to the chosen programmes, brief context in terms	Learners will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation and consumption, as well as considering the historical, social, and cultural significance of the representations they offer. Learners will also explore how media language incorporates viewpoints and ideologies.	Through an in-depth study of two contrasting online products, learners will look at the role played by social media channels and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The changing relationship between media producers and audiences will be considered	Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.	Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. In addition, learners will consider how representations relate to relevant contexts of media.
	skills developed / extended / used	Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms. Analysis should focus on: - how specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning, the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. - Research into how the industry context – the media organisation, production processes, distribution and marketing	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).	Learners will also explore how media language incorporates viewpoints and ideologies.	Learners are required to study the following elements of their chosen websites and blogs: • the codes and conventions of the home page, including aspects of layout and design • examples of posts, such as specific blogs, vlogs or articles from the online products • examples of interactivity, including links to and use of social and participatory media	Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way	Use a range of complex theories of media studies and use specialist subjectspecific terminology appropriately in a developed way

Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Analysis of the techniques used to appeal to, engage and position an intended audience- diversity of different groups and audiences discussed.	Different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation	Social and cultural aspects of the magazine industry and the changing idelogies from the 1950's to now.	Social media and Youtube safety	Group work, diveristy seen through representations	Group work, diveristy seen through representations
Links to 'Destinations and Employability'	Media production and the wider Media industry	Television Industry	Magazine Industry	Social media, marketing, website design	Television Industry, Film Industry and marketing, Advertising, Journalism	Television Industry, Film Industry and marketing, Advertising, Journalism
Enrichment Opportunities offered or developed	Photoshop workshops	Photoshop workshops	Photoshop workshops	Photoshop workshops	Photoshop workshops	Photoshop workshops