

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content title	Magazines: <i>Huck</i> (2010s) and <i>Woman’s Realm</i> (1960s)	TV: <i>Peaky Blinders</i> (2013, UK) and <i>The Bridge</i> (2011, Denmark/Sweden)	Online media: Zoella and Attitude.co.uk	Revision and exam skills: All components	Revision and exam skills: All components	
Purpose of the scheme	<i>This is the first of three Component 2 units which draw together all four areas of study and allow students to assess media texts holistically.</i> <i>At this stage, students are expected to choose supporting media theories and apply these judiciously.</i>	<i>This is the second of three Component 2 units which draw together all four areas of study and allow students to assess media texts holistically.</i> <i>At this stage, students are expected to choose supporting media theories and apply these judiciously.</i>	<i>This is the third of three Component 2 units which draw together all four areas of study and allow students to assess media texts holistically.</i> <i>Students examine the impact of online media on the media landscape as a whole.</i>	<i>Consolidate and apply existing knowledge.</i>	<i>Consolidate and apply existing knowledge.</i>	
Pre-read (suggested)						
Key knowledge and skills	Understand the codes and conventions of magazines. Examine differences between glossy monthlies, weeklies, niche independent publishers, and mainstream publishers. Develop awareness of consumer culture and gender-based audience targeting.	Students develop awareness of changes in not only representation, but also the ways in which technological advancements have led to changes in audience consumption. Students will also explore different funding models and how institutional context affects content output—including the evolution of genre over time. Students also explore how technological changes have altered the narrative format of dramas.	Explore all aspects of online media production, marketing, and distribution. Analyse media language and representation in relation to the set online texts.	Students will revise past content and practise essay-writing skills.	Students will revise past content and practise essay-writing skills.	
Key words / vocabulary	Cover model Puffs Synthetic personalisation Niche Cultural industries The Public Sphere Cover lines Demographic Headline/standfirst/masthead/caption/byline/skyline Glossy monthly Weekly	BBC Scandi-Noir/Nordic Noir Regulation OFCOM Procedural/episodic Long-form drama Fandom ‘Whodunnit’ Antihero Stock characters Subverts/conforms Genre	Global industry Web 2.0 “Stickiness” YouTube Convergence Cookies Collaboration (“Collab”) Endslate Decentralised Desensitised OFCOM Regulation	N/A	N/A	

“Perseverance produces **character**, and character, **hope**” (Romans 5:4)

		Commercial broadcaster Public service broadcaster Racial representation Gender representation	“Bargain of audience engagement” Cultural industries Vertical integration Distribution Funding			
Exam board						
End point						
Assessment method	In-depth media language or representation analysis of studied magazine cover. OR Media industries question on magazine production/distribution.	Media language or representation question on either TV show. OR Media industries or audiences question on either TV show.	Media language or representation question on either text. OR Media industries or audiences question on either text.	N/A	N/A	
Wider links	Introduction to concepts of consumer culture and consumer psychology.	Invites discussion of changing representations of gender/ethnicity.	From a PSHE/PSALM perspective, it is particularly useful for students to explore concepts of star persona and how this is constructed and marketed in the online age.	N/A	N/A	
Career links	Copywriting Advertising and marketing	TV production/distribution Advertising and marketing	Online content production/distribution Advertising and marketing Copywriting	N/A	N/A	