# Scheme of work: Three year (for 2026 exams onwards)

Introduction

This SOW offers a route through the GCSE Media Studies (8572) specification.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

* Year 9 and 10: 2 hours per week
* Year 11: 3 hours per week

Version 1.0

June 2024

**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link).

|  |  |
| --- | --- |
| Section | Page |
| [**Year 9**](#Year9) | 3 |
| [Overview of term one](#Term1) | 3 |
| [Overview of term two](#Term2) | 5 |
| [Overview of term three](#Term3) | 7 |
| **[Year 10](#Year10term1)** | 9 |
| [Overview of term one](#Year10term1) | 9 |
| [Overview of term two](#Year10term2) | 14 |
| [Overview of term three](#Year10term3) | 17 |
| **[Year 11](#Year11term1)** | 20 |
| [Overview of term one](#Year11term1) | 20 |
| [Overview of term two](#Year11term2) | 28 |
| [Overview of term three](#Year11term3) | 31 |

**Year 9**

**Overview for term one**

Approximately 15 weeks.

Introduction to all four areas of the theoretical framework, through analysis and short-term practical projects, followed by a longer term project on music CD covers, focusing on media language and media representations.

**Weeks 1 to 4**

**Specification reference**

Media representations:

* Re-presentation.
* Stereotypes.

Media language:

* Forms of media language.
* Audience interpretation.

**Specification content**

* Basic media language terminology in use in a music video – camera angles, edits.
* Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways.
* Practical response: Storyboard a 20-second video advert for the launch of a new album by the same music artist.

**Weeks 5 to 8**

**Specification reference**

Media audiences: Interpretations.

Media industries:

* The nature of media production.
* Commercial industries.

**Specification content**

* Introduction to industries and audiences.
* How different audiences might interpret the music video analysed previously.
* The music industry as a commercial industry, with independent and major companies, targeting niche and mass audiences; looking at finance involved in the music industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry.
* Practical response: Design a poster or home page of a website re-positioning a current artist for a new audience.

**Weeks 9 to 15**

**Specification reference**

Media audiences: Range of audiences.

Media representations: Choice of media producers.

Media language:

* Codes and conventions.
* Forms of media language.

Media language: Forms of media language.

**Specification content**

* Music CD covers – analysis and production.
* Range of CD covers, look at the whole set to establish conventions.
* Analyse a CD cover together as a class, students to extend the analysis individually.
* Practical response: Create a new CD cover for an already established artist (could be the one whose video has been analysed). Can use found images for this task, but must consider the potential representations within the chosen image.

**Overview for term two**

Approximately 15 weeks.

**Science Fiction TV programmes**

Analysis and practical project, focusing on media language, representation and institutions.

**Weeks 1 and 2**

**Specification reference**

Media language:

* Forms of media language.
* Codes and conventions.

Media representations:

* Re-presentation.
* Representations of reality.
* Stereotypes.

Media industries: The nature of media production.

**Specification content**

* Media language.
* Recap previous terminology, plus: lighting, diegetic and non-diegetic sound.

**Weeks 3 to 5**

**Specification reference**

Media language:

* Forms of media language.
* Codes and conventions.

Media representations:

* Re-presentation.
* Representations of reality.
* Stereotypes.

Media industries: The nature of media production.

**Specification content**

* Media representation.
* How contemporary issues are represented through fictional narratives.

**Week 6**

**Specification reference**

Media language:

* Forms of media language.
* Codes and conventions.

Media representations:

* Re-presentation.
* Representations of reality.
* Stereotypes.

Media industries: The nature of media production.

**Specification content**

* Case study and media institutions.
* Most recent series of Dr Who, including job roles, the nature of the BBC, finance, marketing and global sales.

**Weeks 7 to 12**

**Specification reference**

Media language:

* Forms of media language.
* Codes and conventions.

Media representations:

* Re-presentation.
* Representations of reality.
* Stereotypes.

Media industries: The nature of media production.

**Specification content**

* TV trailer.
* Analysis of two trailers.
* Students create an animatic – ‘a filmed storyboard’ – to learn to plan for different camera shots, use the editing software, and add sound.

**Overview for term three**

Approximately 12 weeks.

**Advertising and marketing**

Analysis and practical project, focusing on media language, representation and audience. From 1 June, when updated list of CSPs (Close study products) is confirmed, study theadvertising and marketing CSPs (targeted, focusing on media language and media representations).

**Weeks 1 to 6**

**Specification reference**

Media audiences:

* Range of audiences.
* Targeting.
* Categorisation.

Media language:

* Forms of media language.
* Theories of narrative.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

* Introduction to the advertising industry.
* Division of audiences, using demographics and psychographics – VALS, Young and Rubicam’s 4Cs.
* Targeting products at an audience.
* Conventions of adverts, Z reading of print adverts.
* Analysis of a campaign that targets multiple audiences (eg video games adverts, where the same game is advertised towards different psychographic groups).
* Audience research to find out how to best advertise a specific product to a specific audience. Creation of a print advert for that product and audience, using found images and ICT to add relevant text.

**Weeks 7 to 12**

**Specification reference**

Media audiences:

* Range of audiences.
* Targeting.
* Categorisation.

Media language:

* Forms of media language.
* Theories of narrative.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

* CSPs advertising andmarketing (targeted, focusing on Media language and Media representations):
  + television advertisement for Galaxy
  + NHS Blood and Transplant online campaign video
  + OMO print advert from *Woman’s Own* magazine.
* Introduce terms code, anchorage, sign, icon and symbol. Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content. Analyse representation and use of stereotypes.
* Set each CSP within its context.
* Use notes in CSP booklet.

**Year 10**

**Overview for term one**

Approximately 15 weeks.

* Revise Advertising and marketing CSPs and other print marketing products. Start mock NEA project, using school-made brief, based on sample Brief Five but adapted to develop filming and editing skills: Video adverts for watches, to develop students’ technical skills and to introduce the overall approach to NEA. Consolidate learning about advertising and marketing by engaging through practical work.
* CSPs advertising and marketing (targeted, focusing on media language and media representations):
  + television advertisement for Galaxy
  + NHS Blood and Transplant online campaign video
  + OMO print advert from Woman’s Own magazine.

**Weeks 1 to 3**

**Specification reference**

Media language:

* Forms of media language.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

Revise Advertising and Marketing CSPs and other advertising video products.

**Weeks 4 and 5**

**Specification reference**

Media language:

* Forms of media language.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

Plan video adverts and write statement of intent.

**Week 6**

**Specification reference**

Media language:

* Forms of media language
* Technology and media products.

Media representations:

* Choice of media producers
* Representations of reality
* Stereotypes
* Reflection of contexts.

**Specification content**

Take footage for adverts, 2 x brief narratives, pack/product shots/graphics.

**Weeks 7 and 8**

**Specification reference**

Media language:

* Forms of media language
* Technology and media products.

Media representations:

* Choice of media producers
* Representations of reality
* Stereotypes
* Reflection of contexts.

**Specification content**

Edit first advert.

**Weeks 9 to 10**

**Specification reference**

Media language

* Forms of media language
* Technology and media products.

Media representations:

* Choice of media producers
* Representations of reality
* Stereotypes
* Reflection of contexts.

**Specification content**

Edit second advert.

**Weeks 11 and 12**

**Specification reference**

Media language:

* Forms of media language.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

Add graphics and sound.

**Week 13**

**Specification reference**

Media language:

* Forms of media language.
* Technology and media products.

Media representations:

* Choice of media producers
* Representations of reality
* Stereotypes
* Reflection of contexts.

**Specification content**

Students review adverts, identify areas for improvements.

**Weeks 14 and 15**

**Specification reference**

Media language:

* Forms of media language.
* Technology and media products.

Media representations:

* Choice of media producers.
* Representations of reality.
* Stereotypes.
* Reflection of contexts.

**Specification content**

Make improvements to both adverts.

**Overview for term two**

Approximately 12 weeks.

Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of Year 11 are covered at the appropriate time. For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Ensure that students are gaining practice in unseen analysis, including analysing video and audio clips:

* CSPs film industry (targeted, focusing on media industries).
* CSPs music videos (targeted, focusing on media audiences and media industries).
* CSPs radio (targeted, focusing on media industries and media audiences).

**Weeks 1 to 4**

**Specification reference**

Media industries:

* Ownership.
* Commercial industries.
* Regulation.

**Specification content**

* The film industry.
* CSPs film industry (targeted, focusing on Media industries):
  + *Black Widow.*
  + *I, Daniel Blake.*
* Set each CSP within its context. Focus on the industry, not on the content of the films themselves.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities: Create a timeline of marketing activities for the re-launch of I, Daniel Blaketo maximise its audience in the UK. There is no limit to the budget this time round.

**Weeks 5 to 7**

**Specification reference**

Additional depth – Media language: Codes and conventions.

Media industries:

* The nature of media production.
* Production processes.
* Regulation.

Media audiences:

* Range of audiences.
* Targeting.
* Interpretations.
* Media practices.
* Audience responses.

**Specification content**

* CSPs music videos (targeted, focusing on Media audiences and Media industries:
  + Arctic Monkeys – *I bet you look good on the dancefloor.*
  + Blackpink – *How you like that.*
* Set each CSP within its context. Focus on the industry and audiences.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities:
  + Devise the marketing plan for the single launch for one of these videos. How would you use each of the available media platforms to reach your target audience?
  + Plan the website home page for the day before, or the day of the launch.
  + Write the posts that would be put out on the band’s official social media channels in the five days prior to the release of the single.

**Weeks 8 to 12**

**Specification reference**

Media industries:

* Production processes
* Funding models
* Regulation
* Digital technologies

Media audiences:

* Theoretical perspectives on audiences
* Range of audiences
* Targeting
* Categorisation
* Media technologies

**Specification content**

* CSPs Radio (targeted, focusing on Media industries and Media audiences):
  + Radio 1 launch day, Tony Blackburn.
  + KISS Radio, Kiss Breakfast.
* Set each CSP within its context.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities: Decide on a gap in the radio market (eg jazz music for a youth audience) and devise the launch for an online station that would plug that gap.

**Overview for term three**

Approximately 12 weeks

Study CSPs in pairs and threes, with other relevant media products, ensuring that those related to the NEA to be undertaken at the start of Year 11 are covered. For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Students should be gaining practice in unseen analysis, including analysing video and audio clips:

* CSPs Film industry (targeted, focusing on media industries).
* CSPs Music videos (targeted, focusing on media audiences and media industries).
* CSPs Radio (targeted, focusing on media industries and media audiences).

**Weeks 1 to 8**

**Specification reference**

Media language:

* Technology and media products.
* Codes and conventions.

Media representations:

* Re-presentation.
* Theoretical perspectives on gender.
* Viewpoints.
* Social, cultural and political significance.

Media industries:

* Convergence.
* Commercial industries.
* Digital technologies.

Media audiences:

* Targeting.
* Media practices.

**Specification content**

* CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework):
  + Marcus Rashford – online presence
  + Kim Kardashian – online presence
  + Blackpink: The Game
  + Lara Croft Go.
* Set each CSP within its context.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities:
  + Plan your own social media influencer persona: What would you post about? What would your USP be? How could you create a brand that would make money?
  + Devise your representation – where would you be photographed or filmed? What would you wear? How would you present yourself to camera?
  + Design your brand logo.

**Weeks 9 to 12**

**Specification reference**

Media language:

* Theories of narrative.
* Technology and media products.
* Codes and conventions.

Media representations:

* Reflection of contexts.
* Stereotypes.

Media industries:

* Convergence.
* Funding models.
* Regulation.

Media audiences:

Audience responses.

**Specification content**

* Television.
* CSPs Television (in-depth, all four areas of the theoretical framework):
  + *His Dark Materials*, Series 2, Episode 1 – *The City of Magpies.*
  + *Dr Who*, Episode 1 – *An unearthly child.*
* Set each CSP within its context.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities:
  + Devise a plot line for a new episode, show how this uses narrative devices and fits with narrative theories.
  + Devise a human-seeming character that defies stereotypes relating to gender, sexuality, ethnicity and/or age.

**Year 11**

**Overview for term one**

Approximately 15 weeks.

NEA project, eg Brief One: Television from the sample briefs – briefs change annually but will be related to the CSPs. The physical creation of the products should take approximately 30 hours. Planning does not have to be submitted, beyond the statement of intent, but time obviously has to be given for planning so that students can make the best product possible. Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for ‘catch-up’ for students missing lessons (due to mocks etc) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.

**Weeks 1 to 3**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using
* media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in
* the chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Revise television CSPs, and other television dramas.

**Weeks 4 and 5**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Plan TV sequences and write statement of intent.

**Weeks 6 and 7**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Film footage.

**Weeks 8 and 9**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using
* media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in
* the chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Edit footage.

**Weeks 10 and 11**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Add sound.

**Week 12**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Add graphics.

**Week 13**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Students review television sequences, identify areas for improvements.

**Weeks 14 and 15**

**Specification reference**

Media language:

* Students will be rewarded for the degree of expertise they demonstrate in using.
* Media language within the chosen media form.

The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.

Media representations:

* Students will be rewarded for their ability to understand and create representations in.
* The chosen media form.

The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.

**Specification content**

Make improvements.

**Overview for term two**

Approximately 12 weeks.

* Students need to study the remaining CSPs, and continue to develop their analytical skills, including of unseen video clips. They should also study other related products.
* They will need time before the exam to revisit learning from Year 10 in particular:
  + CSPs Newspapers (in-depth, all four areas of the theoretical framework).
  + CSPs Television (in-depth, all four areas of the theoretical framework).

**Weeks 1 to 5**

**Specification reference**

Media language:

* Forms of media language.
* Choice of media language.
* Codes and conventions.

Media representations:

* Re-presentation.
* Choice of media producers.
* Representations of reality.
* Misrepresentation.
* Viewpoints.
* Social, cultural and political significance.

Media industries:

* Ownership.
* Convergence.
* Regulation.

Media audiences:

* Theoretical perspectives.
* Social, cultural and political significance.

**Specification content**

* CSPs Newspapers (in-depth, all four areas of the theoretical framework):
  + *The Daily Mirror*, Friday 5 March 2021.
  + *The Times*, Friday 5 March 2021.
* Set each CSP within its context.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities:
  + look at today’s news on BBC, and layout the front pages for the *Daily Mirror* and *The Times* – will need to engage with news values as well as layout and other conventions
  + choose a story from today’s news about a minority group, or an individual from a minority group, and prepare coverage of the story for the *Daily Mirror* and T*he* *Times* – take suitable photographs (using stand-ins) and write copy.

**Weeks 6 to 10**

**Specification reference**

Media languages:

Codes and conventions.

Media representations:

* Re-presentation
* Reflection of contexts.

**Specification content**

* CSPs Magazines (targeted, focusing on Media Language and Representations):
  + *Tatler*, January 2021
  + *Heat*, 21-27 November 2020.
* Set each CSP within its context.
* Use notes in CSP booklet to help devise specific learning activities.
* Practical activities: Using the stories and people indicated on the front page of one magazine; re-design it for the audience of the other magazine.

**Week 11**

**Specification reference**

Media languages:

Codes and conventions.

Media representations:

* Re-presentation.
* Reflection of contexts.

**Specification content**

Revision of advertising and marketing, and television.

**Week 12**

**Specification reference**

Media languages:

Codes and conventions.

Media representations:

* Re-presentation.
* Reflection of contexts.

**Specification content**

Revision of film industry.

**Overview for term three**

Approximately 3 weeks prior to exam.

**Week 1**

**Specification content**

Revision of music industry and radio.

**Week 2**

**Specification content**

Revision of online, social and participatory media.

**Week 3**

**Specification content**

Revision of newspapers and magazines.