# Scheme of work: NEA

Introduction

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

It is designed to suggest activities and resources that you may find useful in your teaching for the NEA component. It is assumed that the students are following a two-year course, and have had a previous unit of work where they have been introduced to the hardware and software they are going to use for their final NEA. This resource is for first teaching in 2021 and first exams in 2023.

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.

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

One term (3 hours per week).

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Version 2.0

September 2023

**Year 11**

**Overview for term one**

Approximately 15 weeks.

## Weeks 1 to 3

**Specification reference**

* Media language: Codes and conventions.
* Media representations: Re-presentation.

**Specification content**

Revise Magazine Close Study Products (CSP), other magazines and look at online vloggers and social media influencers.

**Magazine front covers: Conventions**

* Students to review the two CSP front covers, ‘naming the parts’ to re-establish what the conventions are and the use of subject specific terminology.
* Look at a range of different editions of one of the two magazines (eg *Tatler*) to determine what makes a house style that is repeated and recognisable from issue to issue. Could they write a list of rules for a *Tatler* cover designer to follow?
* Use a range of front covers with very different styles to establish the style choices that can be made. Leading into the next lesson: What does each style suggest about the target audience?

**Magazine front covers: Target audience**

* Review a wide-ranging selection of magazine covers, including the two CSPs, targeted at different audiences. Students to group these into different target age ranges.
* Working in small groups, each group of students takes the selection for one age range, and identifies how their selection of covers targets that age range.
* In pairs, devise and/or sketch a new niche magazine, focusing on different subject matter (eg music or films), that would target the same age range. Ensure students all use the elements that will be required when they do the non-examined assessment (NEA) (title/masthead, selling line, cover price, dateline, main image, cover lines).

**Magazine double page spreads: Conventions**

* Look at a double page spread from any edition of the CSP title chosen for lesson one (eg *Tatler*). Give students labels to the various parts and ask them to identify each of these parts, to establish subject terminology.
* Identify how the double page spread fits with the front cover house style discussed last week.
* Compare the *Tatler* double page spread with examples from other magazines. Can the students spot the same features in use? What are the overall conventions of a double page spread?

**Magazine double page spreads: Copy**

* What do students know about how newspaper copy is structured?
* Working in pairs, with different magazines, students to read a double page spread article that is featured on the front cover and see how this compares to the structure of a newspaper article. Does it matter what the article is about?
* Analyse the article for mode of address and audience positioning: Style of writing, length and complexity of sentences, vocabulary, use of pronouns, point of view.

**Magazines: Images**

* Use CSP front covers, and explore the main cover photos in detail. How have they been composed to catch the buyer’s eye? Where were they taken, how were they lit, how is the person posed, what is the person wearing? What is the intended representation of the person featured?
* Using the same magazines as in previous lesson, in pairs students are to examine the photos on the front cover and the same double page spread as before. Use the same sorts of questions as above, plus: How do these images fit together as a set, within the overall layout? What information do they add to the copy?
* Student pairs to join into small groups to compare magazines. Notice the differences in style of photos and in the ways they are used within the layout.

**Magazines: Layout**

Have magazines from previous lessons available in the room. Students to continue with the design of the niche magazine from lesson two. Now adding the double page spread. Gradually introduce each aspect to be considered in the design, ensuring students all use the elements that will be required when they do the NEA: Headline, standfirst, subheadings, original copy, main image, additional images.

**Social media influencers: Building a brand**

* Students to remind themselves of Kim Kardashian’s and Marcus Rashford’s output (CSP), by looking at their online media presence. How would they describe the brand of each of these two celebrities – why should anyone new want to see their output?
* Which vloggers/social media influencers are students aware of? Students to work in pairs to write lists, with vlogger/influencer names and a one or two word note of what they vlog/post about (eg technology, fashion). Create a collective list, with each pair contributing two ideas.
* Watch a ‘best of’ style vlog from one vlogger (eg [‘Why 2016 was the best year of my life’](https://www.youtube.com/watch?v=GnpvT9jJ5IE) by Logan Paul), OR read the online feed of one influencer. How would students describe this person’s brand? What ideas is s/he selling to the world?

**Vloggers/influencers: Constructing representations**

* Students to choose one vlogger/influencer they know well – if they don’t personally follow any vloggers/influencers, then they can either use their choice from Kardashian and Rashford or find a vlogger/influencer who discusses their favourite topic (eg a specific sport, issue or type of music). Explain what they think that person and their lifestyle are like.
* Students to look at some of the output of their chosen vlogger/influencer, and analyse how they have created the persona that their fans enjoy – consider mediation through selection and omission. What is shared? What is never mentioned?
* Students to also consider mode of address and how the representation is constructed through the use of media language such as camera angles, mise-en-scène, pacing, syntax.

**Vloggers/influencers: Audience interaction**

* Looking at the same vlogger/influencer as last lesson, students should try to find out the full range of their output – vlogs, blogs, websites, social media, books, magazines and the range of subject matter covered.
* Students should look for the opportunities for audience interaction, including the different aspects of social media. Can they use this information and some of the interaction, to judge who the target audience is? What are the main issues/topics the audience want to discuss?
* Home learning task in preparation for next week: Devise the persona of a new vlogger/influencer whose output on a subject of your choice would appeal specifically to part of the 13–16 age range.

## Week 4 to 5

## Specification reference

* Media language.
* Media representations.

Specification content

Plan magazines and write statement of intent.

**Read through brief and clarify any points**

Give out copies of the [NEA Task: student booklet: Component 3 NEA - Sample set 1](https://filestore.aqa.org.uk/resources/media-studies/AQA-85723-NEA-S.PDF) including the set brief, read through with the students to ensure they understand each aspect that is being asked for. They can use the vlogger/influencer they devised last week as the basis for their magazine. Initial rough planning: Visual representation of the vlogger/influencer, cover lines.

**Plan and relate each item to target audience**

Students to plan front cover and double page spread within A4 boxes on A3 sheets, labelling each aspect to add detail and explain how it relates to the target audience.

**Check plan against brief**

Students to check their plan sketches against the brief, and ensure they have fulfilled the minimum requirements. Amend if necessary.

**Write draft Statement of Intent**

Using the template in the Student booklet, and with their labelled plan in front of them, students to draft their Statement of Intent (maximum 300 words).

**Check Statement of Intent against student booklet and marking criteria**

Students to check their work against the wording at the start of the Student booklet, and possibly against the marking criteria in the specification. They can highlight in three different colours their use of subject specific terminology, their references to media language and their references to representations. Which areas need to be strengthened? Does any of the original magazine design need to be altered?

**Re-draft Statement of Intent**

Students to re-draft their Statement of Intent, and submit it to the teacher.

## Week 6

## Specification reference

* Media language.
* Media representations.

Specification content

* Take photographs for magazines.
* The use of images within their magazine should be carefully planned for, bearing in mind the work done in week two, and their planning. How can their images be used to build representations? They need to consider all aspects of mise-en-scène and composition.
* Students can take several approaches to taking the photographs. They could:
  + sketch the ideas they want to use, then take photographs using these as a guide
  + find similar images on the internet, then re-create these themselves
  + explore a location and costumes with their model, or explore the object/location to be photographed to find the best angles.
* The week should involve some planning, some photographing, and some editing (to include selecting the best images and working on them in Photoshop or similar to improve them).

## Week 7 to 8

## Specification reference

* Media language.
* Media representations.

Specification content

* Create front cover.
* Students should select the main image to be used (and smaller images if using on the front cover).
* Working from their plans, they will need to:
  + create a logo/masthead
  + edit and position the image
  + position the masthead
  + select fonts and a specific colour palette
  + create cover lines
  + create other graphic features
  + lay out the cover.

## Week 9 to 10

## Specification reference

* Media language.
* Media representations.

Specification content

* Write copy.
* Students need to write the double page article, in approximately 350 words. They should look back at their learning from week two, on how to structure the article, and also consider the representation of their vlogger/influencer.

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## Week 11 to 12

## Specification reference

* Media language.
* Media representations,.

Specification content

* Re-draft Statement of Intent if required.
* As students now have all the elements they need, they should check back with their Statement of Intent, and change either the statement or the created elements to make sure the two marry up before continuing. Hand this in to the teacher.
* Create double page spread.
* Using their plan, the copy they have written, and the images they have taken, students should lay out their double page spread. They should be keeping to a consistent house style with their front cover. They will need to write the standfirst and sub-headings.

**Week 13**

## Specification reference

* Media language.
* Media representations.

Specification content

* Students review magazines, identify areas for improvements.
* Students should look back at the original brief and ensure they have met the minimum requirements. They could print out copies of their pages and get audience feedback from 13–16 year olds (specified target audience).
* They can also check against their plan, the assessment objectives in the specification and professional magazines.
* Using any or all of these sources, they should identify any areas that need to be improved.

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## Week 14 to 15

## Specification reference

* Media language.
* Media representations.

Specification content

* Make improvements to all three pages.
* Students should make final amendments to their magazine pages, based on the reviews undertaken in week 13.
* Hand in the final magazine and the fully completed AQA cover sheet at the end of week one.