

<b><u>YEAR</u></b> <b><u>10</u></b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
<p>1. The advertising CSPs -OMO advert -Galaxy advert -NHS: Represent advert</p>	<p><b>OMO ADVERT</b> -Codes and conventions of the OMO advert. Look at a range of - OMO adverts and discuss denotation and connotation. -What messages are conveyed in this advert? How? -How effective is media language? -Recap narrative theories...</p>	<p><b>OMO ADVERT</b> -Representation of gender, femininity, implied rep of masculinity and your personal response (how do your own experiences influence your reading of the advert?) -Stereotypes (1950s, what is familiar/unfamiliar?)</p>	<p><b>GALAXY ADVERT</b> -Codes and conventions of the advert and narrative structure (narrative theories) -Intertextuality and persuasion  <b>WIN task</b></p>	<p><b>GALAXY ADVERT</b> -Representation of place, celebrity persona, the product, historical period, nostalgia, femininity, class, age. Stereotypes. -How do producers' choices convey specific viewpoints, messages, values, beliefs? What factors affect the audience's interpretation of these representations?</p>	<p><b>NHS: REPRESENT</b> -Codes and conventions and how they convey the message of the product. What is the genre of represent? Intertextuality/hybridity? -Narrative structure- how does it construct a point of view?</p>	<p><b>NHS: REPRESENT</b> -Representation of ethnicity, masculinity, femininity, age, class, ability, disability, place etc. effective use of stereotypes. -How does the process of selection, construction, and mediation help with the understanding of product? Audiences responses?</p>	<p>Social and historical context and comparisons to of adverts/ adverts today.  <b>WIN ASSESSMENT Paper 1 Section A (Language and representation)</b></p>	<p>Political changes and how they have influenced representation (especially gender representation)</p>
<p>2 The Film Industry -I, Daniel Blake -Doctor Strange</p>	<p>-The processes/stages of film making -Star power/ director power</p>	<p>-Distribution/globalisation -Different ways of film release -I, Daniel Blake ppt <b>WIN task</b></p>	<p>Watch Film CSP I, Daniel Blake</p>	<p>- Effect of the domination of Hollywood AF -Dr Strange ppt KM</p>	<p>Watch Film CSP I, Daniel Blake</p>	<p><b>WIN assessment</b> A full paper 1. There will be a focus on industry/ film on section B.</p>	<p>Assessment may run into this week due to the fact that lessons will be assigned t watching the full films with stops and starts to unpick and discuss.</p>	

<p>3 Print -The Mirror -The Times</p>	<p>-Conventions of newspapers. Will need an example of broadsheet and tabloid -How is meaning conveyed through the choices made on the front cover? Introduction of Broadsheet (Times) vs. Tabloid (Daily Mail) -Analysis of The Daily mail front cover</p>	<p>-Analysis of The times front cover Representations of social groups, issues and events with regards to The Daily Mail CSP and The Times CSP</p>	<p>-Politics and ideologies (how these are presented by the CSPs/ newspapers in general) -The role of the press (ethics, or against press freedom)  <b>WIN task</b></p>	<p>NRS (National readership survey) and what this means (uses and gratifications) Comparisons of readers The Daily Mail vs. The Times. Also look at preferred reading, negotiated reading, active and passive readership.</p>	<p>Media Industries (Magazines and Newspapers) Ownership, IPSO, Circulation figures, convergence</p>	<p><b>Newspaper assessment</b></p>		
<p>4</p>	<p>Technical lessons -Mise en scene/ camera shot/angle recap. -generic convention - introduce iconography</p>	<p>Intro to <i>Class</i> -characters - Genre, Intertextuality and Hybridity (now in relation to <i>Class</i>). -generic conventions in <i>Class</i>.</p>	<p>-Representation in <i>Class</i> -Link to social/historical context and ideologies</p>	<p>Watch <i>Dr Who</i> episode (25 mins). Begin comparison of <i>Dr Who</i> and <i>Class</i>. Comparisons lessons (looking at key scenes, characters, representations)</p>	<p>Comparisons of <i>Dr Who</i> and <i>Class</i>. Characters Representation Context Success Platforms</p>	<p>-Narrative theories -Uses and gratifications- how may these be different for the different shows and how may these have changed over time? -Target audience, marketing and critical reception of the programmes.</p>		
<p>5</p>	<p>The TV industry - Key innovations in TV -Research BBC BBC3 and digital TV – how is it funded? -How are viewing figures (ratings) calculated? (BARB) --How is TV regulated? -How are shows commissioned?</p>	<p><b>TV CSPs assessment</b>  <b>WIN assessment</b></p>	<p>Reveal magazine -Representation</p>	<p>Reveal -Language</p>	<p>Tatler Representation</p>	<p>Tatler Language</p>		
<p>6</p>	<p>NEA GCSE assessment introduction</p>							

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives.

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.