

| Curriculum Map |                                                            |                                                                                                                                                                                                                                     |                                            |                                                                                                                                                                                                                                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 11        |                                                            |                                                                                                                                                                                                                                     |                                            |                                                                                                                                                                                                                                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                                                                                                                                                                 |
| Half term      | Unit title with hyperlink to scheme of work                | Unit summary                                                                                                                                                                                                                        | Skills & content covered                   | Skills & content revisited                                                                                                                                                                                                                                                                                                                                           | Summary of formative marking, feedback and student response | Summative assessment schedule, including assessment criteria                                                                                                                                                                                                                                                                                                                    |
| Autumn 1       | Component 3: Create a Media Product in Response to a Brief | Vocational application time management and organisational skills as work is ultimately externally assessed and created in timed conditions with support from teacher withdrawn. Ensuring files are exported in appropriate formats. | C4: Testing and exporting for distribution | C1: Monitor and review the outcome of the production process.<br>C2: Production skills and techniques.<br>Records                                                                                                                                                                                                                                                    |                                                             | <a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf</a> |
| Autumn 2       | Component 3: Create a Media Product in Response to a Brief | Vocational application time management and organisational skills as work is ultimately externally assessed and created in timed conditions with support from teacher withdrawn.                                                     | C3: Combining and refining content         | C1: Monitor and review the outcome of the production process.<br>C4: Testing and exporting for distribution                                                                                                                                                                                                                                                          |                                                             | <a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf</a> |
| Spring 1       | Component 3: Create a Media Product in Response to a Brief | Vocational application time management and organisational skills as work is ultimately externally assessed and created in timed conditions with support from teacher withdrawn.                                                     |                                            | A1: Response to a brief.<br>A2: Generating Ideas<br>B1: Develop planning materials in response to a brief<br>B2: Managing the production process<br>C1: Monitor and review the outcomes of the production process.<br>C2: Production skills and techniques.<br>C3: Combining and refining content. C4: Testing and exporting for distribution. C5: Technical records | Mock exam for Component 3                                   | <a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf</a> |
| Spring 2       | Component 3: Create a Media Product in Response to a Brief | Vocational application time management and organisational skills as work is ultimately externally assessed and created in timed conditions with support from teacher withdrawn.                                                     |                                            | A1: Response to a brief.<br>A2: Generating Ideas<br>B1: Develop planning materials in response to a brief<br>B2: Managing the production process<br>C1: Monitor and review the outcomes of the production process.<br>C2: Production skills and techniques.<br>C3: Combining and refining content. C4: Testing and exporting for distribution. C5: Technical records | Summative Assessment for Component 3 (Externally marked)    | <a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf</a> |
| Summer 1       | Component 3: Create a Media Product in Response to a Brief | Vocational application time management and organisational skills as work is ultimately externally assessed and created in timed conditions with support from teacher withdrawn.                                                     |                                            | A1: Response to a brief.<br>A2: Generating Ideas<br>B1: Develop planning materials in response to a brief<br>B2: Managing the production process<br>C1: Monitor and review the outcomes of the production process.<br>C2: Production skills and techniques.<br>C3: Combining and refining content. C4: Testing and exporting for distribution. C5: Technical records | Summative Assessment for Component 3 (Externally marked)    | <a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-awards/creative-media-production/2022/external-assessments/btec-tech-award-creative-media-production-c3-marking-grid.pdf</a> |
| Summer 2       |                                                            |                                                                                                                                                                                                                                     |                                            |                                                                                                                                                                                                                                                                                                                                                                      |                                                             |                                                                                                                                                                                                                                                                                                                                                                                 |

#### Subject Specific Literacy

Secure use of specialist GCSE terminology across Beliefs, Practices and Themes.  
Interpreting and analysing religious teachings, quotations and sources of authority.  
Applying religious teachings to contemporary ethical issues such as war, peace, crime and punishment.  
Constructing developed explanations using evidence from Christianity and Islam.  
Writing analytical and evaluative GCSE responses, particularly 12-mark evaluation questions.  
Comparing religious and non-religious viewpoints using subject-specific vocabulary.  
Developing written judgements which include substantiated conclusions.

#### Oracy

Leading and participating in structured debates on ethical issues.  
Evaluating contrasting religious views through discussion.  
Defending arguments using scripture and religious teachings.  
Engaging in philosophical enquiry and questioning assumptions.  
Using academic language confidently when discussing moral issues.  
Presenting reasoned judgements supported by evidence.  
Developing confidence in articulating disagreement respectfully and constructively.