

KS5 Long Term Curriculum Plan: A Level Media Studies Year 12 2025-26

Curriculum Aim: To give students a knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes so that they can: analyse media products, including in relation to their contexts and through the use of academic theories, evaluate academic theories, make judgements and draw conclusions and create media products for an intended audience, by applying knowledge to communicate meaning

Link to prior learning: Where students have studied GCSE Media Studies, the A Level course builds on knowledge and skills acquired here (see GCSE Programme of Study and Specification). All students will draw from the critical, analytical and evaluative skills developed during their GCSE English and English Literature courses.

Rationale of sequencing: The course begins with an intro to all areas of the theoretical framework for Media Studies. These areas underpin analysis of all media set products. This allows for revision and building of these areas in greater depth for students who have a GCSE in Media and an in-depth introduction for those who have not. This is then followed by the set products working towards incorporating all areas of the framework into study.

	Focus / Topic	Knowledge & Skills	Assessment
Autumn 1 x 3 weeks	Teacher 1: Introduction to Media Language and Representations	-knowledge, understanding and application of the theoretical framework of Media Language: semiotics, genre and narrative and of relevant academic theories and the ability to apply these to a range of unseen texts, including: Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), -Knowledge, understanding and application of the theoretical framework of Media Representation: gender, race, stereotypes and countertypes and of relevant academic theories and the ability to apply these to a range of unseen texts, including: Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen)	Unseen text analysis
	Teacher 2: Introduction to Audience and Industry	- <i>knowledge, understanding and application of the theoretical framework of Media Audiences:</i> Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall), -Knowledge, understanding and application of the theoretical framework of media Industries: Theories of Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt) and Cultural Industries (including Hesmondhalgh)	Unseen text analysis

Autumn 1 and 2	<p>Teacher 1:</p> <p>(component 1 sections A and B)</p> <p>Advertising and Marketing</p> <ul style="list-style-type: none"> • Tide Print Advert • Kiss of the Vampire film poster (1963) • SuperHuman TV advert 	<p>Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Learners will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, learners will consider how representations relate to relevant contexts of media.</p> <p>Tide print advertisement (1950s) A-Level Media - Tide advert - Representation - Simple Guide For Students & Teachers SuperHuman. Tokyo 2020 Paralympic Games audio-visual advertisement (2020) Super. Human. Tokyo 2020 Paralympic Games Trailer Kiss of the Vampire A-Level Media - Kiss Of The Vampire - Representation</p> <p>Students will focus on;</p> <ul style="list-style-type: none"> • Media language (section A) • Representation (section A) • Audiences (section B) • Media contexts (sections A and B) 	Component 1 Section A and B style Assessment
	<p>Teacher 2:</p> <p>(component 1 Industries and Media contexts Section B)</p> <p>Film industry (Black Panther and I Daniel Blake)</p>	<p>Knowledge and skills to analyse and compare the set products for the power of media industries, regulation and cultural industries whilst focusing on, but not limiting to;</p> <p>Theories of Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt) and Cultural Industries (including Hesmondhalgh)</p> <p>A-Level Media - I, Daniel Blake - INDUSTRY A-Level Media Studies - Black Panther Part 1 - Industries A-Level Media Studies - Black Panther Part 2 - Industries</p>	Component 1 Section A and B style Assessment
Spring 1	<p>Teacher 1:</p> <p>Component 1 Section A</p> <p>Music Videos</p> <p>(Riptide Vance Joy / Formation-Beyonce)</p>	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Structuralism (including Lévi-Strauss), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist theories (including Van Zoonen and hooks), Theories of ethnicity and postcolonial theory (including Gilroy)</p> <p>A-Level Media - Riptide by Vance Joy - Representation</p>	Component 1 Section A style Assessment

	<p>Teacher 2:</p> <p>Component 2 Section A</p> <p>TV in Golden age (crime drama Peaky Blinders and The Bridge)</p>	<p>Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the television industry is regulated and the marketing strategies used to promote the set products will also be investigated. Learners will also have opportunities to explore how the television audience is defined, constructed and targeted on both a national and a global scale.</p> <p>Learners will focus on;</p> <ul style="list-style-type: none"> • Media language • Representation • Media industries • Audiences • Media contexts 	<p>Component 2 Section A style Assessment</p>
<p>Spring 2</p>	<p>Teacher 1:</p> <p>Component 2 Section B - Mainstream and alternative magazines</p> <p>Woman's Realm/Huck</p>	<p>Students will study two magazines that have been produced within different historical and industry contexts and that target different audiences. One of the magazines will be contemporary, whilst the other will have been produced before 1970; one will be a commercial magazine with mainstream appeal, whilst the other will have been produced outside the commercial mainstream. The magazines in each option therefore offer rich opportunities for comparative analysis.</p> <p>Learners will develop knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to,;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p> <p>Learners will focus on;</p> <ul style="list-style-type: none"> • Media language • Representation • Media industries • Audiences <p><u>A-Level Media - Woman's Realm - Representation - Simple Guide for Students & teachers</u> <u>A-Level Media - Womans Ream - Industry</u></p>	<p>Component 2 Section B style Assessment</p>

	<p>Teacher 2:</p> <p>Component 2 Section A</p> <p>TV in Golden age (crime drama Peaky Blinders and The Bridge)</p>	<p>Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the television industry is regulated and the marketing strategies used to promote the set products will also be investigated. Learners will also have opportunities to explore how the television audience is defined, constructed and targeted on both a national and a global scale.</p> <p>Learners will focus on;</p> <ul style="list-style-type: none"> • Media language • Representation • Media industries • Audiences • Media contexts 	<p>Component 2 Section A style Assessment</p>
<p>Summer 1</p>	<p>Teacher 1:</p> <p>Component 2 Section B -</p> <p>Mainstream and alternative magazine women's Realm/Huck</p>	<p>Students will study two magazines that have been produced within different historical and industry contexts and that target different audiences. One of the magazines will be contemporary, whilst the other will have been produced before 1970; one will be a commercial magazine with mainstream appeal, whilst the other will have been produced outside the commercial mainstream. The magazines in each option therefore offer rich opportunities for comparative analysis.</p> <p>Learners will develop knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p> <p>Learners will focus on;</p> <ul style="list-style-type: none"> • Media language • Representation • Media industries • Audiences <p><u>A-Level Media - Woman's Realm - Representation - Simple Guide for Students & teachers</u> <u>A-Level Media - Womans Ream - Industry</u></p>	<p>Component 2 Section B style assessment</p>

	Teacher 2: NEA- intro Component 3	Learners will be required to complete a brief outline of their aims and intentions for the cross-media production that must be submitted with the production. This will be assessed with the cross-media production and will enable learners to explain the ways in which they will apply knowledge and understanding of the theoretical framework to the production and target the intended audience. This is a compulsory component of the non-exam assessment and learners must complete the statement of aims and intentions in Section B of the cover sheet using approximately 500 words. A template is provided on the WJEC Eduqas website for guidance.	
Summer 2	Teacher 1: NEA Component 3	Learners will be required to complete a brief outline of their aims and intentions for the cross-media production that must be submitted with the production. This will be assessed with the cross-media production and will enable learners to explain the ways in which they will apply knowledge and understanding of the theoretical framework to the production and target the intended audience. This is a compulsory component of the non-exam assessment and learners must complete the statement of aims and intentions in Section B of the cover sheet using approximately 500 words. A template is provided on the WJEC Eduqas website for guidance.	Production schedule checks as outlined by teachers End of year 12 exams
	Teacher 2: NEA Component 3		

Further Information

Specification: https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments

CSP and NEA Booklets: Will be given to students once study of these areas begins

Assessment weighting: Examination-70% NEA-30%

Wider reading can be found on The English and Media Centre website: <https://www.englishandmedia.co.uk/mediamag-login> Username: chacemediamag Password: mediaandfilm

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