

KS5 Long Term Curriculum Plan: A Level Media Studies Year 13 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: The year 13 A Level course builds on knowledge and skills acquired in year 12. All students will draw from the critical, analytical and evaluative skills developed during their first year of A Level study, as well as practical skills in response to their NEA briefs.

Rationale of sequencing: The course continues to embed students' grasp 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 as they apply the framework to practical responses and a new range of set products.

	Focus / Topic	Knowledge & Skills	Assessment
Autumn 1	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.	A fully realised Cross media product that meets the requirements stated in the given briefs
	Teacher 2: Newspapers Component 1 Section B	Learners will have knowledge and understanding of the two newspapers as evolving media products in terms of the relevant newspaper industry and audience issues they illustrate. In order to develop this awareness, learners will consider one complete print edition of each newspaper key pages from each newspaper's website, including the homepage and at least one other page.	Component 1 Section B Assessment
Autumn 2	Teacher 1: (component 1 section B) Gaming-Assassin's Creed	Learners should have knowledge and understanding of the Assassin's Creed franchise in terms of the relevant video games industry and audience issues it illustrates. It is not expected that learners will study all of the games in the franchise. One game must be studied in detail. This could be Assassin's Creed III: Liberation. In order to develop an awareness of industry and audience issues, learners should consider at least one extract from the chosen game, which may be accessed online. As the games are PEGI rated 18, it is the teacher's responsibility to ensure that any extracts studied are age appropriate for their learners.	Component 1 Section B Assessment

	Teacher 2: Newspapers Component 1 Section B	Learners will have knowledge and understanding of the two newspapers as evolving media products in terms of the relevant newspaper industry and audience issues they illustrate. In order to develop this awareness, learners will consider one complete print edition of each newspaper key pages from each newspaper's website, including the homepage and at least one other page.	Component 1 Section B style assessment
Spring 1	Teacher 1: Media in the Online Age Component 2 Section C -Attitude -KSI	Through an in-depth study of two contrasting online products, learners will look at the role played by social media channels and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The changing relationship between media producers and audiences will be considered here, as learners will examine the idea that media consumers have now become producers who regularly and actively participate in the creation and dissemination of media content online. https://www.attitude.co.uk/JJ Olatunji - YouTube	Component 2 Section C style assessment
	Teacher 2: Radio Component 1 Section B Have you Heard George's Podcast?	Learners should have knowledge and understanding of Have You Heard George's Podcast? as an evolving media product in terms of the relevant radio industry and audience issues it illustrates. To inform their understanding of Have You Heard George's Podcast? As an example of the contemporary radio industry and contemporary radio audiences, learners will have an awareness of the historical significance of the programme and how they have been created and circulated in response to industry and audience demands. In order to develop this awareness, learners should consider extracts from at least two episodes of Have You Heard George's Podcast?, accessed via the BBC website.	Component 2 Section A style assessment
Spring 2	Teacher 1: Revision of all set products Component 1		Component 1 Style assessment
	Teacher 2: Revision of all set products Component 2		Component 2 Style assessment
Summer 1	Teacher 1: Revision of all set products Component 1		Component 1 Style assessment

	Teacher 2: Revision of all set products Component 2		Component 2 Style assessment
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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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