



Year 12 Media Studies Curriculum Overview 2026-27

Rationale: Media Studies will be delivered through a rich, balanced and explicitly structured curriculum that develops students' analytical, creative and critical thinking skills. The course equips students with the ability to interpret, evaluate and produce media texts across a wide range of forms, ensuring they become informed, reflective and articulate participants in a media-saturated world. At its core, the Media Studies curriculum is designed to explore how media products are constructed, how they communicate meaning, and how audiences interpret them. Students will engage with key areas including media language, representation, industry and audience, applying theoretical frameworks to a diverse range of contemporary and historical texts. This ensures both breadth and depth, supporting students in making connections across media forms such as television, film, advertising, online media and print. Delivery will be knowledge-rich and skills-focused, combining explicit teacher instruction with frequent opportunities for discussion, collaboration and independent enquiry.

Speaking and Listening Strategy in Media Studies: A clear and consistent Speaking and Listening Strategy will be embedded across most lessons to develop students' confidence, clarity and precision in oracy. Students will be explicitly taught how to:

- Use subject-specific terminology accurately (e.g., "denotation", "connotation", "hegemonic meaning")
- Construct analytical responses aloud, using structured sentence stems
- Engage in academic discussion, building on and challenging the ideas of others respectfully

Reading Strategy in Media Studies: A dedicated Reading Strategy will also be central to lesson delivery, embedded in most lessons to support students in accessing, interpreting and analysing complex media-related texts. Students will regularly engage with:

- Media extracts (e.g., articles, reviews, scripts, theoretical writings)
- Case studies and industry materials
- Academic and critical viewpoints

Reading instruction will focus on: disciplinary literacy: understanding how meaning is constructed in media-specific texts; annotation and close reading of both visual and written materials; inference and interpretation, particularly in decoding implicit meanings in media language and vocabulary development, particularly tier 2 and tier 3 terminology relevant to Media Studies

Strategies will include:

- Modelled reading and annotation by the teacher
- Guided reading questions to scaffold analysis
- Reciprocal reading activities where students summarise, question and clarify
- Explicit vocabulary instruction, revisited and applied in context

Summary of Components:

Component 1: Media Products, Industries and Audiences

Written examination: 2 hours 15 minutes

35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

Section A: Analysing Media Language and Representation

This section assesses media language and representation in relation to **two** of the following media forms: advertising, marketing, music video or newspapers. There are **two** questions in this section:

- **one** question assessing media language in relation to an unseen audio-visual or print resource
- **one** extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts.

Section B: Understanding Media Industries and Audiences

This section assesses **two** of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 2: Media Forms and Products in Depth

Written examination: 2 hours 30 minutes

35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age

There will be **one** two-part question or **one** extended response question.

Section B – Magazines: Mainstream and Alternative Media

There will be **one** two-part question or **one** extended response question.

Section C – Media in the Online Age

There will be **one** two-part question or **one** extended response question.

Component 3: Cross-Media Production

Non exam assessment

30% of qualification

An **individual** cross-media production based on **two forms** in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of the theoretical framework and digital convergence.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	Induction: Media Language and Representation C1SA: Print Advertisements: <i>Tide</i> C1SA: Print Advertisements: <i>Kiss of the Vampire</i> C1SA: Unseen Print and A/V C1SA: Beyonce – ‘<i>Formation</i>’ C3 Skills development: Photoshop & Indesign Training and C3 Process: Film Marketing: Stand Alone Film Poster & Website Home page	Formal Assessment* A1: Comparative: Set text and Unseen Advert: ML / gender rep And Live Marking Guided Teacher Self-Assessment Ongoing feedback for C3 *We have fewer but more extensive assessments to recreate the conditions of the real exam. Pupils also receive feedback and actions to work when these formal assessments are marked. When learning about a set text, pupils will also practice PETE paragraphs (Point; Example; Terminology; Explanation) They will receive feedback on these from the teacher through LIVE MARKING (as they are writing them). This will be done in rotation so not every paragraph will be marked by a teacher. But ALL PETE paragraphs will be subject to Guided Self-Assessment.	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional Mrs Fisher Revision Videos: Link Seneca Quizzes Quizlet Quizzes Brainscape.com The Media Magazine EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link EDUQAS text and revision books are available in the library

Autumn 2	C1SB: Advert: <i>SuperHuman</i> C1SB: Newspapers: Daily Mirror C1SA: Vance Joy – <i>Riptide</i> C1SB: <i>Have You Heard George's Podcast?</i> C3 Skills development: Photoshop & Indesign Training and C3 Process: Film Marketing: Stand Alone Film Poster & Website Home page. Production of NEA Mock.	Formal Assessments: A2 ML and Rep: Newspapers And Live Marking Guided Teacher Self-Assessment Ongoing feedback for C3	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizzes Brainscape.com The Media Magazine EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link EDUQAS text and revision books are available in the library
Spring 1	C1SB: Newspapers: Daily Mirror (cont'd) and Daily Mirror Website C1SB: <i>Have You Heard George's Podcast?</i> (cont'd) Exam Preparation C3 Skills development: Photoshop & Indesign Training and C3 Process: Film Marketing: Stand Alone Film Poster & Website Home page. Submission of NEA Mock.	Formal Assessments A3 Mock Examination – C1 and C2 Combined Paper And Live Marking Guided Teacher Self-Assessment Ongoing feedback for C3	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional

			Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizzes Brainscape.com The Media Magazine EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link EDUQAS text and revision books are available in the library
Spring 2	C1SB <i>Black Panther</i> and <i>I, Daniel Blake</i> C1SB <i>Assassin's Creed</i> C3 NEA 2028 Brief: Research; Statement of Aims	Feedback on NEA Mock Live Marking Guided Teacher Self-Assessment Ongoing feedback for 2028 NEA C3	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizzes Brainscape.com The Media Magazine EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link EDUQAS text and revision books are available in the library

Summer 1	C2SA – Television in the Global Age: Black Mirror Episode - <i>San Junipero</i> C2SA – Television in the Global Age: <i>The Returned</i> C3 NEA Paper planning: scripts / story boards / mock ups / risk assessments C3 NEA Construction: photoshoots / copy writing / video & audio recording / editing etc	Formal Assessment None And Live Marking Guided Teacher Self Assessment Ongoing feedback for C3	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional Mrs Fisher Revision Videos: Example Link Seneca Quizzes Quizlet Quizzes Brainscape.com The Media Magazine EDUQAS Component 1 Resources 1: Link EDUQAS Component 1 Resources 2: Link EDUQAS text and revision books are available in the library
Summer 2	Revision for Y12 Progression Exam	Formal Assessment C3 NEA Draft NOMINAL mark and feedback And Live Marking Guided Teacher Self Assessment	Homework Tasks: 2-4 hrs a week (HW load more intense when students have to do C3 tasks) Revision of Set Texts Creation / completion of Revision Grids Research tasks in preparation for lessons. Reading tasks. Resources to support on Go4Schools/Teams Optional Mrs Fisher Revision Videos: Example Link

Commitment, **O**ppportunity, **R**espect & **E**xcellence
for all and in all that we do

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