



# **Media Studies A Level Curriculum Unit Overview**

Year 11 into 12: There is no pre-requisit for students to have studied GCSE Media studies in order to take Media studies at A level. However, the experience of taking part in formal exams has obviously been missed, and these skills are essential for students to be confident in working under timed conditions at A level. We will therefore ensure that students have built on their GCSE preparation by working on specific essay skills, including offering scaffolding and structures initially, to give them the opportunity to see where and how to hit the necessary assessment objectives. This is always included within the Media curriculum as students need to learn how to write at the correct level.

## Year 12

Media Studies A Level - Year 12 Unit 1: Advertising.				
What are we learning?	What knowledge, understanding and skills will we gain? <sup>i</sup>	What does mastery look like? <sup>ii</sup>	How does this build on prior learning? <sup>iii</sup>	What additional resources are available?
COMPONENT 1. Section A & B Advertising and Marketing Media Language, Representation and Audience.  TEXTS: Tide (1950s)/ WaterAid (2016) / Kiss of the Vampire (1963)	Knowledge: In section A, learners study media language and representation in the two set advertisements. Here, learners will develop knowledge and understanding of the same two advertisements in terms of the relevant audience issues they illustrate. The two advertisements reflect different historical contexts, purposes and target audiences. learners will develop knowledge of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing media products from a variety of forms. They will learn about the audiences who are targeted by the texts. Learners will also need to compare these texts to an unseen text in the final examination.	Ability to apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and make judgements and draw conclusions.  The consistent and accurate application of knowledge and understanding of the theoretical framework to analyse the unseen and set advertisements.  Analysis of how representations in the advertisements construct versions of reality is	learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.  Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.	EDUQAS digital resources https://resources.eduqas. co.uk/Pages/ResourceBy Args.aspx?subId=20&IvII d=1  EDUQAS A Level Text book.  SlideShare resources.  Wiki sites.  Mrs Fisher – online video tutorials.  Knowledge Organisers available in Sharepoint.
	Understanding of:	perceptive, detailed and		





Media language: how the media through their forms, codes, conventions and techniques communicate meanings. Representation: how the media portray events, issues, individuals and social groups.

Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

#### Skills:

In analysing media products, learners will: Analyse critically and compare how media products (studied and unseen), including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way Debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.

may be informed by relevant theories.

Detailed and appropriate comparisons of audience positioning by the advertisements.

Judgements and conclusions regarding how the advertisements relate to relevant media contexts which are perceptive, insightful and fully supported with detailed reference to specific aspects of the advertisements.

Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.





What are we learning?	What knowledge, understanding and skills will we gain?iv	What does mastery look like?"	How does this build on prior learning?vi	What additional resources are available?
COMPONENT 1	Knowledge:	Knowledge and	learners will have	EDUQAS digital resources
Section B: Film	learners will develop knowledge of key aspects of	understanding of Disney	achieved qualifications	https://resources.eduqas.co
Industry and	the film industry, including the significance of	and mainstream film	equivalent to Level 2 at	.uk/Pages/ResourceByArgs.
audience.	ownership and funding, the role of regulation in	production and how this	KS4. Skills in literacy	aspx?subId=20&lvIld=1
	global production and distribution, the impact of	impacts on production	and analysis will	
Texts:	digitally convergent platforms and the effect of	values in Black Panther.	provide a good basis	EDUQAS A Level Text
I, Daniel Blake	individual producers in the film industry. In		for progression to this	book.
(2016)	addition, learners will study media audiences,	Knowledge and	Level 3 qualification.	
Black Panther	considering aspects such as the targeting of	understanding of I,		SlideShare resources.
(2018)	mass and specialised audiences, the	Daniel Blake and	Some learners will have	
	categorisation and construction of audiences, as	independent film	already gained	Wiki sites.
	well as how audiences' use of and responses to	production and how this	knowledge,	
	the media reflect identity and social, cultural and	impacts on production	understanding, and	Mrs Fisher – online video
	historical circumstances.	values.	skills through their	tutorials.
	Film is studied in relation to media industries		study of Media Studies	
	only. Learners study the set films and their	Excellent, detailed and	at GCSE.	Knowledge Organisers
	marketing across various media, exploring the	accurate knowledge and		available in Sharepoint.
	convergence of media platforms and	understanding of how		
	technologies and other relevant industry issues.	national and global		
	The two films reflect contrasting aspects of the	audiences can be		
	film industry: mainstream (Black Panther) and	reached through different		
	independent (I, Daniel Blake) production.	media technologies and platforms, with possible		
	Understanding:	reference to relevant		
	In order to develop an awareness of the films as	theories.		
	contemporary examples of the film industry and			
	of its marketing strategies, learners consider at	Knowledge and		
	least one trailer and at least one poster for each	understanding of how		
	film, as well as online marketing where relevant.	media organisations		
	Selected extracts from the films may also be	meet the needs of		
	studied in relation to the industry issues	specialised audiences,		





exemplified, including the opening credits and at least one other extract.

Learners will develop an understanding of the differences between mainstream and independent film production and how the product is affected by the studios and directors that produce it.

#### Skills:

Learners will learn to write about the film industry in an economic context in terms of: production, distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding.

They will analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response; use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way; debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.

with possible reference to relevant theoretical perspectives

Detailed reference to the set film industry text to support any points made.

They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.





Media Studies A Level - Year 12 Unit 3: Music Video					
What are we learning?	What knowledge, understanding and skills will we gain?vii	What does mastery look like?viii	How does this build on prior learning?ix	What additional resources are available?	
COMPONENT 1 Section A; Music video  Texts: Dream, Dizzee Rascal (2004) Riptide, Vance Joy (2013)	Knowledge: learners will develop knowledge of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing music video products. Learners will also explore how the media products relate to their social, cultural, historical and political contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.  Understanding: Understanding of: Media language: how the media through their forms, codes, conventions and techniques communicate meanings. Representation: how the media portray events, issues, individuals and social groups.  Skills: Use media language and reflect critically upon a range of complex theories of media studies and use specialist	Ability to apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and make judgements and draw conclusions.  The consistent and accurate application of knowledge and understanding of the theoretical framework to analyse the unseen and set advertisements.  Analysis of how representations in the music videos construct versions of reality is perceptive, detailed and may be informed by relevant theories.  Detailed and appropriate comparisons of audience positioning by the music videos.	learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in literacy and analysis will provide a good basis for progression to this Level 3 qualification.  Some learners will have already gained knowledge, understanding, and skills through their study of Media Studies at GCSE.	EDUQAS digital resources https://resources.eduqas.co.uk/P ages/ResourceByArgs.aspx?subl d=20&lvlld=1  EDUQAS A Level Text book.  SlideShare resources.  Wiki sites.  Mrs Fisher – online video tutorials.  Knowledge Organisers available in Sharepoint.	





subject-specific terminology	Judgements and		
appropriately in a developed way	conclusions regarding how		
Debate critically key questions	the music videos relate to		
relating to the social, political	relevant media contexts		
and cultural role of media	which are perceptive,		
representations through	insightful and fully		
discursive writing.	supported with detailed		
-	reference to specific		
	aspects of the music		
	videos.		
	Learners can write		
	extended responses. They		
	show the ability to construct		
	and develop a sustained		
	line of reasoning which is		
	coherent, relevant,		
	substantiated and logically		
	structured.		





	Media Studies A Level - Year	r 12 Unit 4: Newspapers		
What are we learning?	What knowledge, understanding and skills will we gain?x	What does mastery look like?xi	How does this build on prior learning? <sup>xii</sup>	What additional resources are available?
COMPONENT	Knowledge:	Excellent, detailed and	learners will have	EDUQAS digital
1 Section A &	learners will develop knowledge of key aspects of the	accurate knowledge of	achieved	resources
B.	newspaper industry, including the significance of ownership	recent technological	qualifications	https://resources.eduqas.
NEWSPAPER	and funding, the role of regulation in global production and	changes in the	equivalent to	co.uk/Pages/ResourceBy
S.	distribution, the impact of digitally convergent platforms and	newspaper industry.	Level 2 at KS4.	Args.aspx?subId=20&IvII
	the effect of individual producers in the newspaper industry.		Skills in literacy	<u>d=1</u>
Daily Mirror,	In addition, learners will study media audiences, considering	A thorough	and analysis will	
March 13,	aspects such as the targeting of mass and specialised	understanding of the	provide a good	EDUQAS A Level Text
2019 front	audiences, the categorisation and construction of audiences,	impact of recent	basis for	book.
page and	as well as how audiences' use of and responses to the media	technological changes	progression to	
article on	reflect identity and social, cultural and historical	on the production and	this Level 3	SlideShare resources.
'Brexit' vote	circumstances.	distribution of	qualification.	
(Section A).		newspapers, which uses		Wiki sites.
(Plus whole	Understanding:	set text examples to	Some learners	
text and online	Learners will understand the different political bias of	support points.	will have already	Mrs Fisher – online video
study for	newspapers and how the organisations behind them affect	_ , , , , , , , ,	gained	tutorials.
Section B)	this bias. They will understand the different demographics of	Excellent, detailed and	knowledge,	
	newspaper readership and how newspapers develop	accurate knowledge and	understanding,	Knowledge Organisers
The Times,	products to appeal to their target audience.	understanding of how	and skills through	available in Sharepoint.
March 13,	Learners will understand how technological changes have	ownership shapes media	their study of	
2019 front	impacted upon and changed the nature of the newspaper	products, with reference	Media Studies at	
page (Section	industry via digital platforms and convergence.	to relevant theoretical	GCSE.	
A).	Ckiller	perspectives.		
(Plus whole	Skills:	Detailed voterance to the		
text and online	Learners will learn to write about the newspaper industry in	Detailed reference to the		
study for	an economic context in terms of: production, distribution and	set text newspaper to		
section B)	circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors,	support any points made.		
	including funding. They will also study representations found	They show the ability to		
	in newspapers and audience demographics for different	construct and develop a		
	- · · · · · · · · · · · · · · · · · · ·	sustained line of		





newspaper pr	roducts and how these appeal to their target	reasoning which is	
audience.		coherent, relevant,	
They will anal	lyse critically and compare how newspapers	substantiated and	
construct and	communicate meanings through the interaction	logically structured.	
of media lang	juage and audience response; use and reflect		
critically upon	a range of complex theories of media studies		
and use spec	ialist subject-specific terminology appropriately		
in a develope	d way; debate critically key questions relating to		
the social, cul	Itural, political and economic role of the media		
through discu	rsive writing.		





What are we learning?	What knowledge, understanding and skills will we gain?xiii	What does mastery look like?xiv	How does this build on prior learning?xv	What additional resources are available?
COMPONENT 2	Knowledge:	Excellent knowledge and	Learners will have	EDUQAS digital
Section B	Learners will explore magazines through close	understanding of the influence	achieved	resources
Magazines	analysis of the set products, comparing their use of	of contexts on the set magazine	qualifications	https://resources.edu
contemporary and	media language and the representations they offer	products.	equivalent to Level 2	as.co.uk/Pages/Res
historical.	in relation to relevant social, cultural, economic,		at KS4. Skills in	urceByArgs.aspx?su
	political and historical contexts. Learners will study	Links drawn between the	literacy and analysis	Id=20&IvIId=1
Texts:	the role of media industries in shaping media	representations in the set	will provide a good	
Vogue (July 1965)	products, as well as considering the way in which	magazine products and the	basis for progression	EDUQAS A Level
(Conde Nast)	both mass and specialised audiences are targeted	contexts in which they were	to this Level 3	Text book.
The Big Issue (Oct	and addressed. Relevant and advanced theories	produced are perceptive and	qualification.	
17-23 2016,	will inform study of the set products and learners	insightful, showing a detailed		SlideShare resource
No.1227) (Dennis	will reflect critically upon these theoretical	understanding of the	Some learners will	
& The Big Issue	perspectives. Learners should continue to develop	significance of relevant	have already gained	Wiki sites.
Ltd)	their ability to use relevant subject-specific	contextual factors.	knowledge,	
	terminology in this component.		understanding, and	Mrs Fisher – online
		Excellent application of	skills through their	video tutorials.
	Understanding:	knowledge and understanding to	study of Media	
	Learners will develop the ability to: Analyse	evaluate media theories in	Studies at GCSE.	Knowledge
	critically and compare how media products,	relation to the set texts.		Organisers available
	including products outside the commercial		Analysis skills and	in Sharepoint.
	mainstream, construct and communicate	Evaluation of theories in relation	understanding of	
	meanings through the interaction of media	to the set texts is insightful,	media language from	
	language and audience response.	thorough and critically informed.	previous units.	
	Use and reflect critically upon a range of complex			
	theories of media studies and use specialist	Arguments regarding the validity		
	subject-specific terminology appropriately in a	of media theories are fully		
	developed way.	supported with detailed		
	learners will study two magazines in depth,	reference to specific aspects of		
	developing an understanding of the contextual	the set magazine products.		
	factors that shape their production, distribution,			
	circulation and consumption, as well as			





considering the historical, social, and cultural significance of the representations they offer. Learners will also explore how media language incorporates viewpoints and ideologies. The two magazines studied have been produced within different historical and industry contexts and that target different audiences. One of the magazines is 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.

Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

#### Skills:

Learners will produce essays which:
Debate critically key questions relating to the social, cultural, political and economic role of magazines through sustained discursive writing. Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.





	Media Studies A Level - Year 12 Unit 6: Television in a Global Age.					
What are we learning?	What knowledge, understanding and skills will we gain?xvi	What does mastery look like?xvii	How does this build on prior learning?xviii	What additional resources are available?		
COMPONENT 2	Knowledge:	Detailed knowledge of the	learners will have	EDUQAS digital		
Section A	Learners will explore TV through close analysis of	set texts and social,	achieved	resources		
Television in a	the set products, comparing their use of media	cultural, economic, political	qualifications	https://resources.eduqa		
Global Age.	language and the representations they offer in	and historical contexts.	equivalent to Level 2	s.co.uk/Pages/Resourc		
	relation to relevant social, cultural, economic,	With a clear understanding	at KS4. Skills in	eByArgs.aspx?subId=2		
Texts:	political and historical contexts. Learners will study	of how these factors	literacy and analysis	<u>0&amp;lvlld=1</u>		
Life On Mars (UK)	the role of media industries in shaping media	influence the set products.	will provide a good			
Series 1, Episode	products, as well as considering the way in which		basis for progression	EDUQAS A Level Text		
1: (2006)	both mass and specialised audiences are targeted	Excellent application of	to this Level 3	book.		
Original	and addressed. Relevant and advanced theories will	knowledge and	qualification.			
Broadcaster: BBC	inform study of the set products and learners will	understanding of the		SlideShare resources.		
One (UK)	reflect critically upon these theoretical perspectives.	theoretical framework to	Some learners will			
	Learners should continue to develop their ability to	analyse the set products.	have already gained	Wiki sites.		
The Bridge	use relevant subject-specific terminology in this		knowledge,			
(Denmark/Sweden)	component.	Analysis of the set products	understanding, and	Mrs Fisher – online		
Season 3, Episode	Understanding:	is perceptive, insightful, and	skills through their	video tutorials.		
1 (2015)	Learners will develop the ability to: Analyse critically	informed by a detailed	study of Media			
Original	and compare how media products, including	knowledge and	Studies at GCSE.	Knowledge Organisers		
Broadcaster: SVT1	products outside the commercial mainstream,	understanding of media		available in		
(Sweden)	construct and communicate meanings through the	theories which are applied	Analysis skills and	Sharepoint.		
DR1 (Denmark)	interaction of media language and audience	to the set text and	understanding of			
UK Broadcaster:	response.	evaluated.	media language from			
BBC Four	Use and reflect critically upon a range of complex		previous units.			
	theories of media studies and use specialist subject-	Judgements and				
	specific terminology appropriately in a developed	conclusions regarding the				
	way. Through an in-depth study of two contrasting	set product and media				
	programmes produced in different social and cultural	theories can be seen as				
	contexts, learners will explore the dynamics that	perceptive, insightful and				
	shape contemporary television production,	fully supported with detailed				
	distribution and circulation. The role of public service	reference to specific				
	broadcasting in a global marketplace will be	aspects of the set product.				





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 product 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. In addition, the appeal of the programmes for audiences will be investigated, and issues such as fandom and the way in which audiences use media texts will also be considered. Whilst there is a specific focus on contemporary television programmes here, learners will also examine the way in which these products relate to broader cultural and historical contexts, analysing their use of media language and the cultural and ideological significance of the representations they offer.

Learners can write extended responses. They show the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

### Skills:

Learners will produce essays which:
Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing.
Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.





## Year 13

## Year 12 into 13 Media

During lockdown, students continued looking at work for their exam, and the year 12 exams showed how successfully this had been done. Students covered 'Music Videos,' 'Newspapers,' 'Magazines' and 'Television in a Globle Age.' Each of these looked at prescribed texts, considering their production, how they represent the social and technological aspects of the time, links to media theories and how to respond to these texts within an exam situation. However, throughout the Autumn term, the remaining aspects of paper one and two will be covered and revised, using low steaks quizzing as starters, as well as teams quizzes for homework, and essays that are used as revision and retrieval practice throughout the term up until Christmas. After Christmas, the areas will again be revisited as part of the revision process for the year 13 Mock exams, and then looked at again in April and May before the real exams. The first unit of year 13 is preparation for coursework, and this is done on an individual basis and therefore allows for one on one conversations with the teacher who can identify areas of need for students and implement further support as an when necessary for any work that is needed – both from the lockdown period and the coursework being covered as a new unit. Scaffolding and structures for essays can be provided for those students who need it.

Media Studies A Level - Year 13 Unit 1: NEA Coursework					
What are we	What knowledge, understanding	What does mastery look like?xx	How does this	What additional	
learning?	and skills will we gain?xix		build on prior	resources	
			learning? <sup>xxi</sup>	are available?	
COMPONENT	Knowledge: Students must research the	Learners create media products for an	Learners will use the	EDUQAS digital	
3.	products according to the requirements of the	intended audience, by applying knowledge	knowledge and	resources	
	brief: Analysis of the use of media language in	and understanding of the theoretical	understanding of	https://resources.	
Brief set by	similar media products to identify the codes and	framework of media to communicate	magazine	eduqas.co.uk/Pag	
EDUQAS	conventions of the particular genres and forms.	meaning.	construction,	es/ResourceByAr	
examination	Analysis should focus on how specific techniques	The products address all requirements set	representations and	gs.aspx?subId=2	
board	such as: layout and composition; editing; sound,	out in the examination board brief; all	audience gained	<u>0&amp;lvIId=1</u>	
(changes	etc. used to create meaning, and the way in which	elements of the tasks are completed fully.	from Unit 5 to inform		
annually)	representations of events, issues, individuals and	Learners produce an excellent, highly	the development of	EDUQAS A Level	
	social groups (as appropriate) are constructed,	detailed, written statement of consistently	their own Magazine	Text book.	
Chosen focus:	considering how choice and combination of	relevant aims and intentions that clearly	product.		
Magazines.	elements of media language influences meaning	responds to the brief, targets the intended		SlideShare	
	and conveys viewpoints and ideologies. Research	audience and reflects the specified	Some students who	resources.	
	into how the industry context – the media	industry context through a coherent	studied GCSE		
	organisation, production processes, distribution	concept for interrelated products.	Media Studies will	Wiki sites.	
	and marketing, scheduling/ positioning, regulatory	The aims and intentions demonstrate a	have a knowledge of		
	issues etc. – impacts on a production. Research	plan for thorough and sustained use of	Adobe Photoshop		





into the ways in which media industries use digital convergence across different platforms -how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Research into the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Identify examples from similar products analysed. Research into audience responses to, and interaction with, media products. Secondary research - academic theoretical research appropriate to A Level to develop understanding and support analysis.

Primary audience research such as focus groups research prior to completion of production work.

Understanding: Learners must apply the knowledge from research into planning their own products as required by the brief.

Skills: In creating media products, learners will: Acquire technical skills using Adobe Photoshop, InDesign software and web design websites (Wix). Apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Apply knowledge and understanding of the digitally convergent nature of contemporary media. Use media language across media forms to express and communicate meaning to an intended audience.

appropriate codes and conventions, and insightful representations.

Excellent evidence of application of knowledge and understanding of the theoretical framework of media through sustained use of highly appropriate subject-specific terminology An excellent realisation of the brief that consistently uses conventions relevant to the chosen forms, genre and industry context in products that are coherently interrelated.

An excellent realisation of the brief that is likely to consistently engage and position the intended audience through a highly appropriate mode of address.

An excellent, sustained use of media language in the products to communicate meanings in a highly complex way, such as through intertextuality, hybridity and a thorough control of connotations, and to construct points of view that embody ideological perspectives.

A cross-media production that constructs a highly effective narrative or design (as appropriate)

The production exhibits a sustained use of media language in the products to construct insightful, appropriate representations.

from their GCSE NEA productions.

Analysis skills and understanding of media language from previous units.

Mrs Fisher – online video tutorials.

Media Studies A Level - Year 13 Unit 2: Media in the Online Age





What are we learning?	What knowledge, understanding and skills will we gain?xxii	What does mastery look like?xxiii	How does this build on prior learning?xxiv	What additional resources are available?
COMPONEN	Knowledge:	Excellent knowledge and understanding of	learners will have	EDUQAS digital
T 2 Section	Learners will explore online products	relevant aspects of the theoretical	achieved qualifications	resources
C.	(blogs & online magazines) through close	framework.	equivalent to Level 2 at	https://resources.eduqas.
	analysis of the set products, comparing		KS4. Skills in literacy	co.uk/Pages/ResourceBy
Texts:	their use of media language and the	Discussion of the set products is likely to	and analysis will	Args.aspx?subId=20&lvII
Zoella	representations they offer in relation to	be perceptive, insightful, and critically	provide a good basis	<u>d=1</u>
Zoe Sugg	relevant social, cultural, economic,	informed by a detailed knowledge and	for progression to this	
https://www.z	political and historical contexts.	understanding of audiences and how they	Level 3 qualification.	EDUQAS A Level Text
oella.co.uk/	Learners will study the role of media	use online media products.		book.
	industries in shaping media products, as		Some learners will have	
Attitude	well as considering the way in which both	Detailed reference is made to relevant	already gained	SlideShare resources.
http://attitude.	mass and specialised audiences are	audience theories.	knowledge,	
co.uk/	targeted and addressed. Relevant and		understanding, and	Wiki sites.
	advanced theories will inform study of the	Excellent application of knowledge and	skills through their	
	set products and learners will reflect	understanding to make judgements and	study of Media Studies	Mrs Fisher – online video
	critically upon these theoretical	draw conclusions regarding how far	at GCSE.	tutorials.
	perspectives.	aspects of identity can be seen to affect		
	Learners should continue to develop their	the way in which audiences use online	Analysis skills and	Knowledge Organisers
	ability to use relevant subject-specific	media.	understanding of media	available in Sharepoint.
	terminology in this component.		language from previous	
		Judgements and conclusions are	units.	
	Understanding:	perceptive, insightful and fully supported		
	Learners will develop the ability to:	with detailed reference to specific aspects		
	Analyse critically and compare how	of the set product.		
	media products, including products outside the commercial mainstream,	Loornore can write extended recognizes		
	construct and communicate meanings	Learners can write extended responses.  They show the ability to construct and		
	through the interaction of media language	develop a sustained line of reasoning		
	and audience response.	which is coherent, relevant, substantiated		
	Use and reflect critically upon a range of	and logically structured.		
	complex theories of media studies and	and logically structured.		
	use specialist subject-specific			
	use specialist subject-specific			





terminology appropriately in a developed way.

Learners will understand how in a world increasingly dominated by digital technology, online, social and participatory media have become an integral part of the contemporary media landscape. The growing cultural significance of online platforms is evident in the number of subscribers that bloggers and YouTubers like Zoe Sugg (Zoella) attract, and in the amount of web traffic that the websites of online newspapers and magazines generate. Through an in-depth study of two contrasting online products, learners will look at the role played by blogs 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. The impact of digitally convergent media platforms on media production, distribution and circulation will also be explored, as learners will study an online magazine produced for a minority group, considering the way in which digital



an extended response.



platforms can be used to reach specialised audiences. These set products can be seen to demonstrate significant emerging developments in the media, reflecting the ongoing impact of technology on media language and audience interaction.		
Skills: Learners will produce essays which: Debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing. Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in		





	Media	a Studies A Level - Year 13 U	Init 3: Radio	
What are we learning?	What knowledge, understanding and skills will we gain?xxv	What does mastery look like?xxvi	How does this build on prior learning?xxvii	What additional resources are available?
COMPONENT 1	Knowledge:	Knowledge of the BBC as a	learners will have	EDUQAS digital resources
Section B Radio	Learners should have knowledge	Public Sector Broadcaster	achieved qualifications	https://resources.edugas.co.uk/P
Industry and	of Late Night Woman's Hour as	and how this impacts on	equivalent to Level 2 at	ages/ResourceByArgs.aspx?sub
audience.	an evolving media product in terms of the relevant radio	production values.	KS4. Skills in literacy and analysis will provide	<u>d=20&amp;lvlld=1</u>
Text: Late Night Woman's Hour.	industry and audience issues it illustrates. Radio 4 as a BBC	Excellent, detailed and accurate knowledge and	a good basis for progression to this Level	EDUQAS A Level Text book.
Radio 4.	product and a PSB.	understanding of how national and global	3 qualification.	SlideShare resources.
	Understanding: Understanding of Late Night	audiences can be reached through different media	Some learners will have already gained	Wiki sites.
	Woman's Hour as an example of	technologies and platforms,	knowledge,	Mrs Fisher – online video
	the contemporary radio industry	with possible reference to	understanding, and	tutorials.
	and contemporary radio	relevant theories.	skills through their study	
	audiences, learners should have		of Media Studies at	Knowledge Organisers available
	an awareness of the historical	Knowledge and	GCSE.	in Sharepoint.
	significance of the programme in	understanding of how		
	terms of its evolution from	media organisations meet	Analysis skills and	
	Woman's Hour and how it has	the needs of specialised	understanding of media	
	been created in response to	audiences, with possible	language from previous	
	industry and audience demands.	reference to relevant	units.	
	In order to develop this	theoretical perspectives		
	awareness, learners should			
	consider extracts from at least	Detailed reference to the		
	two podcasts of Late Night	set radio programme to		
	Woman's Hour.	support any points made.		
	Skills:	They show the ability to		
	Learners will learn to write about	construct and develop a		
	the radio industry in an economic	sustained line of reasoning		
	context in terms of: production,	which is coherent, relevant,		





distribution and circulation in a	substantiated and logically	
global context; the significance	structured.	
of patterns of ownership and		
control; the significance of		
economic factors, including		
funding. They will also study		
representations found in radio		
presenters and audience		
demographics for the set text		
and how these appeal to their		
target audience.		





Media Studies A Level - Year 13 Unit 4: Video Games							
What are we learning?	What knowledge, understanding and skills will we gain?xxviii	What does mastery look like?xxix	How does this build on prior learning?xxx	What additional resources are available?			
COMPONENT 1	Knowledge:	Knowledge of UBISOFT	learners will have	EDUQAS digital resources			
Section B	Learners should have knowledge	and mainstream game	achieved qualifications	https://resources.eduqas.co.uk/P			
	and understanding of Assassin's	production and how this	equivalent to Level 2 at	ages/ResourceByArgs.aspx?sub			
Assassin's Creed	Creed III: Liberation as a	impacts on production	KS4. Skills in literacy	<u>d=20&amp;lvlld=1</u>			
III: Liberation	contemporary action adventure	values.	and analysis will provide				
(2012) for	game in terms of the relevant		a good basis for	EDUQAS A Level Text book.			
assessment in	video games industry and	Excellent, detailed and	progression to this Level				
2021	audience issues it illustrates. In	accurate knowledge and	3 qualification.	SlideShare resources.			
	order to develop this awareness,	understanding of how					
Assassin's Creed	learners will consider at least	global audiences can be	Some learners will have	Wiki sites.			
franchise, for	one extract from the game. As	reached through different	already gained				
assessment from	the video game is PEGI rated 18	media technologies and	knowledge,	Mrs Fisher – online video			
2022	learners must know the	platforms, with possible	understanding, and	tutorials.			
	descriptors for this classification	reference to relevant	skills through their study				
	and why the content leads to this	theories.	of Media Studies at	Knowledge Organisers available			
	rating.	Kanada dan and	GCSE.	in Sharepoint.			
	l la de rete a dia a	Knowledge and	Analysis skills and				
	Understanding:	understanding of how	Analysis skills and				
	Learners look at representations in the game and how they reflect	media organisations meet the needs of specialised	understanding of media				
	social and cultural issues.	audiences, with possible	language from previous units.				
	Understand the global nature of	reference to relevant	uriits.				
	the video game industry and how	theoretical perspectives					
	technological advances have	lineoretical perspectives					
	changed audiences and	Detailed reference to the					
	production quality. How multi-	set video game text to					
	platform options have engaged	support any points made.					
	wider audiences.						
		They show the ability to					
	Skills:	construct and develop a					
		sustained line of reasoning					





	Learners will learn to write about the video game industry in an	which is coherent, relevant, substantiated and logically	
e F C t C S iii	economic context in terms of: production, distribution and circulation in a global context; the significance of patterns of ownership and control; the significance of economic factors, including funding. They will also study representations found in	substantiated and logically structured.	
8	game and audience demographics for the set text and how these appeal to their target audience.		