

Curriculum Mapping: Media Studies Years 12 and 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme
	Form/ Media Language	Media Language	Representation	Institution	Audience	Practice Coursework NEA
	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts/Tier 3 vocabulary	Concepts Tier 3 vocabulary
	<p><i>Form, codes and conventions, mise-en scene, editing, camera work, narrative structure, genre conventions, visual composition, sound design, cinematography, lighting effects, semiotics and signs and signifiers</i></p>	<p>Encoding and decoding, symbolism, iconography, ideology, discourse and intertextuality. Stuart Hall's Encoding and Decoding Model, Roland Barthes' Semiotics, Laura Mulvey's Male Gaze theory, Vladimir Propp's Morphology of the Folktale and Todorov's Narrative Theory</p>	<p>Representation, Stereotype, ideology, Symbolism, Realism, Constructed identity, cultural hegemony, Misrepresentation, Counter-representation, Othering, Judith Butler's Gender Performativity, Michel Foucault's Discourse and Power, Antonio Gramsci's Cultural Hegemony</p>	<p><i>Institutions, Media conglomerate, subsidiary, integration, vertical and horizontal integration, Production company, Distribution network, Regulatory body, Advertising agency, audience metrics, Market segmentation, and Ownership structure.</i></p>	<p><i>Audience, Reception, Media consumption, audience demographics, Audience psychographics, Audience segmentation, Uses and gratifications, Active audience, Passive audience and Media engagement. Stuart Hall's Reception Theory, Uses and Gratifications Theory, Hypodermic Needle Model, Two-step Flow Theory, Active Audience Theory, Cultivation Theory and Social Learning Theory.</i></p>	<p><i>Practice NEA, Media production, Creative process, Pre-production, Production techniques, Post-production, Storyboarding, Scriptwriting, Editing and sound design.</i></p>
Year 12 – FAIR – Media Paper 1	<p>Justification:</p> <p>Starting with the topic of Media Language and Form in A-Level Media Studies provides students with a foundational understanding of how media texts are constructed and interpreted, setting the stage for deeper exploration of more complex media concepts and practices throughout the course. This placement ensures students grasp essential analytical skills and theoretical frameworks early on, which are fundamental for comprehensively studying media representations, institutions, audiences, and practical coursework later in the curriculum.</p> <p>The Media Language builds upon and develops prior knowledge gained in GCSE Media Studies (Key Stage 4). At GCSE level, students are introduced to fundamental concepts such as media forms, codes, conventions, and narrative structures. This unit in A-Level Media Studies expands on these foundations, delving deeper into the nuanced aspects of media language, including semiotics, representation, and the technical aspects of media production.</p> <p>According to the AQA specification for Media Studies at A-Level, the Media Language unit focuses on the analysis of media texts, examining how meaning is created and conveyed through various media forms such as film, television, advertising, and digital media. Students are encouraged to explore how different media genres and styles utilise specific techniques to appeal to target audiences and convey messages effectively. This analytical approach not only enhances students' critical thinking skills but also</p>	<p>Justification:</p> <p>This unit follows from the first term but instead of examining unseen texts exclusively- students will be introduced to CSPs – the products that will feature in their examinations. The Media Language unit aligns with broader educational goals by fostering media literacy and enhancing students' ability to interpret and critique media representations. This skill set is increasingly important in a digital age where media consumption is pervasive and influential. By studying media language at A-Level, students not only develop academic proficiency but also gain practical insights into how media messages are constructed and disseminated, preparing them for further study in media-related fields or careers in media production, journalism, or communications.</p> <p>This unit also builds upon and develops prior knowledge from GCSE Media Studies, deepening students' analytical skills, and preparing them to critically engage with diverse media texts. It aligns closely with the AQA specification for Media Studies, emphasising the analysis of media language and its impact, thereby equipping students with essential skills for academic success and informed citizenship in a media-saturated world.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Old Town Road • Ghost Town 	<p>Justification:</p> <p>The Representation unit in A-Level Media Studies logically follows the Media Language unit by building upon the foundational understanding of how media constructs meaning through language and form. This sequential approach allows students to apply their knowledge of media techniques and semiotics to critically analyse how different groups, events, and issues are portrayed in media texts, deepening their understanding of media's role in shaping cultural narratives and societal perceptions.</p> <p>The Media Representations unit extends and builds upon the foundational knowledge acquired in GCSE Media Studies (Key Stage 4). In GCSE Media Studies, students begin to explore how media texts construct representations of individuals, groups, events, and issues. The A-Level curriculum deepens this exploration by examining the complexities of media representations in greater depth.</p> <p>According to the AQA specification for A-Level Media Studies, the Media Representations unit focuses on analysing how different groups, events, and issues are portrayed across various media forms such as film, television, advertising, and digital platforms. Students explore the processes involved in creating</p>	<p>Justification:</p> <p>The institutions unit follows from the previous segment - representation to explore how media representations are influenced and shaped by the structures, practices, and agendas of media institutions. Understanding these dynamics allows students to analyse how institutional factors impact media content and representation choices, providing a comprehensive view of how media functions within broader societal contexts.</p> <p>The Institution unit extends and enhances foundational knowledge acquired in GCSE Media Studies (Key Stage 4). At GCSE level, students are introduced to basic concepts regarding the role and function of media institutions such as film studios, television networks, advertising agencies, and digital platforms. The A-Level curriculum deepens this exploration by examining the complexities of media institutions in greater depth.</p> <p>In regards to the AQA specification for A-Level Media Studies, the Institution unit focuses on analysing the structure, operations, and influences of media institutions within the broader media landscape. Students explore how media institutions shape media content, production processes, and audience engagement strategies. They examine issues such as ownership, regulation, funding models, and technological advancements that</p>	<p>Justification:</p> <p>The Media Audience unit logically follows the Institution unit in by examining how media institutions strategically engage and interact with diverse audience groups. Understanding institutional practices such as audience targeting, reception analysis, and media consumption patterns enables students to grasp how media institutions tailor content to meet audience preferences and societal demands, thereby completing a holistic understanding of media's production, distribution, and reception processes.</p> <p>The Audience unit extends and builds upon knowledge gained in GCSE Media Studies (Key Stage 4). At GCSE level, students begin exploring basic concepts related to media audiences, including how different demographic groups engage with media content. The A-Level curriculum expands on this foundation by delving deeper into the complexities of audience analysis across various media platforms.</p> <p>The AQA specification for A-Level Media Studies, the Audience unit focuses on examining how audiences are targeted, interpreted, and influenced by media texts. Students explore audience theories, such as reception theory and uses and gratifications theory, to understand how individuals and groups actively consume and interpret media messages. They analyse the role of demographics, psychographics, and cultural factors in shaping audience responses and behaviours.</p>	<p>Justification</p> <p>To end the first year students will partake in a practice coursework (NEA)-responding to a past brief. This (NEA) unit for Year 12 serves as the culmination of students' learning journey, strategically placed as the final unit. By this stage, students have acquired comprehensive insight and understanding across all areas of media production, including media language, representation, institutions, and audience.</p> <p>This timing allows students to leverage their accumulated knowledge and skills effectively. Having explored theoretical concepts and engaged in analytical study throughout the year, students are well-prepared to apply their learning in a practical context. The NEA unit provides them with the opportunity to synthesize their understanding by planning, creating, and evaluating media products independently or collaboratively.</p> <p>Additionally, placing the NEA unit at the end of Year 12 ensures that students have developed a solid foundation in media theory and practice. They have honed their critical thinking abilities through analysis of media texts and have gained proficiency in media production techniques. This prepares them to undertake the NEA with confidence, knowing they can draw upon their accumulated knowledge to produce high-quality media projects.</p> <p>Moreover, completing the NEA unit in Year 12 allows students to receive constructive feedback and guidance from teachers before entering Year 13.</p>

<p>prepares them for the more rigorous analysis required at the A-Level standard.</p> <p>The unit also bridges seamlessly from GCSE Media Studies, where students begin to analyse media texts and understand their construction and impact. By building upon these foundational skills, A-Level students deepen their understanding of media language's complexities and its role in shaping cultural meanings and societal values. They learn to deconstruct media texts in more detail, identifying the use of camera angles, editing techniques, sound, and visual effects to influence audience interpretation.</p>		<p>representations, including the use of stereotypes, ideologies, and cultural contexts. This unit encourages students to critically evaluate the impact of media representations on shaping public perceptions, societal values, and identities.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Sephora- "Black is Beauty" • Score • Blinded by the Light 	<p>impact media institutions' practices and outputs.</p> <p>Building on their GCSE studies, A-Level students develop advanced analytical skills to critically evaluate the role and impact of media institutions. They explore how institutional practices and decisions influence media representation, diversity of content, and cultural production. This analytical approach not only enhances their critical thinking abilities but also prepares them for higher-level academic analysis and engagement with contemporary media issues.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • The Daily Mail • The Guardian 	<p>Building on their GCSE studies, A-Level students develop advanced analytical skills to critically evaluate the relationship between media texts and their intended audiences. They explore how media producers strategically tailor content to appeal to specific audience segments and how audience feedback and reception influence media production and distribution decisions. This analytical approach not only enhances their critical thinking abilities but also prepares them for higher-level academic analysis and engagement with contemporary media issues.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Newsbeat • War of the Worlds 	<p>This feedback loop supports their ongoing development and refinement of media production skills, ensuring they are well-equipped to tackle more advanced coursework and examinations in Year 13.</p> <p>Covering the Practice Coursework (NEA) unit as the last unit in Year 12 in A-Level Media Studies is justified because it allows students to apply their comprehensive insight and understanding across all areas of media production. This strategic placement ensures students can demonstrate their learning effectively through practical application, preparing them for further academic studies and future careers in the media industry.</p>
<p>Assessment:</p> <p>Practice assessment and CRAFT lesson (whole class feedback)</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM.</i></p>	<p>Assessment:</p> <p>Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP (Ghost Town or Old Town Road)</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Ghost Town and Old Town Road)</i></p>	<p>Assessment:</p> <p>Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP – Blinded by the Light</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Score and Sephora)</i></p>	<p>Assessment:</p> <p>Practice assessment and CRAFT lesson (whole class feedback) comparison question - The Daily Mail and The Guardian</p> <p><i>PPE Paper</i></p> <p><i>Media Studies Paper 1</i></p>	<p>Assessment:</p> <p>Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Newsbeat and War of the Worlds)</i></p>	<p>Assessment</p> <p><i>Practice NEA from a previous AQA specification</i></p>
<p>Wider reading/Cultural capital</p> <p>Wider reading is crucial for AQA A-Level Media Studies to deepen understanding, broaden perspectives, and engage with a range of media texts and theories. These resources provide a diverse range of perspectives and insights into the study of media, offering valuable supplementary reading for students studying AQA A-Level Media Studies. Here are some recommendations for wider reading:</p> <p>Books:</p> <ol style="list-style-type: none"> 1. "Media and Society" by James Curran and David Hesmondhalgh 2. "Understanding Media: The Extensions of Man" by Marshall McLuhan 3. "Gender Trouble" by Judith Butler 4. "Representation: Cultural Representations and Signifying Practices" by Stuart Hall 5. "Amusing Ourselves to Death: Public Discourse in the Age of Show Business" by Neil Postman 					

<p>Incorporating cultural capital into the A-Level Media Studies curriculum enriches students' analytical skills by exposing them to a wide range of media texts and contexts. Engaging with diverse films, documentaries, podcasts, and academic readings helps students critically analyse media texts, a key component of the AQA specification. Cultural capital also connects theoretical concepts with real-world practices, broadening students' knowledge of media's historical and cultural contexts and appreciating its societal impact. Exposure to various media forms fosters critical awareness and promotes inclusivity by encouraging students to explore diverse perspectives. Real-world experiences, such as museum visits and attending film festivals, allow students to apply theoretical knowledge practically, enhancing their understanding and relevance of their studies. Finally, these activities encourage lifelong learning and curiosity about the media landscape, supporting the development of informed, critical citizens. Incorporating cultural capital justifies enhancing analytical skills, building broader knowledge, fostering critical awareness, promoting inclusivity, connecting theory to practice, and encouraging lifelong learning, aligning with the AQA Media Studies specification.</p>							
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	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	Unit title/Theme	
Year 13 – FAIR – Media Paper 2	Media Language and Audience Concepts/Tier 3 vocabulary	Representation / PPE Concepts/Tier 3 vocabulary	NEA Coursework Concepts/Tier 3 vocabulary	Institution Concepts/Tier 3 vocabulary	Institution/ Representation Concepts/Tier 3 vocabulary	Revision Concepts Tier 3 vocabulary	
	<p>Form, codes and conventions, mise-en scene, editing, camera work, narrative structure, genre conventions, visual composition, sound design, cinematography, lighting effects, semiotics and signs and signifiers</p>	<p>Representation, Stereotype, ideology, Symbolism, Realism, Constructed identity, cultural hegemony, Misrepresentation, Counter-representation, Othering, Judith Butler's Gender Performativity, Michel Foucault's Discourse and Power, Antonio Gramsci's Cultural Hegemony</p>	<p>Practice NEA, Media production, Creative process, Pre-production, Production techniques, Post-production, Storyboarding, Scriptwriting, Editing and sound design.</p> <p>Concepts and Theories, Media aesthetics, Narrative structure, Representation in media production, Audience engagement strategies, Media regulation and ethics, Media convergence, Media ownership and control and Participatory culture.</p>	<p>Institutions, Media conglomerate, subsidiary, integration, vertical and horizontal integration, Production company, Distribution network, Regulatory body, Advertising agency, audience metrics, Market segmentation, and Ownership structure.</p>	<p>Encoding and decoding, symbolism, iconography, ideology, discourse and intertextuality. Stuart Hall's Encoding and Decoding Model, Roland Barthes' Semiotics, Laura Mulvey's Male Gaze theory, Vladimir Propp's Morphology of the Folk tale and Todorov's Narrative Theory</p>		
	Justification:	Justification:	Justification	Justification:	Justification:	Justification:	Justification:
	<p>The audience/ media language unit connects with broader educational objectives by promoting media literacy and understanding of audience engagement strategies. Students gain insights into the ethical considerations of audience targeting and the implications of media influence on public opinion and cultural norms. This knowledge is essential for fostering informed and responsible media consumption habits in a digitally interconnected world.</p> <p>The unit justifies its inclusion by building upon and expanding from GCSE Media Studies, deepening students' analytical skills in analysing media audiences. It aligns closely with the AQA specification for Media Studies, emphasising the critical analysis of audience behaviours, responses, and influences. This prepares students not only for academic success but also for active participation in</p>	<p>Building on their GCSE studies, students develop advanced analytical skills to deconstruct media representations effectively. They learn to identify the underlying messages and agendas conveyed through media texts, considering factors such as narrative structures, visual and verbal codes, and audience reception. This analytical approach not only enhances their critical thinking abilities but also prepares them for higher-level academic analysis and engagement with contemporary media issues.</p> <p>This unit connects with broader educational objectives by promoting media literacy and cultural understanding. Students gain insights into how media influences and reflects cultural norms, social inequalities, and power dynamics. This knowledge is essential for</p>	<p>The Non-Examination Assessment (NEA) coursework unit in Year 13 of the AQA A-Level Media Studies curriculum is strategically placed as the third unit following Media Language, Audience, and Representation, and the Pre-Public Examinations (PPE). This placement is deliberate and pedagogically sound, aimed at building upon the foundational knowledge and analytical skills developed in the earlier units, while providing students with an opportunity for practical application and synthesis of their learning.</p> <p>Understanding the codes and conventions used in media texts is crucial for students to produce their own media products. The Media Language unit equips students with the necessary terminology and analytical skills to</p>	<p>The Institutions unit connects with broader educational objectives by fostering media literacy and understanding of media structures and systems. Students gain insights into the economic, political, and social factors that shape media industries and their outputs. This knowledge is essential for understanding media's role in society, its impact on public discourse, and its implications for democratic processes.</p> <p>This unit justifies its inclusion by building upon and expanding from GCSE Media Studies, deepening students' analytical skills in analysing media institutions. It aligns closely with the AQA specification for Media Studies, emphasising the critical analysis of media structures, practices, and influences. This</p>	<p>The representation/ institution unit provides students with an in-depth understanding of how media institutions influence the creation and distribution of media texts. By examining the economic, political, and regulatory contexts in which media operate, students gain insights into how these factors shape content and representation. This knowledge is essential for a comprehensive understanding of the media landscape.</p> <p>Secondly, it allows students to critically analyse how representations in media texts are influenced by institutional practices and agendas. Understanding the relationship between media institutions and representation helps students recognise biases, stereotypes, and the power dynamics at play in media production. This critical awareness is vital for developing media literacy and informed consumption.</p>	<p>The final unit dedicated to revision in Year 13 of the AQA A-Level Media Studies curriculum is essential for several reasons.</p> <p>Firstly, it allows students to consolidate and reinforce their understanding of the entire course, including Media Language, Audience, and Representation. This ensures that they have a comprehensive grasp of all key concepts before their final exams.</p> <p>It also provides an opportunity to refine exam techniques through practice exams and past papers, helping students manage their time effectively and structure their answers well. In addition, focused revision allows for targeted support to address individual weaknesses, ensuring that all students are fully prepared.</p>	

<p>understanding and navigating the evolving dynamics between media texts and their diverse audiences.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Lupin • The Responder 	<p>fostering informed and responsible citizenship in an increasingly mediated society.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Zendaya • The Voice website 	<p>deconstruct and reconstruct media messages effectively. The Audience and Representation units delve into the critical aspects of how media texts address and construct audiences, as well as the portrayal of various groups and issues. By comprehending these concepts, students can create media products that are not only technically proficient but also socially and culturally aware.</p>	<p>prepares students not only for academic success but also for active participation in understanding and shaping the contemporary media landscape.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • Horizon Forbidden West (2022) • The Sims Freeplay 	<p>Thirdly, this unit builds on previous units such as Media Language and Audience by integrating these concepts into a broader institutional context. This integration enhances students' analytical skills and their ability to apply theoretical frameworks to real-world media examples.</p> <p>CSPs Covered:</p> <ul style="list-style-type: none"> • GQ • The Gentlewoman 	<p>Finally, this revision period builds on the study and review habits developed at Key Stage 3, reinforcing effective learning strategies that benefit students throughout their education.</p>
<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Lupin and The Responder)</i></p>	<p>Assessment: <i>PPE Paper</i></p> <p><i>Media Studies Paper 2</i></p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Zendaya and The Voice Website)</i></p>	<p>Assessment: <i>NEA coursework submission based on the 2025 briefs</i></p>	<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between Horizon Forbidden West and The Sims)</i></p>	<p>Assessment: Practice assessment and CRAFT lesson (whole class feedback) based on a singular CSP</p> <p><i>In class assessment: unseen media text booklet- a range of questions based on the key concept of FORM. (comparison question between GQ and the Gentlewoman)</i></p>	<p>Assessment: <i>Revision based unit</i></p> <p><i>Past papers</i></p>
<p>Wider reading/Cultural capital</p> <p>Wider reading is crucial for AQA A-Level Media Studies to deepen understanding, broaden perspectives, and engage with a range of media texts and theories. These resources provide a diverse range of perspectives and insights into the study of media, offering valuable supplementary reading for students studying AQA A-Level Media Studies. Here are some recommendations for wider reading:</p> <p>Books:</p> <ol style="list-style-type: none"> 1. "The Will to Knowledge" by Michael Foucault 2. "Media Control" by Noam Chomsky 3. "Understanding Media" by McLuhan 4. "The Audience Studies Reader" by Will Brooker and Deborah Jermyn 5. "Hegemony and Counter-Hegemony" by Lenny Flank <p>Academic Journals:</p> <ol style="list-style-type: none"> 1. "Journal of Media Studies" 2. "Media, Culture & Society" 3. "Critical Studies in Media Communication" 4. "European Journal of Cultural Studies" 5. "Television & New Media" <p>Integrating cultural capital into the A-Level Media Studies curriculum enhances students' analytical skills by exposing them to diverse media texts and real-world contexts, in line with the AQA specification. This approach broadens their understanding of media production, representation, and consumption. Engaging with films, documentaries, and academic readings helps students connect theory to practice, deepening their critical awareness of media's societal impact. Cultural capital activities promote inclusivity and empathy by exploring diverse cultural narratives, fostering a more inclusive worldview. Overall, incorporating cultural capital justifies enhancing analytical skills, broadening knowledge, fostering critical awareness, promoting inclusivity, and encouraging lifelong learning, preparing students for academic success and informed citizenship.</p>					