

National curriculum or specification coverage

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes 40% of qualification 80 marks

Overview

This component provides a foundation for analysing media products, introducing learners to media language and representation through the study of print media forms. Learners will develop their ability to analyse media language, representations and meanings in a range of media products. In addition, learners will study products from specific media industries and audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also begin to explore how media products reflect, and are influenced by, the social, cultural, historical and political contexts in which they are produced. The following media forms will be studied:

Media forms	Areas to be studied
Newspapers (sections A and B)	In-depth study covering all areas of the theoretical framework: Media language (section A) Representation (section A) Media industries (section B) Audiences (section B) Media contexts (section A)
Advertising and Marketing (section A)	Media language Representation Media contexts
Magazines (section A)	Media language Representation Media contexts
Radio (section B)	Media industries Audiences Media contexts
Video games (section B)	Media industries Audiences
Film (section B)	Media industries

TEACHER 1 RESPONSIBLE FOR FILM, VIDEO GAMES & NEWSPAPERS (BOTH SECTIONS A & B OF NEWS); TEACHER 2 RESPONSIBLE FOR ADVERTISING, MAGAZINES & RADIO.

Component 2 Understanding Media Forms and Products

Written examination: 1 hour 30 minutes 30% of qualification 60 marks

Overview

This component builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products. In this component learners will explore particular media forms in depth through both of the following topics:

- 1) **Television: crime drama** or sitcom (HHS pupils study Trigger Point & The Sweeney)
- 2) **Music: music video and online media** (HHS pupils study 'Rio' by Duran Duran & Taylor Swift's 'The Man' & Justin Bieber's 'Intentions')

Learners should explore these topics through analysis of products set by WJEC. Both topics, including music video and online media within the music topic, must be studied in-depth through all areas of the theoretical framework: media language, representation, industry and audiences. The specific aspects to be covered are listed in detail after the overview of each section.

Learners will develop the ability to:

- analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses
- use relevant theories or theoretical perspectives and relevant subject-specific terminology
- respond through discursive writing to show knowledge and understanding of media issues

- construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Section A: Television - **Crime Drama** or Sitcom. **HHS pupils study the crime option: *Trigger Point* series 2 ep. 1 and *The Sweeney* series 1 ep. 1.** This section involves a detailed study of a specific television genre. Television genres have distinct social and cultural significance in terms of their particular representations of the world, their financial importance to the television industry, and their popularity with television audiences. Each set option involves study of a complete episode from a contemporary programme and one ten-minute extract from a programme produced in the past. This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas and sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. The complete episodes set will also exemplify industry issues and emerging, contemporary developments in television in the form of online broadcasting. Both genre studies provide opportunities to address key aspects of media audiences, including targeting, consumption and appeals. **TEACHER 1 RESPONSIBLE FOR THIS ENTIRE SECTION OF THE C2 EXAM**

Section B: Music - Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. **HHS pupils study Taylor Swift focussing on 'The Man' and Justin Bieber, focussing on 'Intentions'.** In addition, learners study one music video from the past (**HHS pupils study 'Rio' by Duran Duran (historic text)**), to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts. The contemporary media industries are increasingly dependent on each other for the production, distribution and circulation of their products. This is particularly evident in the music industry, where forms such as the music video have developed both as products popular with audiences and as marketing. Learners will also be able to explore how the music industry uses conventional online forms such as websites as well as social and participatory media. This will enable learners to explore a range of industry and audience issues. Websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Learners are required to study the following elements of their chosen websites: the design of the home page, including its use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. **TEACHER 2 RESPONSIBLE FOR THIS ENTIRE SECTION OF THE C2 EXAM, EXCEPT HISTORICAL MUSIC VID – 'RIO' TO BE TAUGHT BY TEACHER 1.**

Component 3: Creating Media Products: Non-exam assessment **TEACHER 1 RESPONSIBLE FOR THIS ENTIRE MODULE.**

30% of qualification 60 marks

This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In Components 1 and 2, learners gain a detailed understanding of media language, representation and audience in relation to a range of media forms. In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC Eduqas: **HHS pupils will all complete the Advertising and Marketing: Film - Print-based marketing material for a new film; 2028 film advertising briefs to be released in March 2027.**

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		TEACHER 1: Intro. to media (key terms, theories and focus on technical codes) applied to unseen texts Comp. One Section B: Exploring Media Industries and Audiences: film industry – focus on Bond film franchise and the official James Bond website. In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences. Focus on BBFC regulation, horizontal vs. vertical integration and Bond website analysis. Basic theories intro. must cover Blumler & Katz's uses & gratifications, Todorov's narrative, Propp's character archetypes and Mulvey's male gaze.	TEACHER 1 CORE TASK: Component 1. Section B film industry (website focus) question (12 marker).

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07/09/26		TEACHER 2: Comp. One Section A: Exploring Media Language and Representation: advertising – Quality Street historic ad. In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to: • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. • use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. Focus on QS brand history and development over time. Introduction to audience segmentation, consumer theory & psychographics. Advertising regulation & the ASA.	TEACHER 2 CORE TASK: Comp. 1 Section A 1a/b/c media language – Quality Street (x3 5 mark q's).
14/09/26			
21/09/26			
28/09/26			
05/10/26			
12/10/26		TEACHER 1 to complete the above by mid-October and commence study of Sec. A TMWTGG & NTTD posters (see below) BEFORE Oct. half term.	
19/10/26			
26/10/26		HALF TERM	
02/11/26		TEACHER 1: Comp. One Section A: Exploring Media Language and Representation: film set text marketing study: TMWTGG and NTTD posters. In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to: • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. • use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.	TEACHER 1 FORMAL ASSESSMENT: Comp. 1 Section A 1a/b/c media language (NTTD poster) & 2a context Q. on TMWTGG (20 marks in total)
09/11/26			
16/11/26	Y10	FORMAL ASSESSMENT: Comp. 1 Section A 1a/b/c & 2a: film poster media language & context.	
23/11/26	Y10		

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30/11/26		TEACHER 2: Comp. One Section A: Exploring Media Language and Representation: advertising – NHS 111. In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to: • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. • use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. Focus on the genre conventions of public campaign ads and representation of race/ethnicity/gender.	TEACHER 2 CORE TASK: Create your own NHS 111 style ad targeting teens specifically (links with NEA briefs from C3).
07/12/26			
14/12/26			
21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27			
11/01/27		TEACHER 1: Comp. One Section B: Exploring Media Industries and Audiences: video games – Fortnite. In this section, learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences. Introduction to Bartle’s Taxonomy theory.	TEACHER 1 CORE TASK: Component 1. Section B Fortnite question explicitly applying B&K U&G theory (12 marker).
18/01/27		TEACHER 2: Comp. One Section A: Exploring Media Language and Representation: magazines – Vogue. In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to: • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. • use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.	TEACHER 2 CORE TASK: Comp. 1 Section A 1a/b/c media language – Vogue magazine (x3 5 mark q’s).
25/01/27			
01/02/27			
08/02/27			
15/02/27	HALF TERM		

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22/02/27		TEACHER 1: Comp. Two Section B: Historic music video – 'Rio' by Duran Duran	TEACHER 1 CORE TASK:
01/03/27		Learners study a music video from the past (HHS pupils study 'Rio' by Duran Duran (historic text)), to enable them to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts. Focus on 1980's historical context, MTV, and camera angles/movements and effects. Reinforcement of understanding of key theories, especially narrative, character archetypes, uses & grats and the male gaze.	Storyboard 'Rio' applying narrative and character archetype theory & detailed reference to camera angles and effects.
08/03/27		TEACHER 2: Comp. One Section A: Exploring Media Language and Representation: magazines – GQ. In this section, learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to:	TEACHER 2 CORE TASK:
15/03/27		- analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. - use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues. - construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.	GQ 2a context question (5 marker).
22/03/27			
29/03/27			
05/04/27		SPRING BREAK	
12/04/27		TEACHER 2: finish teaching of magazines, including DIRT lesson and revisit advertising texts from first term to consolidate prior learning; teacher 1 to assist teacher 2 with comp. 1 sec. A 2b unseen magazine comparison practise, ahead of formal assessment; teacher 1 to also assist teacher 2 with marking of formal assessment.	
19/04/27	Y10		TEACHER 2 FORMAL ASSESSMENT:
26/04/27	Y10	FORMAL ASSESSMENT: Component 1 Section A 2a & 2b: Vogue magazine context & comparison	Comp. 1 Section A 2a & 2b: Vogue magazine context & comparison (30 marker 5+25)
03/05/27		TEACHER 1: Comp. Two Section A: Television - This section involves a detailed study of a specific television genre; HHS pupils study the crime option: Trigger Point series 2 ep. 1 and The Sweeney series 1 ep. 1. Television genres have distinct social and cultural significance in terms of their particular representations of the world, their financial importance to the television industry, and their popularity with television audiences. Each set option involves study of a complete episode from a contemporary programme (Trigger Point) and one episode from a programme produced in the past (The Sweeney). This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas and sitcoms reflect the key social, cultural,	TEACHER 1 CORE TASK: Oral: Genre conventions of crime TV paired presentations including 'case study' of at least one 'other' crime TV show.

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		political and historical contexts in which they are produced. The complete episodes set will also exemplify industry issues and emerging, contemporary developments in television in the form of online broadcasting. Both genre studies provide opportunities to address key aspects of media audiences, including targeting, consumption and appeals. Focus on all aspects of historical & cultural context of the crime TV genre, representation, audience appeal & reaction and in depth analysis of use of media language in both set episodes, starting with The Sweeney. Comparisons & contrasts with other UK & US crime TV shows. TEACHER 1 RESPONSIBLE FOR THIS ENTIRE SECTION OF THE C2 EXAM WHICH WILL CONTINUE TO BE STUDIED IN FIRST TERM OF Y11.	
10/05/27			
17/05/27			
24/05/27			
31/05/27	HALF TERM		
07/06/27		TEACHER 1: Comp. Two Section A: Crime TV continued and introduction to the Component Three NEA film marketing brief 2028. TEACHER 1 RESPONSIBLE FOR THIS ENTIRE MODULE. Component 3: Creating Media Products: Non-exam assessment 30% of qualification 60 marks This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In Components 1 and 2, learners gain a detailed understanding of media language, representation and audience in relation to a range of media forms. In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by WJEC Eduqas: HHS pupils will all complete the Advertising and Marketing: Film - Print-based marketing material for a new film; 2028 film advertising briefs to be released in March 2027.	TEACHER 1 CORE TASK: Comp. 2 Section A Sweeney context question (5 marker) and 'mock up' (hand-drawn or digital draft with 'holder images') version of NEA DVD sleeve and poster.
14/06/27		TEACHER 2: Taylor Swift and 'The Man' music video Section B: Music - Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. HHS pupils study Taylor Swift focussing on 'The Man' and Justin Bieber, focussing on 'Intentions'. The contemporary media industries are increasingly dependent on each other for the production, distribution and circulation of their products. This is particularly evident in the music industry, where forms such as the music video have developed both as products popular with audiences and as marketing. Learners will also be able to explore how the music industry uses conventional online forms such as websites as well as social and participatory media. This will enable learners to explore a range of industry and audience issues. Websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Learners are required to study the following elements of their chosen websites: the design of the home page, including its use of images and topical material; links to other content, including audio-visual material and music videos; interactive links, including to social and participatory media. TEACHER 2 RESPONSIBLE FOR THIS ENTIRE SECTION OF THE C2 EXAM, EXCEPT HISTORICAL MUSIC VID - 'RIO' ALREADY TAUGHT BY TEACHER 1 IN TERM 2.	TEACHER 2 CORE TASK: Storyboard 'The Man' applying narrative and character archetype theory & detailed reference to camera angles and effects.
21/06/27			

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28/06/27	
05/07/27	
12/07/27	

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