

National curriculum or specification coverage

Component 1: Media Products, Industries and Audiences

Written examination – 2 hours 15 minutes

35% of qualification; 90 marks

Overview

In this component, learners will develop knowledge and understanding of key aspects of the theoretical framework - media language and representation – as an essential basis for analysing media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.

Section A – Analysing Media Language and Representation

In this section, learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Learners will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, learners will consider how representations relate to relevant contexts of media.

Learners will develop the ability to:

- 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 a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way.
- debate key questions relating to the social, cultural, political and economic role of the media through discursive writing.
- construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Section B – Understanding Media Industries and Audiences

In this section, learners will develop knowledge and understanding of key aspects of media industries, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on media industries. In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances.

Component 2: Media Forms and Products in Depth

Written examination: 2 hours 30 minutes

35% of qualification; 90 marks

Overview

In this component learners are required to study three media forms in depth, exploring all areas of the theoretical framework - media language, representation, media industries, and audiences - in relation to audio-visual, print and online products set by WJEC.

The forms to be studied in depth are:

- television
- magazines

• ***blogs and websites – (to be studied in Y13)***

Learners will explore these three media forms through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component.

Learners will develop the ability to:

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

Section A: Television in the Global Age

Television today is a global industry. The international popularity of genres like Nordic noir, the global reach of streaming services such as Netflix and Apple TV+, and the growing number of international co-productions reflect the increasingly transnational outlook of television in the global age. Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be 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 products 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.

Section B: Magazines – Mainstream and Alternative Media

The magazine industry in the UK is a highly challenging media environment, with thousands of titles competing for readers and market space. Here, learners will study two magazines in depth, developing an understanding of the contextual 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. Each option includes two magazines that have been produced within different historical and industry contexts and that target different audiences. One of the magazines will be 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. The magazines in each option therefore offer rich opportunities for comparative analysis.

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		Component One Section A Music Videos and Advertising: LHA to teach the three advertising set texts (<i>Tide</i>, <i>KOTV</i> & <i>Super.Human</i>) RMC to teach <i>Formation</i> & <i>Riptide</i> music videos.	C1 Sec. A: Music Video media language core task: RMC
07/09/26			
14/09/26			

Year 12 Long Term Scheme of Learning 2026-2027

Subject: Media Studies

21/09/26		Section A – Analysing Media Language and Representation Learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Learners will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, learners will consider how representations relate to relevant contexts of media. Learners will develop the ability to: • 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 a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. • debate key questions relating to the social, cultural, political and economic role of the media through discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.	C1 Sec. A: Advertising representation comparison core task: LHA
28/09/26			
05/10/26			
12/10/26			
19/10/26			
26/10/26	HALF TERM		
02/11/26		Component 1 Section B: Film marketing: LHA to teach <i>Black Panther</i>; RMC to teach <i>I, Daniel Blake</i>. Section B – Understanding Media Industries and Audiences Learners will develop knowledge and understanding of key aspects of media industries, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on media industries. In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances. Year 12 Work Experience takes place in December.	First assessment will be C1 Sec. A, focus on music videos and advertising, inc. set & unseen texts. Core Tasks: Black Panther & I, Daniel Blake 15 marker industry/audience questions.
09/11/26			
16/11/26	Y12		
23/11/26	Y12		
30/11/26			
07/12/26			
14/12/26			
21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27		Component 2: Media Forms and Products in Depth Section A: Television in the Global Age – RMC – Black Mirror Television today is a global industry. The international popularity of genres like Nordic noir, the global reach of streaming services such as Netflix and Apple TV+, and the growing number of international co-productions reflect the increasingly transnational outlook of television in the global age. Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be considered, as	Core Task: C2 Sec. A <i>Black Mirror</i> genre focussed 15 marker
11/01/27			
18/01/27			
25/01/27			
01/02/27			
08/02/27			

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Subject: Media Studies

		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 products 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. Section B: Magazines – Mainstream and Alternative Media – LHA - Vogue The magazine industry in the UK is a highly challenging media environment, with thousands of titles competing for readers and market space. Here, learners will study two magazines in depth, developing an understanding of the contextual 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. Each option includes two magazines that have been produced within different historical and industry contexts and that target different audiences. One of the magazines will be 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. The magazines in each option therefore offer rich opportunities for comparative analysis.	Core Task: C2 Sec. B Vogue media lang. focussed 15 marker
15/02/27	HALF TERM		
22/02/27		Section A: Television in the Global Age continued with RMC – Les Revenants Television today is a global industry. The international popularity of genres like Nordic noir, the global reach of streaming services such as Netflix and Apple TV+, and the growing number of international co-productions reflect the increasingly transnational outlook of television in the global age. Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation. The role of public service broadcasting in a global marketplace will be 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 products 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. Section B: Magazines – Mainstream and Alternative Media continued with LHA – The Big Issue The magazine industry in the UK is a highly challenging media environment, with thousands of titles competing for readers and market space. Here, learners will study two magazines in depth, developing an understanding of the contextual 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. Each option includes two magazines that have been produced within different historical and industry contexts and that target different audiences. One of the magazines will be contemporary, whilst the other will have been produced before 1970; one will be a	Core Task: C2 Sec. A Les Rev's context 15 marker
01/03/27			
08/03/27			
15/03/27			
22/03/27			
			Core Task: C2 Sec. B Big Issue context focussed context 15 marker

		commercial magazine with mainstream appeal, whilst the other will have been produced outside the commercial mainstream. The magazines in each option therefore offer rich opportunities for comparative analysis.	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27	Y12	Component One Section A – Analysing Media Language and Representation in newspapers: RMC to teach <i>The Mirror</i>; LHA to teach <i>The Times</i> In this section, learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Learners will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, learners will consider how representations relate to relevant contexts of media. Learners will develop the ability to: • 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 a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. • debate key questions relating to the social, cultural, political and economic role of the media through discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.	Assessment: C2 Sections A&B (TV & magazines) Core Task: C1 Sec. A newspaper comparison question, comparison of representation focus.
19/04/27			
26/04/27			
03/05/27			
10/05/27			
17/05/27			
24/05/27			
31/05/27	HALF TERM		
07/06/27		Section B – Understanding Media Industries and Audiences – newspapers continued: RMC to teach <i>The Mirror</i>; LHA to teach <i>The Times</i> In this section, learners will develop knowledge and understanding of key aspects of media industries, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on media industries. In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances.	Core Tasks: C1 Sec. B news website/distribution questions x2 (RMC – The Mirror; LHA The Times)
14/06/27			
21/06/27			
28/06/27			
05/07/27			
12/07/27		Cross-Media Production Non-exam assessment (30% of qualification) Introduction to the 2028 NEA briefs: students commence research and planning – RMC & LHA.	

		This component synthesises 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 to practical production. In Components 1 and 2, learners gain a detailed understanding of the theoretical framework in relation to a range of media forms. In this component, learners are required to apply their knowledge and understanding of media language, representation, audiences, media industries and the digitally convergent nature of the media in an individual production for an intended audience. The production must be based on two media forms and completed in response to a choice of briefs set by WJEC.	
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