Year 13 Long Term Scheme of Learning 2026-2027

Subject: Media Studies

National curriculum or specification coverage

Component 1: Media Products, Industries and Audiences: new teaching of Assassin's Creed & Woman's Hour; revision of all other C1 set texts.
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:
• blogs and websites new teaching of Zoe Sugg & Attitude; revision of TV and magazine set texts from Y12.
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

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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.

Component 3 Cross-Media Production (30% of qualification) Non-exam assessment: internally assessed and externally moderated by WJEC Content
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. The set production briefs will change every year. The precise requirements of the set briefs will differ each year and learners will be required to create a production for a different intended audience and industry context. Learners must develop a response to the specific requirements of the chosen brief by selecting a genre/style (or topic/issue) appropriate to the specified intended audience and industry context for their cross-media production.

Date	Exams/ Assessments	Learning Intentions	Core Task / Assessments
31/08/26		**Cross-Media Production Non-exam assessment (30% of qualification): students draft SOA and complete first production by the end of October half term. MMS & RMC to each spend one lesson per fortnight focussed on NEA.** 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 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.	**Core Task: Statement Of Aims for NEA first draft.**
07/09/26			
14/09/26			
21/09/26			
28/09/26			
05/10/26			
12/10/26			
19/10/26	Y13	**Component 1 Section B: Film marketing: MMS to teach *Assassin's Creed* computer game franchise; RMC to teach Radio 4's *Woman's Hour*.** **Section B – Understanding Media Industries and Audiences**	**Core Tasks: C1 Sec. B industry & audience Woman's Hour & Assassin's Creed 15 marker questions.**

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		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.	**PPE 1 will be a Component One full paper.**
26/10/26	HALF TERM		
02/11/26 09/11/26 16/11/26 23/11/26 30/11/26 07/12/26 14/12/26		**Cross-Media Production Non-exam assessment (30% of qualification): students complete cross over production by the end of the xmas hols. MMS & RMC to each spend one lesson per fortnight focussed on NEA.** **Section C: Media in the Online Age: RMC to teach Zoe Sugg; MMS to teach Attitude.** 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 YouTubers like Zoe Sugg and JJ Olatunji/KSI 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 social media channels 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 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.	**Core Tasks: C2 Sec. C online media 15 marker questions (Zoe Sugg – RMC; Attitude – MMS)**
21/12/26 28/12/26	CHRISTMAS HOLIDAY		
04/01/27 11/01/27 18/01/27 25/01/27		**Cross-Media Production Non-exam assessment (30% of qualification): students refine and polish both NEA productions, including re-drafting of SOA as necessary. MMS & RMC to each spend one lesson per fortnight focussed on NEA until the end of Jan.**	**Core Task: final draft of SOA and submission of both NEA productions.**

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01/02/27 08/02/27	Y13	**Completion of teaching of Component Two Section C: Zoe Sugg & Attitude (MMS & RMC respectively) and revision of TV (RMC) and magazines (MMS) prior to PPE 2.**	**PPE 2 will be a Component Two full paper**
15/02/27	HALF TERM		
22/02/27 01/03/27 08/03/27 15/03/27 22/03/27		**Revision of all Component One set texts: MMS to lead revision of all three advertising texts, Riptide, The Times & Assassin's Creed; RMC to lead revision of Formation, I, Daniel Blake, Black Panther, The Mirror & Woman's Hour.** **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.	**Core Tasks:** **C1 Sec. A comparison question - MMS** **C1 Sec. B industry & audience questions - RMC**
29/03/27 05/04/27	SPRING BREAK		
12/04/27 19/04/27 26/04/27 03/05/27		**Final Revision of Component Two set texts: MMS to cover Magazines and Attitude; RMC to cover TV and Zoe Sugg.** • television • magazines • blogs and websites	

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10/05/27		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.	**Core Tasks:** **C2 Sec. A (TV) 30 marker comparison question – RMC** **C2 Sec. B (magazine) 30 marker comparison question – MMS**
17/05/27			
24/05/27			
31/05/27	HALF TERM		
07/06/27		**N/A**	
14/06/27			
21/06/27			
28/06/27			
05/07/27			
12/07/27			