

Year 12 Media Studies

Introduction to Media Studies

Learning Objectives

- To introduce yourself to the Media Studies course.
- To begin to explore visual codes.
- To explore technical and language codes.
- To develop an understanding of theoretical perspectives.
- To develop our knowledge of theoretical perspectives.
- To develop our knowledge of representation.
- To explore an introduction to contexts.
- To focus on media forms.

What previous knowledge is required?

Students do not need formal GCSE Media Studies knowledge, but they should be able to:

- Write analytically and structure extended responses (Grade 5+ English standard)
- Identify basic language and visual meaning in texts
- Express ideas using evidence from a text
- Understand that media texts are constructed and aimed at audiences

Students with GCSE Media Studies may already be familiar with media language, representation, audiences and industries, but this will be reviewed and developed at A Level standard.

How will this term's content help with future learning?

This unit establishes the core foundations of A Level Media Studies, introducing students to media language, representation, contexts and theoretical perspectives. These concepts underpin all future study across the course and are essential for analysis of set texts and unseen media. Students begin developing the analytical depth, theoretical application and academic writing style required for A Level assessment, including essay-based responses and synoptic understanding.

Common Misconceptions

- Media Studies is about opinion rather than structured analysis
- Media texts have one fixed meaning
- Representation simply means “who is in the text”
- Theory is something to memorise rather than apply
- Visual texts are easier to analyse than written ones
- Context is background information rather than something that shapes meaning

National Curriculum / Specification

Eduqas A Level Media Studies

This unit introduces:

- Media Language
- Representation
- Media Forms
- Theoretical perspectives
- Contextual study

It provides the foundation for all components of the Eduqas A Level Media Studies specification.

Introduction to Theory

Learning Objectives

- To review our choices and develop an understanding of theoretical perspectives.

What previous knowledge is required?

Students should be able to:

- Identify basic meanings in media texts
- Understand that media products are constructed
- Use evidence to support simple analytical points
- Demonstrate structured written responses (Grade 5+ English standard)

GCSE Media Studies knowledge is helpful but not essential.

How will this term's content help with future learning?

This unit introduces key media theories that will be applied throughout the A Level course. Students begin to understand how media theories can be used as frameworks to interpret texts, audiences and industries. This supports future analysis of set products and prepares students for essay questions requiring theoretical application and evaluation.

Common Misconceptions

- Theory is fixed knowledge rather than a tool for interpretation
- There is one "correct" theoretical reading of a text
- Theory replaces textual analysis rather than supporting it
- Academic writing is about complexity rather than clarity and evidence

National Curriculum / Specification

Eduqas A Level Media Studies

Focus on:

- Introduction to media theories and theoretical frameworks
- Application of theory to media texts
- Development of analytical and evaluative writing skills

Kiss of the Vampire

Learning Objectives

- To analyse a variety of unseen posters.
- To analyse our set text.

What previous knowledge is required?

Students should understand:

- Basic media language (camera, mise-en-scène, editing, sound)
- Representation as constructed meaning
- That media texts are shaped by historical context
- How audiences interpret media differently

How will this term's content help with future learning?

This unit develops students' ability to analyse unseen media products and apply contextual understanding to historical texts. It builds skills in textual analysis, representation and genre conventions, which are essential for both exam components. Students also begin to apply theoretical ideas to media products in a structured way, preparing them for more complex comparative and synoptic study later in the course.

Common Misconceptions

- Older media texts are "simpler" to analyse
- Horror conventions are fixed and unchanging
- Representation reflects reality rather than ideology
- Posters only advertise rather than construct meaning

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Language
- Representation
- Genre conventions

- Historical context
- Unseen analysis skills

Tide

Learning Objectives

- To analyse the significance of the text "Tide" within this context.
- To explore how "Tide" reflects and constructs ideologies of the 1950s.
- To develop our knowledge of representation theories.
- To complete a section A assessment.
- To discuss the concept of reception theory.

What previous knowledge is required?

Students should understand:

- Media representation basics
- Media language and visual codes
- The idea that media reflects ideology
- Introduction to audience interpretation

How will this term's content help with future learning?

This unit develops understanding of ideology, representation theory and reception theory in preparation for exam-style analysis. Students learn to apply theoretical approaches to historical media texts and construct structured essay responses. It also strengthens contextual analysis skills, particularly in relation to 1950s values and social attitudes.

Common Misconceptions

- Media texts reflect reality rather than ideology
- Representation is neutral
- Audience reception is uniform
- Older texts are irrelevant to modern theory

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Representation theory
- Reception theory
- Media language analysis
- Contextual study (1950s ideology)
- Application of theory to set texts

Super. Human. Tokyo.

Learning Objectives

- To develop our knowledge of advert types and styles.
- To analyse media language.
- To analyse the representations of Super. Human. Tokyo.
- To analyse Super. Human. Tokyo's audience.

What previous knowledge is required?

Students should understand:

- Media language techniques in advertising
- Basic audience theory
- Representation concepts
- How media constructs meaning visually

How will this term's content help with future learning?

This unit develops advanced understanding of advertising conventions, audience targeting and representation in global campaigns. Students refine analytical skills and apply media theory to commercial media products. It also strengthens understanding of how media industries construct identity and meaning across international contexts.

Common Misconceptions

- Advertising is only about selling products
- Global campaigns target all audiences equally
- Representation is straightforward and literal
- Design choices are purely aesthetic rather than ideological

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Language in advertising
- Representation
- Audience theory
- Industry and global media contexts

Janelle Monae - Turntables

Learning Objectives

- To explore contexts of Janelle Monae.
- To be able to identify and analyse the use of visual elements in a music video.
- To be able to define the concept of semiotics and structuralism.
- To be able to identify the different ways that gender and ethnicity are represented in the music video.
- To be able to define postcolonialism and explain its key concepts.

What previous knowledge is required?

Students should understand:

- Music video conventions
- Representation of gender and ethnicity
- Media language basics
- That media texts communicate ideology

How will this term's content help with future learning?

This unit develops theoretical application, particularly semiotics, structuralism and postcolonial theory. Students learn to analyse complex representations and connect media form with ideology. These skills are essential for A Level essay writing and synoptic analysis across media forms.

Common Misconceptions

- Music videos only illustrate lyrics
- Representation is straightforward
- Theory is optional rather than essential
- Visual codes are decorative rather than meaningful

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Semiotics and structuralism
- Representation theory
- Postcolonial theory
- Music video analysis
- Context and ideology

Sam Fender – Seventeen Going Under

Learning Objectives

- To research of Sam Fender.
- To understand the contexts of Sam Fender.
- To be able to identify and analyse the use of visual elements in a music video.
- To be able to define the concept of semiotics and structuralism.
- To be able to identify the different ways that gender and age are represented in the music video.

What previous knowledge is required?

Students should understand:

- Music video analysis techniques
- Representation of age and gender
- Media language and narrative
- Contextual influence on media texts

How will this term's content help with future learning?

This unit strengthens contextual analysis and representation theory, focusing on contemporary British identity and social issues. Students develop deeper understanding of how media constructs meaning through realism, performance and narrative. It supports essay writing and comparative analysis skills needed across A Level components.

Common Misconceptions

- Music videos are purely entertainment
- Representation is realistic rather than constructed
- Social issues are presented objectively
- Context is background rather than meaning-shaping

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Language
- Representation
- Contextual analysis
- Music video conventions
- Audience interpretation

Daily Mirror and The Times

Learning Objectives

- To analyse a newspaper front cover.
- To develop our knowledge of media language terms.
- To complete an essay.
- To improve our industry knowledge.
- To improve our industry and audience knowledge: Daily Mirror.
- To improve our industry and audience knowledge: The Times.

What previous knowledge is required?

Students should understand:

- Media language in print media
- Representation and bias
- Audience targeting and demographics
- Basic industry ownership models

How will this term's content help with future learning?

This unit develops comparative analysis skills and understanding of newspaper ideology, ownership and audience positioning. Students refine essay writing and learn to apply theory to contrasting media institutions. These skills are essential for exam success and synoptic comparison across media forms.

Common Misconceptions

- Newspapers are objective
- All news audiences are the same
- Headlines simply inform rather than frame meaning
- Ownership does not affect content

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Language in print
- Representation and ideology
- Industry and ownership
- Audience theory
- Comparative analysis

Assassin's Creed

Learning Objectives

- To research Assassin's Creed.
- To develop our understanding of the gaming industry.
- To develop our understanding of regulation and the gaming industry.
- To develop the target audience for Assassin's Creed.

What previous knowledge is required?

Students should understand:

- Video game conventions
- Audience targeting and engagement
- Media industries and ownership
- Regulation basics

How will this term's content help with future learning?

This unit develops understanding of digital media industries, convergence and audience interaction. Students explore how games operate as transmedia products and how regulation and audience design shape content. It supports wider understanding of modern media ecosystems for exam analysis.

Common Misconceptions

- Video games are separate from other media industries
- Regulation only applies to film and TV
- Games are only entertainment products
- Audiences are passive players

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Industries
- Audience
- Regulation
- Convergence
- Digital media forms

Have You Heard of George's Podcast?

Learning Objectives

- To develop an understanding of the evolution of radio and the rise of podcasts.
- To be able to define what a podcast is, identify key components of a podcast, and differentiate between different podcast formats and genre.

- To be able to differentiate between public service broadcasting (PSB) and commercial radio, explain the role of the BBC as a PSB institution.
- To be able to define and explain the key concepts of Ofcom & regulation.
- Explore a radio extract in detail, identifying and analysing the key features of the text.

What previous knowledge is required?

Students should understand:

- Basic radio and audio conventions
- Audience targeting and public service broadcasting
- Media industries and regulation
- Media language in audio form

How will this term's content help with future learning?

This unit develops understanding of the evolution of audio media, including podcasts and digital distribution. Students explore industry change, regulation and audience engagement in contemporary audio media. It strengthens analytical skills for unseen audio texts and supports exam preparation.

Common Misconceptions

- Podcasts are informal and unstructured
- Radio is outdated
- PSB and commercial radio operate in the same way
- Audio media lacks media language techniques

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Audio media forms
- Industry and regulation
- Audience theory
- Media language in sound
- Digital convergence

Black Panther and I, Daniel Blake

Learning Objectives

- To evaluate Disney's role in Black Panther.
- To learn how independent films are produced and distributed.
- To learn how independent films are produced and distributed in context.

What previous knowledge is required?

Students should understand:

- Film industry basics
- Representation and ideology
- Media language in film
- Audience theory and reception

How will this term's content help with future learning?

This unit develops comparative understanding of mainstream Hollywood and independent film production. Students analyse industry structures, distribution models and ideological representation. It supports synoptic essay writing and exam-style comparison across media industries and texts.

Common Misconceptions

- Hollywood films and independent films operate the same way
- Film success is purely based on quality

- Representation is neutral
- Distribution has little impact on meaning

National Curriculum / Specification

Eduqas A Level Media Studies

Focus:

- Media Industries
- Representation
- Film form
- Audience and reception
- Political and ideological context

Non-Exam Assessment

Learning Objectives

- Understand and apply the requirements of the Eduqas NEA brief, including assessment objectives and marking criteria.
- Demonstrate knowledge of media theory, genre conventions, and media language in planning and production work.
- Research relevant media products, industries, audiences, and contexts to inform creative decision-making.
- Analyse existing media texts to identify how meaning is constructed through representation, media language, and narrative.
- Develop original and purposeful ideas in response to the set brief, showing clear audience and industry awareness.
- Justify creative decisions using relevant research, theory, and analysis of existing media products.
- Plan and produce detailed pre-production materials appropriate to the chosen media form (e.g. scripts, storyboards, mock-ups, shot lists, designs).
- Apply understanding of representation to construct appropriate and intentional portrayals of individuals, groups, and social issues.
- Demonstrate effective use of media language appropriate to the chosen platform, genre, and audience.
- Use appropriate technologies and production tools competently, safely, and independently.
- Manage time, workflow, and resources effectively throughout the production process.
- Adapt and problem-solve creatively in response to production challenges.
- Edit and refine media products to ensure coherence, technical accuracy, and professional quality.
- Evaluate the final product in relation to the brief, target audience, and intended purpose.
- Reflect critically on the creative process, identifying strengths, limitations, and areas for development.
- Demonstrate understanding of how research and planning informed the final production outcomes.

What previous knowledge is required?

Students should understand:

- Media language across multiple forms
- Representation and audience targeting
- Basic production planning skills
- Research and analytical essay writing (Grade 5+ English minimum)

GCSE Media Studies experience is helpful but not required.

How will this term's content help with future learning?

This unit enables students to apply theoretical knowledge in a practical production context. They develop independent research, planning and production skills while applying media theory to a real-world brief. The NEA supports understanding of industry practice, audience design and media construction, reinforcing all areas of the specification.

Common Misconceptions

- NEA is mainly about technical skill
- Creativity is more important than research
- Planning is less important than the final product
- Evaluation is descriptive rather than analytical

National Curriculum / Specification

Eduqas A Level Media Studies – Component 3: NEA

Focus:

- Research and planning
- Application of media language and representation
- Production skills
- Evaluation and reflection
- Industry-aware creative practice