

Year 13 Media Studies

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 have a secure understanding of all four areas of the media theoretical framework: media language, representation, media industries and audiences. They should be able to analyse a range of media texts using appropriate terminology and apply theory to both set products and unseen media. Students also need experience of planning and producing media work, including research, pre-production, and evaluation. Strong written communication skills (developed throughout Year 12 and GCSE English at Grade 5+) are essential for justifying creative decisions and completing evaluative work.

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

This unit allows students to independently apply their knowledge of media theory and production skills to a professional-style brief, demonstrating synoptic understanding across the course. It develops advanced research, planning, creative production and evaluation skills that reflect real media industry processes. The NEA also consolidates exam knowledge by requiring students to apply media language, representation, audience and industry understanding in a practical context, reinforcing their preparation for final A Level assessment.

Common Misconceptions

- The NEA is assessed mainly on technical production skills rather than research, theory and planning
- Creativity is more important than audience and industry awareness
- Research is a one-off stage rather than an ongoing influence on production decisions
- Evaluation is descriptive rather than analytical and reflective
- Higher production values automatically equal higher marks
- Planning documents are less important than the final product

National Curriculum / Specification

Eduqas A Level Media Studies – Component 3: NEA

This unit requires students to:

- Research and analyse existing media forms
- Apply media theory and conventions to planning and production
- Create a media product in response to an Eduqas set brief
- Demonstrate understanding of audience, industry and representation
- Evaluate the production process and final outcome

Black Mirror and The Returned

Learning Objectives

- To develop our knowledge of Black Mirror.
- To develop our knowledge of genre and context.
- To develop our knowledge of theories.
- To analyse San Junipero.
- To develop our knowledge of representation.
- To develop our exam questions.
- To develop our knowledge of industry.
- To develop our knowledge of audience.
- To develop our knowledge of genre.
- To develop our knowledge of Episode 1.
- To develop our knowledge of narrative.
- To develop our knowledge of representation.
- To develop our knowledge of industries.
- To develop our knowledge of audiences.

What previous knowledge is required?

Students should have a secure understanding of:

- Media language in television (cinematography, editing, sound, mise-en-scène)
- Representation and ideology
- Genre conventions of television drama
- Audience theory and reception
- Media industries and global television production

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

This unit develops students' ability to analyse complex television texts through the study of *Black Mirror* (including *San Junipero*) and *The Returned*. Students explore narrative structure, genre hybridity, representation and ideological messages in contemporary television drama. They also develop evaluative essay writing skills and apply media theory to both British and international television products, strengthening synoptic understanding across the course.

Common Misconceptions

- Television drama is primarily entertainment rather than ideological or cultural commentary
- Science fiction and fantasy genres are disconnected from real-world issues
- Representation is realistic rather than constructed
- All audiences interpret complex narratives in the same way
- UK and US television operate in the same industrial way
- Narrative is linear and straightforward in all television drama

National Curriculum / Specification

Eduqas A Level Media Studies

This unit covers:

- Television drama analysis
- Media language and narrative

- Representation and ideology
- Genre theory
- Media industries and global television
- Audience theory and reception

Vogue and The Big Issue

Learning Objectives

- To establish the codes and conventions of mainstream magazines.
- To establish the codes and conventions of alternative magazines.
- To establish the representation presented in mainstream magazines.
- To establish the representation presented in alternative magazines.
- To develop industry and audience knowledge for mainstream magazines.
- To develop industry and audience knowledge for alternative magazines.

What previous knowledge is required?

Students should understand:

- Media language in print media (layout, typography, imagery, design codes)
- Representation of social groups and identity
- Audience targeting and segmentation
- Media industries, including ownership and funding models

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

This unit develops comparative understanding of mainstream and alternative magazines through *Vogue* and *The Big Issue*. Students analyse how different magazines construct meaning, represent social groups and target audiences in contrasting ways. It strengthens understanding of ideology, representation and media industries, supporting exam responses that require comparison and application of theory.

Common Misconceptions

- Alternative magazines are less constructed than mainstream magazines
- Representation is neutral rather than ideological
- Audience targeting is simple and broad
- Magazine content is only about fashion or information rather than values and identity
- Layout and design are purely aesthetic choices

National Curriculum / Specification

Eduqas A Level Media Studies

This unit focuses on:

- Media language in print advertising and magazines
- Representation and ideology
- Industry and ownership structures
- Audience theory and segmentation
- Comparative media analysis

KSI and Attitude

Learning Objectives

- To develop our knowledge of KSI.
- To develop our knowledge of media language.
- To develop our knowledge of representation.
- To develop our knowledge of audience and industries.
- To develop our knowledge of Attitude.
- To develop our knowledge of media language.
- To develop our knowledge of context.
- To develop our knowledge of representation.

- To develop our knowledge of audience.
- To develop our knowledge of industry.

What previous knowledge is required?

Students should have a secure understanding of:

- Media language in music videos and online media
- Representation of identity, gender, ethnicity and social class
- Audience theory and fan culture
- Media industries, including branding and convergence
- Contextual influences on media production

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

This unit develops students' understanding of contemporary music and online media through the study of KSI and *Attitude*. Students explore how digital platforms, branding and audience engagement shape modern media production. The unit strengthens analytical skills in media language and representation while developing understanding of convergence, identity and industry control in the digital age.

Common Misconceptions

- Online celebrities are outside traditional media industries
- Music and online content are separate media forms
- Representation online is more authentic than traditional media
- Audience engagement is passive rather than interactive
- Branding is only visual rather than strategic and ideological

National Curriculum / Specification

Eduqas A Level Media Studies

This unit covers:

- Music and online media industries
- Media language and digital platforms
- Representation and identity
- Audience engagement and participation
- Media convergence and branding
- Contextual study of contemporary media