



KS5 Curriculum Overview: Year 12 A-Level Media Studies Academic Year 2026-27

Rationale In Year 12 learners will focus on how a media text communicates meanings to an intended audience through media language and representation through the study of a range of media texts. Learners will know how the media is run and how audiences respond to a variety of media texts. Learners will know all aspects of the theoretical framework to create their own production.		A learner in Year 12 will be able to Analyse how meanings are created and how reality is constructed within a media text. Learners will be able to address theoretical perspectives, make judgements and conclusions and identify the different functions of the media. Learners will be able to create their own production.			
Term 1.1. Kiss of the Vampire, Tide and SuperHuman (A01/2) – Contexts, Media Language, Representation and Audiences	Term 1.2. Assassin's Creed and Have you Heard George's Podcast? (AO1) - Audiences and Industry	Term 2.1. I, Daniel Blake, Black Panther and Turntables (A01/2) – Contexts, Media Language, Representation, Audiences and Industry	Term 2.2. Seventeen Going Under, The Daily Mirror and The Times (A01/2) – Contexts, Media Language, Representation and Industry	Term 3:1: NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3	Term 3:2: NEA – Print based editing and construction. Media Language, Representation, Audience and Industry AO3

Term 1	Term 1.1. Kiss of the Vampire, Tide and SuperHuman (A01/2) Component 1	Term 1.2. Assassin's Creed and Have you Heard George's Podcast? (AO1) Component 1	Autumn % Assessment
Topic Coverage	Knowledge - Understanding of how media language is used to communicate meanings - Understanding of genre conventions (horror films and adverts) - Understanding of contextual factors surrounding set products e.g. gender roles and how that might affect representations and audience interpretations - Understanding of media audiences e.g. demographics, psychographics Skills - Discuss how media language is used to create meaning - Explain how contexts affect representations - Discuss how adverts target audiences - Apply academic theorists to set texts Assessment Pitstop 1 – AO2 [15 marks] Explore how genre conventions create meaning in the Interview with a Vampire film poster [15] Pitstop 2 – AO1 [12 marks] Explore how context can affect audience interpretations of media texts. Refer to Tide to support your points. [12]	Knowledge - Understanding of contextual and economic factors surrounding set products e.g. history of video gaming / radio - Understanding of the video gaming industry e.g. ownership, regulation, technology and the impact this has on the set product - Understanding of the radio industry e.g. ownership, regulation, technology and the impact this has on the set product - Understanding of media audiences e.g. demographics, psychographics Skills - Discuss how video games target audiences - Explain the impact of technology on video game regulation - Discuss the effect of ownership on video games - Discuss how radio programmes target audiences - Explain the impact of technology on radio programme regulation - Discuss the effect of ownership on radio programmes - Explain why contexts can affect audience interpretations - Apply relevant theories (industry/audience) to set products Assessment Pitstop – 10 marks (AO1) - Briefly explain what is meant by distribution in the video games industry [2] - Explain the impact of digital technologies on video games. Refer to the Assassin's Creed game you have studied to support your points. [8] End Assessment – 20 marks (AO1) - Explain how the producers of radio programmes target audiences. Refer to HYHGP to support your points. [12] - Explain how audiences may decode radio programmes in different ways. Refer to Hall's reception theory and HYHGP advertisement to support your points. [8]	Knowledge coverage: AO1 – Knowledge of industry and audiences AO2 – analysis of media language and representation Skills tested: Knowledge, understanding, application of theory, making judgements and conclusions, critical analysis



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	Reading/Literacy/Oracy: - Discussions about the roles and representations of gender in the 1960s and how this has changed - Discussions about the role of regulation within the media industry - Discussions about the impact of technology on media industries	Reading/Literacy/Oracy: - Discussions about the role of regulation within the media industry - Discussions about the impact of technology on media industries - Discussions about systemic racism within the UK and the impact this has on ethnic minorities	
	Home Learning: Tasks set weekly on introductory skills in Media such as terminology and context.	Home Learning: Tasks set weekly on subject specific terminology and video gaming/radio industry.	
Term 2	Term 2.1. I, Daniel Blake, Black Panther and Turntables A01/2) – Component 1	Term 2.2. Seventeen Going Under, The Daily Mirror and The Times (A01/2) Component 1	Spring % Assessment
Topic Coverage	Knowledge - Understanding of how media language is used to communicate meanings - Understanding of independent and mainstream film conventions - Understanding of contextual factors surrounding set products - Understanding of the film industry e.g. ownership, regulation, technology - Understanding of media audiences e.g. demographics, psychographics - Understanding and application of key academic theories, including Hall (representation), hooks, Van Zoonen, Gilroy, Curran & Seaton, Hesmondhalgh, and Livingstone & Lunt Skills - Discuss how media language is used to create meaning - Explain how contexts affect representations - Discuss how films target and maintain audiences - Explain the impact of technology on film regulation - Discuss the effect of ownership on films Assessment Pitstop – AO1 Explain the role of regulation in the film industry. Refer to Black Panther to support your points. [12]	Knowledge - Understanding of how media language is used to communicate meanings in Seventeen Going Under, The Daily Mirror and The Times - Understanding music video and newspaper (tabloid/broadsheet) conventions - Understanding of contextual factors surrounding the set products (e.g., racism, activism, austerity, identity) - Understanding of the newspaper and music industries (ownership, regulation, technology, distribution) - Understanding of media audiences (demographics, psychographics, audience positioning and interpretation) - Understanding and application of key academic theories, including Hall (representation), hooks, Van Zoonen, Gilroy, Curran & Seaton, Hesmondhalgh, and Livingstone & Lunt Skills - Discuss how media language is used to create meaning in Seventeen Going Under, The Daily Mirror and The Times - Analyse representations in 17GU, The Daily Mirror and The Times and apply relevant contextual factors such as activism, austerity and identity - Discuss how newspapers and music videos target and position their audiences - Explain the impact of technology on the production, distribution and regulation of newspapers - Discuss the effect of ownership and conglomeration on newspapers Assessment	Knowledge coverage: AO1 – Knowledge of the video games industry and audiences AO2 – analysis of media language and representation in music videos
	Reading/Literacy/Oracy: Debate how conglomeration, globalisation and audience expectations shape the production, distribution and cultural impact of Black Panther.	Reading/Literacy/Oracy: Examine how Seventeen Going Under represents austerity, working-class identity and youth frustration, and how audiences may negotiate or resist these meanings.	



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	- Discuss how protest music like Turntables challenges systemic racism, engages with BLM, and uses media language to construct political activism. - Explore the ethics of representation: who has the power to tell stories about race, class and marginalisation across the three texts? - Analyse how each text positions audiences to respond emotionally and politically to issues such as systemic racism, inequality, police brutality and social injustice. - Compare the ideological messages across the texts and discuss whether media products have a responsibility to challenge dominant power structures.	- Explore the ethics of representation: who has the power to tell stories about race, class and marginalisation across the three texts? - Analyse how each text positions audiences to respond emotionally and politically to issues such as systemic racism, inequality, police brutality and social injustice. - Compare the ideological messages across the texts and discuss whether media products have a responsibility to challenge dominant power structures.	
	Home Learning: Tasks set weekly on subject specific terminology on the film industry.	Home Learning: Tasks set weekly on subject specific terminology and the newspaper industry.	
Term 3	Term 3.1. NEA Completion (Brief released 1st March 2027) (A03)	Term 3.2. NEA Completion (Brief released 1st March 2027) (A03)	Summer % Assessment
Topic Coverage	Component 3 Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production. Skills Investigate, knowledge, understanding, construct, research and analysis Assessment Summative assessment first draft of the products constructed Formative assessment: complete the statement of aims	Component 3 Knowledge To know the theoretical framework of: media language, representation, audience and industry and apply to their own production. Skills Investigate, knowledge, understanding, construct, research and analysis Assessment Summative assessment second draft of the products constructed Formative assessment: completion of the products	Knowledge coverage: Complete Component 1 mock that covers all areas studied across the year Completion of Component 3 A03 – Creation and construction of products Skills tested: Knowledge, application, judgements and conclusions, application of theory, critical analysis
	Reading/Literacy/Oracy Allowing students to share ideas regarding aspects of the set briefs industry. Investigating relevant websites, peer analysis of products, applying relevant theory.	Reading/Literacy/Oracy Allowing students to share ideas regarding aspects of the set briefs industry. Investigating relevant websites, peer analysis of products, applying relevant theory.	
	Home Learning Tasks set after every lesson based on the creation of the brief	Home Learning Tasks set after every lesson based on the creation of the brief	