



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Guide

Media Studies

2025 - 26



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Curriculum Intent

At St Bernard's High School, our Eduqas Media Studies curriculum empowers students to think critically, create responsibly, and engage ethically with the media world around them. Rooted in the values of service, respect, and justice, students explore how media shapes society, represents diverse voices, and influences public perception. Through the study of a wide range of media texts and hands-on production work, students develop the skills to analyse, question, and contribute to the media with integrity and purpose. We nurture informed, creative individuals who are equipped to challenge injustice, celebrate diversity, and use media as a force for positive change.

Head of Media Studies Department

Mrs L Barrett-Porter

Year 10

This subject can be chosen as an option for GCSE.

Subject Overview

The Year 10 Programme of Study prepares students for Component 1 Exploring the Media, where they develop both content knowledge and analytical skills across a range of media forms such as television, advertising and marketing, film marketing, magazines, newspapers, radio, music video, online media and video games.

Students also study specific set products chosen by Eduqas and must understand them in relation to:

- **Media Language** (e.g. codes, conventions, narrative, visual/audio techniques)
- **Media Representations** (how people, places, events, and issues are portrayed)
- **Media Industries** (how products are made, funded, and distributed)
- **Media Audiences** (target audiences, audience positioning, appeal, and interpretation)

Number of lessons per fortnight: 3

Skills developed: Students develop key analytical skills, critical thinking skills, knowledge application, comparative analysis, and research and evaluative skills.

Classes: Students are taught in mixed ability classes.

Essential equipment: pen, pencils, ruler, highlighters, dictionary, glue, scissors, mobile phone with i-Movie or similar video editing app.

Extracurricular and enrichment opportunities:

- Creative production opportunities as part of the school's Journalism Team
- Competitions and festivals such as the BBC Young Reporter competition which offers workshops and a chance to publish/report with the BBC and the Into Film Awards & Festival: A youth-oriented film competition and nationwide festival with student screenings and workshops.
- Media work experience: students can organise their work experience placement with a local radio station, newspaper, or content creators
- Photography Club
- Digital and Online Opportunities include YouTube or TikTok Channel Creation where students can develop branding, content creation, and audience engagement skills; blogging and vlogging which improves writing, storytelling, and digital media literacy.
- Students can also get involved with Drama productions, assisting with sound, lighting or promotional material.

Careers curriculum:

Transferrable skills include:

- Presentation and public speaking skills developed through Speaking and Listening tasks
- Research tasks to encourage independence
- Collaborative and independent tasks to promote a variety of different working styles

Students will also have the opportunity to undertake the following every half-term:

- Short 10-minute presentation/video on different media career paths (e.g. editor, producer, podcast host)
- Virtual tours by professionals from media industries (BBC, Channel 4, Netflix, YouTube creators)
- Starter activity: Who's Who in the Media Industry (TV, Film, Radio, Journalism, Marketing, Social Media)

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Course Induction Magazines Newspapers 	<ul style="list-style-type: none"> Critical analysis of media texts Visual literacy Analytical essays, developing argument and evaluation Knowledge and understanding of media terminology Applying media theories in written analysis Writing creative and practical media content 	<ul style="list-style-type: none"> Encourage media awareness by subscribing to or regularly reading news and media sources (both tabloid and broadsheet). Discuss current media issues: fake news, media ownership, diversity, etc. Support students with their NEA practical work e.g. providing access to technology, helping with time management and by reviewing scripts, storyboards, or rough edits. Encourage the following revision strategies: use of past papers and mark schemes; flashcards (for terminology); online resources (e.g. Miss Fisher's YouTube tutorials and Seneca Learning)
Spring Term	<ul style="list-style-type: none"> Print Advertisements and Marketing Film 		
Summer Term	<ul style="list-style-type: none"> Radio Video Games NEA preparation begins 		

Helpful books/websites:

Eduqas GCSE Media Studies Revision Guide – by Hayley Sheard

BBC Bitesize – GCSE Media Studies

Eduqas Media Studies Resources

Seneca Learning – <https://senecalearning.com>

Quizlet – <https://quizlet.com>

Opportunities for wider reading/research:

Media Magazine (see teacher for login details)

YouTube Channels such as Mrs Fisher Media, The Media Insider and Crash Course Media Literacy

Year 11

This subject can be chosen as an option for GCSE.

Subject Overview

The Year 11 Programme of Study builds on the theoretical foundations introduced in Component 1 in Year 10, deepening students' understanding of media language, representation, media industries, and audiences. It also emphasises how social, cultural, political, and historical contexts shape media products. Students will study the following two specific media forms in depth: television, focusing on sitcom, and music, including music videos and online media.

Number of lessons per fortnight: 3

Skills developed: Students develop key analytical skills, critical thinking skills, knowledge application, comparative analysis, research and evaluative skills, and practical media production skills.

Classes: Students are taught in mixed ability classes.

Essential equipment: pen, pencils, ruler, highlighters, dictionary, glue, scissors, mobile phone with i-Movie or similar video editing app.

Extracurricular and enrichment opportunities:

- Creative production opportunities as part of the school's Journalism Team
- Competitions and festivals such as the BBC Young Reporter competition which offers workshops and a chance to publish/report with the BBC and the Into Film Awards & Festival: A youth-oriented film competition and nationwide festival with student screenings and workshops.
- Media work experience: students can organise their work experience placement with a local radio station, newspaper, or content creators
- Photography Club
- Digital and Online Opportunities include YouTube or TikTok Channel Creation where students can develop branding, content creation, and audience engagement skills; blogging and vlogging which improves writing, storytelling, and digital media literacy.
- Students can also get involved with Drama productions, assisting with sound, lighting or promotional material.

Careers curriculum:

Transferrable skills include:

- Presentation and public speaking skills developed through Speaking and Listening tasks
- Research tasks to encourage independence
- Collaborative and independent tasks to promote a variety of different working styles

Students will also have the opportunity to undertake the following every half-term:

- In undertaking the NEA, students will create an original media product for an intended audience and purpose.
- Short 10-minute presentation/video on different media career paths (e.g. editor, producer, podcast host).
- Virtual tours by professionals from media industries (BBC, Channel 4, Netflix, YouTube creators).
- Starter activities focusing on Who's Who in the Media Industry (TV, Film, Radio, Journalism, Marketing, Social Media).

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Preparation continues for NEA TV: <i>Man Like Mobeen & Friends</i>	<ul style="list-style-type: none"> • Critical analysis of media texts • Visual literacy • Analytical essays, developing argument and evaluation • Knowledge and understanding of media terminology • Applying media theories in written analysis • Writing creative and practical media content 	<ul style="list-style-type: none"> • Encourage media awareness by subscribing to or regularly reading news and media sources (both tabloid and broadsheet). • Discuss current media issues: fake news, media ownership, diversity, etc. • Support students with their NEA practical work e.g. providing access to technology, helping with time management and by reviewing scripts, storyboards, or rough edits. • Encourage the following revision strategies: use of past papers and mark schemes; flashcards (for terminology); online resources (e.g. Miss Fisher's YouTube tutorials and Seneca Learning)
Spring Term	Music Video and Online Media: <i>Waterfalls</i> , Taylor Swift and Stormzy		
Summer Term	Revision		

Helpful books/websites:

Eduqas GCSE Media Studies Revision Guide – by Hayley Sheard

BBC Bitesize – GCSE Media Studies

Eduqas Media Studies Resources

Seneca Learning – <https://senecalearning.com>

Quizlet – <https://quizlet.com>

Opportunities for wider reading/research:

Media Magazine (see teacher for login details)

YouTube Channels such as Mrs Fisher Media, The Media Insider and Crash Course Media Literacy

Year 12

Subject overview for year group

The Year 12 Eduqas A-Level Media Studies course offers a comprehensive and engaging exploration of the media landscape, blending theoretical frameworks with practical analysis and production skills. Students delve into media language, representations, industries, and audiences, examining a variety of media forms and products.

Number of lessons per fortnight: 5

Skills developed: Students develop the skills of critical thinking, analysis, research and evaluation abilities, practical media production skills, and the ability to understand and engage with the dynamic relationships between media, industries, and audiences. Students also develop an understanding of the global nature of media and the influence of media on society.

Essential equipment: 2x Lever Arch folders, dividers, clear pockets, A4 lined pad, pens, pencils, ruler, highlighters, mobile phone with i-Movie or similar video editing app.

Extracurricular and enrichment opportunities:

Students have opportunities to engage with external competitions such as *Media Magazine's Production Competition* as well as opportunities to undertake editing and creative roles in the school Journalism Team. Students will also support in creating and editing material for the school's social media.

Careers curriculum: The course prepares students for careers in journalism, including roles as reporters, writers, editors, and broadcast journalists. Students are equipped with the knowledge and skills needed for roles in digital marketing, social media management, market research, and advertising. The creative aspects of the NEA can lead to careers in graphic design, web design, and other visual communication fields.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Introduction to Media Language and Theoretical Framework Component 1: Section A and B – Advertising and Marketing Section A – Television in the Global Age 	<ul style="list-style-type: none"> Critical analysis of media texts Visual literacy Analytical essays, developing argument and evaluation Knowledge and understanding of media terminology Applying media theories in written analysis Writing creative and practical media content 	<ul style="list-style-type: none"> Ensure student's folders are organised using labelled dividers and contents page. Ensure student is making use of a study timetable to organise workload during and outside of school. Students should be using study periods for super-curricular reading and revision; homework should be completed at home. Regularly check student's Teams assignments, ensuring student is spending allocated time on tasks and meeting deadlines. Ensure student is undertaking super-curricular activities suggested by teachers as well as homework assignments
Spring Term	<ul style="list-style-type: none"> Component 1: Section A and B – Newspapers Component 2: Section B – Vogue Component 1: Section B – Film Component 2C: Media in the Online Age 		
Summer Term	<ul style="list-style-type: none"> Component 1: Section A - Music video Component 1: Section B - Radio NEA 		

Helpful books/websites:

- Here Comes Everybody - Clay Shirky 2008
- Genre and Hollywood - Steve Neale
- The Cultural Industries - David Hesmondhalgh
- Power Without Responsibility - James Curran and Jean Seaton
- Media, Gender and Identity - David Gauntlet
- Semiotics - Daniel Chandler
- Roland Barthes – Mythologies
- Mrs Fisher YouTube Guides

Opportunities for wider reading/research:

- [Home | Media Reform Coalition](#) an organisation who monitors the ownership and regulation of the media in the UK. It is interested in the way that ownership impacts on the democratic function of the media.
- [Media news, opinion and analysis | The Guardian](#) really good source of news about the media. The Guardian is independently owned and has no shareholders so its view is often contrary to that of the other mainstream newspapers
- [Reality Check - BBC News](#) - monitors 'fake news'.
- [UK | The Drum](#) - an excellent source of information from the advertising industry. It looks at trends within the industry and also does an excellent job of reviewing fresh and innovative advertising.
- [Mark Kermode's film of the week | Film | The Guardian](#)
- [Kermode | Mark Kermode](#) - mark Kermode's website which has access to his podcasts etc
- [Home | The Media Education Association \(themea.org.uk\)](#)
- [BBC Radio 4 - The Media Show](#) - these episodes are about 30 minutes long and each one has a different focus. Great for real analysis on media ownership and regulation (so all the 'industry' stuff). Because it is produced by the BBC it also features lots of articles which analyse the BBCs role as a PSB.
- [The Media Podcast with Matt Deegan – Your Essential Guide to Radio, Television, Online and the Press](#)

Year 13

Subject overview

In Year 13, students consolidate and extend their understanding of the media through in-depth theoretical analysis and independent media production. The focus is on applying a range of critical perspectives and exploring media across multiple platforms and contexts.

Number of lessons per fortnight: 5

Skills developed: Students develop the skills of critical thinking, analysis, research and evaluation abilities, practical media production skills, and the ability to understand and engage with the dynamic relationships between media, industries, and audiences. Students also develop an understanding of the global nature of media and the influence of media on society.

Essential equipment: 2x Lever Arch folders, dividers, clear pockets, A4 lined pad, pens, pencils, ruler, highlighters, mobile phone with i-Movie or similar video editing app.

Extracurricular and enrichment opportunities:

Students have opportunities to engage with external competitions such as *Media Magazine's Production Competition* as well as opportunities to undertake editing and creative roles in the school Journalism Team. Students will also support in creating and editing material for the school's social media.

Careers curriculum: The course prepares students for careers in journalism, including roles as reporters, writers, editors, and broadcast journalists. Students are equipped with the knowledge and skills needed for roles in digital marketing, social media management, market research, and advertising. The creative aspects of the NEA can lead to careers in graphic design, web design, and other visual communication fields.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Component 2: Section A – Television in the Global Age Component 3: NEA Cross Media Production Component 1: Section B - Woman's Hour Component 1: Section A and B – Newspapers 	<ul style="list-style-type: none"> Critical analysis of media texts Visual literacy Analytical essays, developing argument and evaluation Knowledge and understanding of media terminology 	<ul style="list-style-type: none"> Ensure student's folders are organised using labelled dividers and contents page. Ensure student is making use of a study timetable to organise workload during and outside of school. Students should be using study periods for super-curricular reading and revision; homework should be completed at home. Regularly check student's Teams assignments, ensuring student is spending allocated time on tasks and meeting deadlines. Ensure student is undertaking super-curricular activities suggested by teachers as well as homework assignments
Spring Term	<ul style="list-style-type: none"> Component 2C: Media in the online Age Component 1: Section B - Video Games Component 1: Section A - Music video Component 1: Section B – Film (I, Daniel Blake) 	<ul style="list-style-type: none"> Applying media theories in written analysis Writing creative and practical media content 	
Summer Term	Public examinations begin		

Helpful books/websites:

- Here Comes Everybody - Clay Shirky 2008

- Genre and Hollywood - Steve Neale
- The Cultural Industries - David Hesmondhalgh
- Power Without Responsibility - James Curran and Jean Seaton
- Media, Gender and Identity - David Gauntlet
- Semiotics - Daniel Chandler
- Roland Barthes – Mythologies
- Mrs Fisher YouTube Guides

Opportunities for wider reading/research:

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- [Media news, opinion and analysis | The Guardian](#) really good source of news about the media. The Guardian is independently owned and has no shareholders so its view is often contrary to that of the other mainstream newspapers
- [Reality Check - BBC News](#) - monitors 'fake news'.
- [UK | The Drum](#) - an excellent source of information from the advertising industry. It looks at trends within the industry and also does an excellent job of reviewing fresh and innovative advertising.
- [Mark Kermode's film of the week | Film | The Guardian](#)
- [Kermode | Mark Kermode](#) - mark Kermode's website which has access to his podcasts etc
- [Home | The Media Education Association \(themea.org.uk\)](#)
- [BBC Radio 4 - The Media Show](#) - these episodes are about 30 minutes long and each one has a different focus. Great for real analysis on media ownership and regulation (so all the 'industry' stuff). Because it is produced by the BBC it also features lots of articles which analyse the BBC's role as a PSB.
- [The Media Podcast with Matt Deegan – Your Essential Guide to Radio, Television, Online and the Press](#)