Media Studies Learning Journey Y10-Y13

Part of the Wessex Learning Trust

AQA Realising potential

Degree in Media

Apprenticeship in Creative Industries

Employment in Creative Industries

Journalist

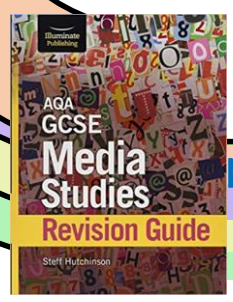
Social Media Marketer

Games Designer

… and many more!

Year 13

Term 5/6 Year 13
- Media Component 2 PRACTICE PAPERS
- FINAL REVISION
- Media Component 1 PRACTICE PAPERS



Term 3/4 Year 13
- NEA Radio Music Videos
- DEADLINE
- MOCK
- Newspapers
- Adverts

Term 1/2 Year 13
- Film
- NEA
- TV
- DEADLINE

Year 12

Term 5/6 Year 12
- Magazines Video Games

Term 3/4 Year 12
- Online
- Intro

Term 1/2 Year 12
- FINAL REVISION

Year 11

Term 5/6 Year 11
- Film Radio Magazines
- DEADLINE

Term ¾ Year 11
- MOCK
- Music Videos
- TV Adverts
- DEADLINE

Term 1/2 Year 11
- Magazines NEA

Year 10

Term 5/6 Year 10
- Video Games
- Newspapers

Term 3/4 Year 10
- Online and Social Media

Term 1/2 Year 10
- Intro

Language | Representation | Audience | Industry

"Enabling students to become visual text literate, so that they understand the gratifications and challenges of these texts and developing enthusiasm by bridging the cultural knowledge gaps through a diverse range of texts. "

Film Studies Learning Journey Y10-Y13

Part of the Wessex Learning Trust

Degree in Film

Apprenticeship in Creative Industries

Employment in Creative Industries

Film Critic

Producer

Sound engineer

FINAL REVISION

TERM 5/6 YEAR 13

DEADLINE

FINAL REVISION

Documentary & Experimental

TERM 3/4 YEAR 13

MOCK

British Film since 1995

TERM 3/4 YEAR 12

Global Film & American Film since 2005

TERM 5/6 YEAR 12

MOCK

NEA & Silent Film

DEADLINE

TERM 1/2 YEAR 13

Introduction to Film Hollywood 1930-1960

TERM 1/2 YEAR 12

FINAL REVISION

TERM 5/6 YEAR 11

DEADLINE

Global Non-English Language film

TERM ¾ YEAR 11

MOCK

Global English Language Film

US Independent Film

TERM 5/6 YEAR 10

Film Technology NEA

DEADLINE

TERM 1/2 YEAR 11

Contemporary UK film

American Film 1961-1990

TERM 3/4 YEAR 10

American Film 1930-1960 Intro

TERM 1/2 YEAR 10

"Enabling students to become visual text literate, so that they understand the gratifications and challenges of these texts and developing enthusiasm by bridging the cultural knowledge gaps through a diverse range of texts. "