

“Rooted and grounded in Love”.

A Level Media Studies



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

It is our mission to enable all students to become confident, compassionate, and discerning users and creators of technology and digital media.

Our Computer Science and Digital Media curriculum is designed to equip students with the skills, knowledge, and values they need to flourish in a fast-moving and ever-changing digital world. From Year 7 through to post-16 study, our aim is to nurture problem-solvers and critical thinkers—young people who are reflective, analytical, and adaptable, prepared to take their place in the future with both technical expertise and a strong moral compass.

Our curriculum develops technical skill alongside ethical awareness. We teach programming and digital design through a structured, progressive model that enables students to understand not just how digital systems work, but why they are built the way they are—and how they impact individuals, society, and the planet. Students will learn to design digital content, code responsibly, and analyse media with clarity and purpose, always asking how technology can be used for good.

At Key Stage 5, students can specialise in A-Level Computer Science or A-Level Media Studies, or both. In Computer Science, they are challenged to think abstractly and systematically -- developing secure programming skills, working on extended practical projects, and exploring topics such as CPU architecture, searching and sorting algorithms, cybersecurity, and ethics in technology. In Digital Media, students develop their practical media production skills while studying the media industry, the psychology of media consumption, and the power of narrative in visual storytelling.

Our curriculum is rooted in the Catholic values of compassion, truth, and service. Inspired by the example of Christ, students are encouraged to use technology not just for innovation, but for inclusion and justice. Whether designing a program or analysing a media campaign, students are asked: *Who is this for? Who might it exclude? How can we make it better for all?* We draw on Catholic Social Teaching to reflect on issues such as digital poverty, misinformation, and the responsible use of AI.

We take inspiration from St. Isidore of Seville, the patron saint of the internet and technology, who devoted his life to gathering and sharing knowledge for the good of others. His legacy reminds us that information should be used to build understanding and community—not division. In his spirit, our students are called to be ethical digital citizens and creators—thoughtful, informed, and guided by a commitment to the common good. Through this curriculum, our students grow in understanding of themselves, of others, and of the digital world they will shape.



Media Studies

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Human Dignity: Explore how media represents different people and communities, encouraging discussion about respect, equality and challenging stereotypes in film, TV, magazines and advertising.
- Option for the Poor and Vulnerable: Study The Big Issue and how media can raise awareness of homelessness, poverty and social exclusion while giving voice to marginalised groups.
- Rights and Responsibilities: Examine ethical issues in advertising, consumerism and news reporting, considering the responsibilities of media producers towards audiences and society.
- Solidarity and the Common Good: Analyse how news organisations shape public opinion and how different newspaper ideologies influence understanding of social and political issues.
- Justice and Inclusion: Investigate representation in television dramas, Disney products and advertising campaigns, exploring how media can promote diversity and challenge prejudice.
- Participation: Through practical production work, students create responsible media products that communicate positive messages and contribute constructively to society.

Advent 1	12.1 – Media Frameworks Practical Skills 1 – Introduction to Photography	Advent 2	12.2 – Print – Magazines 12.3 – Print – Advertising & Marketing Practical Skills 2 – Introduction to editing and Photoshop skills
Description	Students are introduced to the key ideas used to analyse and understand media products. They explore how media organisations create meaning and how audiences respond to different forms of media. Students develop basic photography skills, learning about camera settings, composition, lighting and visual storytelling. These skills form the foundation for future coursework projects.	Description	Students study how magazines are designed to attract specific audiences. They analyse layout, language, images and representation within a range of magazine products. Students investigate how advertising campaigns persuade audiences and promote products, brands and ideas. They explore the techniques used by marketers across different media platforms. Students learn essential image editing techniques using industry-standard software. They develop skills in photo manipulation, graphic design and creating professional-looking media products.

Lent 1	12.4 – Video – Music Videos Practical Skills 3 – Introduction to recording video	Lent 2	12.5 – Print and Digital – News Practical Skills 4 – Editing video
Description	Students analyse music videos, exploring how visual techniques, performance and narrative are used to communicate messages and engage audiences. Students learn the fundamentals of filming, including camera operation, shot composition, sound recording and planning effective video content.	Description	Students examine how news is produced and distributed across print and digital platforms. They explore how news organisations shape stories and target different audiences. Students develop video editing skills, learning how to combine footage, sound, effects and transitions to create effective media products.
Pentecost 1	12.6 – Film and TV – Disney (Past and Present) Practical Project– Introduction to coursework brief	Pentecost 2	12.6 – Film and TV – Long Form TV Dramas (Stranger Things and Deutschland 83) Practical Project– Initial plans and preparation
Description	Students explore how Disney has developed as a global media organisation. They investigate changes in audiences, representation, technology and business practices over time. Students are introduced to the non-exam assessment and begin exploring ideas, formats and requirements for their own media production project.	Description	Students study contemporary television drama, analysing narrative, representation, audience appeal and industry contexts through set texts. Students develop concepts, research and planning documents for their coursework, preparing to create their own original media product.

Media Studies

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Human Dignity: Explore how media represents different people and communities, encouraging discussion about respect, equality and challenging stereotypes in film, TV, magazines and advertising.
- Option for the Poor and Vulnerable: Study The Big Issue and how media can raise awareness of homelessness, poverty and social exclusion while giving voice to marginalised groups.
- Rights and Responsibilities: Examine ethical issues in advertising, consumerism and news reporting, considering the responsibilities of media producers towards audiences and society.
- Solidarity and the Common Good: Analyse how news organisations shape public opinion and how different newspaper ideologies influence understanding of social and political issues.
- Justice and Inclusion: Investigate representation in television dramas, Disney products and advertising campaigns, exploring how media can promote diversity and challenge prejudice.
- Participation: Through practical production work, students create responsible media products that communicate positive messages and contribute constructively to society.

Advent 1	13.1 – Radio – BBC Radio 1 Breakfast Show 13.2 – Theorists Part 1 Practical Project – Getting assets (image/video)	Advent 2	13.3 – Game – BBC Radio 1 Breakfast Show 13.4 – Theorists Part 2 Practical Project– Magazine/Video creation
Description	Students explore how radio programmes are produced to engage audiences. They analyse content, audience targeting and the role of radio in modern media. Students begin studying key media theorists and learn how these ideas can be applied to a range of media products and industries. Students collect and create the photographs, video footage and other materials required for their coursework project.	Description	Students investigate the gaming industry, exploring how games are designed, marketed and consumed by different audiences. Students continue to develop their understanding of media theories and strengthen their ability to apply them to case studies and exam questions. Students begin producing their coursework project, applying practical and creative skills developed throughout the course.

Lent 1	13.5 – Theorists Part 3 13.6 – Year 12 Revisited – Part 1 Practical Project– Website creation and final submission	Lent 2	13.7 – Theorists Part 4 13.8 – Year 12 Revisited – Part 2
Description	Students deepen their understanding of advanced media theories and evaluate how they help explain contemporary media products and audiences. Students revisit key Year 12 topics to consolidate knowledge, strengthen analytical skills and prepare for examination questions. Students complete and submit their coursework project, producing supporting materials and evaluating their creative decisions.	Description	Students complete their study of media theories and practise applying theoretical perspectives across the full range of examined media forms. Students continue reviewing and refining their understanding of first-year content, ensuring they are fully prepared for final examinations.
Pentecost 1	Exam Revision and Preparation	Pentecost 2	COURSE COMPLETED
Description	Students participate in focused revision activities, exam practice and targeted support to build confidence and maximise examination success.	Description	/