

A LEVEL Media Studies

2026 Summer Homework

St Michaels Catholic School

PLEASE READ THROUGH THE BOOKLET BEFORE STARTING THE HOMEWORK. DO NOT PRINT THIS BOOKLET UNTIL IT IS FULLY COMPLETED.

Warning: Selected Clips and Examples may include Violence and Parental Advisory Notifications. If you are Uncomfortable with this, please Select your own Examples and note on your Handout the YouTube Link.

Course Details

Examination and Non-exam Assessment

The course is examined at the end of Year 13. Students complete one Non-exam Assessment, consisting of the creation of two media products.

Year 12 and 13 – Taught Units

AS Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework using a Close-study booklet. Students are required to study media products from all of the following media forms: • audio-visual forms (TV, film, radio, advertising and marketing, video games and music video) • online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing), • print forms (newspapers, magazines, advertising and marketing).

Year 12 - Non-exam Assessment (NEA)

To complete the NEA, students must independently create a statement of intent and a media product in response to a brief set by AQA. This brief will be released on 1 June before the start of the course via Secure Key Materials and will change annually. Marked internally.

Year 13 – Paper One

Questions will focus on issues and debates in the media. A close study product booklet will be released in advance of the exam. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the paper.

Year 13 – Paper Two

Questions will focus on the analysis of media products, through the lens of the theoretical framework. Students will be expected to refer to the Close Study Products (CSPs) provided by AQA and other products they have studied.

Year 13 – Non-exam Assessment (NEA)

Students must produce a statement of intent and cross-media products made for an intended audience. Marked internally, moderated externally by AQA.

Cinematography

Analysing the use of technical aspects of moving images.

Technical aspects that convey meaning for the audience.

Task 1: Watch and then write out detailed definition. Not all definitions will be available through the videos, any left you will have to research independently. If the links stop working, please find the definitions independently.

CLICK ON THE DEFINITION AND IT WILL LINK TO A VIDEO THAT EXPLAINS WHAT THE TERM MEANS.

<u>Camera/Cinematography.</u>	
<u>Extreme Long Shot:</u>	<u>Point-of-View Shot (POV):</u>
<u>Establishing Shot:</u>	<u>Extreme Close-Up (ECU):</u>
<u>Long-Shot (LS):</u>	<u>Tracking Shot:</u>
<u>Medium-Shot (MS):</u>	<u>Tilt:</u>

<u>Medium Long-Shot (MLS):</u>	<u>Zoom:</u>
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<u>Medium Close-Up (MCU):</u>	<u>Arc Shot:</u>
<u>Two Shot:</u>	<u>Crane Shot:</u>
<u>Close-Up (CU):</u>	<u>Pan:</u>
<u>Wide Shot:</u>	<u>Low Angle:</u>
<u>Over-the-Shoulder:</u>	<u>High Angle:</u>
<u>Birds-Eye-View:</u>	<u>Aerial Shot:</u>

<u>Overhead:</u>	<u>Full Shot:</u>
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<u>Dolly/Track:</u>	<u>Dutch-Tilt:</u>
<u>Crab:</u>	<u>Eye Level Framing</u>
<u>Pedestal:</u>	<u>Framing/Shot Composition: <u>Leading Line</u></u>
<u>Shallow Focus</u>	<u>Rule of Thirds:</u>
<u>Deep Focus</u>	<u>Hand-Held:</u>
<u>Bridging Shot</u>	<u>Whip Pan:</u>

<u>Reverse Zoom:</u>	<u>Long Take</u>
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Editing

Provide a definition and briefly explain the use of each one. If not in the video, research and find an example.

CLICK ON THE DEFINITION AND IT WILL LINK TO A VIDEO THAT EXPLAINS WHAT THE TERM MEANS.

<u>Editing.</u>	
<u>Jump Cut:</u>	<u>Parallel Editing:</u>
<u>Match on Action cut:</u>	<u>Fade In:</u>
<u>Cut Away:</u>	<u>Fade Out:</u>
<u>Dissolve:</u>	<u>Cross fade</u>

<u>Cut Away:</u>	<u>Cross Cutting:</u>
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<u>Wipe:</u>	<u>Elliptical Editing:</u>
<u>L-Cut:</u>	<u>CGI:</u>
<u>J-Cut:</u>	<u>Special Effects</u>
<u>Smash Cut</u>	<u>Shot-Reverse-Shot:</u>
<u>Slow Motion:</u>	<u>Split Screen:</u>
<u>Continuity Editing:</u>	<u>Montage:</u>
<u>Inserts:</u>	

Sound

CLICK ON THE DEFINITION AND IT WILL LINK TO A VIDEO THAT EXPLAINS WHAT THE TERM MEANS.

<u>Sound.</u>	
<u>Rhythm:</u>	<u>Fidelity:</u> <u>Lack of Fidelity:</u>
<u>Non-Diegetic</u>	<u>Synchronous:</u>
<u>Contrapuntal Sound:</u>	<u>Asynchronous:</u>
<u>Sound Bridge:</u>	<u>Diegetic:</u>
<u>Breaking the 4th Wall:</u>	<u>Voice Over:</u>
<u>Sting:</u>	<u>Parallel sound</u>

<u>Volume</u>	
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Mise-en-Scène

Mise-en-scène is a French term that refers to “what is put into a scene or frame”.

It applies to everything the director decides to include within a shot and the way they are arranged on-screen.

It includes these key elements:

- Costumes
- Lighting
- Actor blocking
- Props
- Sets
- Shot composition

Watch the opening sequence of Scream 3 times then fill in each of the sections based upon what you have seen for Mise-en-scene.

Costumes	
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Lighting	
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Acting	
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Props	
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Sets	
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Shot Composition	
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TASK 2: Watch Michael Jackson Thriller video three times and fill in the worksheet.
<https://youtu.be/sOnqjkJTMAA>

As you play through the sequence, annotate when you see examples of different camera, editing, sound and mise-en-scène features.

In your annotated analysis, you must identify:

- The technical area (e.g. Camera).
- Which technical element is used with the correct terminology (e.g. Mid-Shot)?
- When it is used and how long the element lasts for (give a time code)

Task 3: Reading about Semiotics

Read the following handout and complete the tasks on the theory of semiotics.
Teaching Guide: Semiotics

CAMERA	EDITING
SOUND	MES

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