



Guide to WJEC/Eduqas

A Level Media Studies

Entry requirements

5 A* - C grades at GCSE (or equivalent)

6 or above in English or Media Studies

Media Studies

A Level At Chiltern Hills



What areas of media will I study?

The new linear specification for media studies now allows us to study NINE media areas, this means we have more variety in the products that we study and the wide subject area should appeal to all tastes. The media areas are TV, Film, Video Games, Radio, Internet, Newspapers, Magazines, Advertising and Music.

Who should choose Media studies?

Media studies suits students that are interested in a range of media forms and are interested in how the media works and how messages are communicated to audiences. The subject suits students that work independently and enjoy using technology.

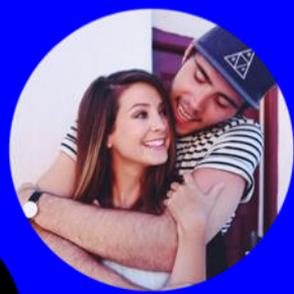
What can you do with an A-level in media studies?

After completing the A-Level Media course you can progress to higher education taking undergraduate courses in areas such as journalism, cultural studies, media and film, media with English, graphic design and photography. This year we have students going to study [Film Production](#), [Media](#), [Graphic design](#), [Computer Science](#), [Accounting and Finance](#), [Drama and Psychology](#). Media is one of the greatest employers in this country.

What else do we offer?

In the media studies department we try to offer as many experiences to the subject outside the classroom as we can. We often do Skype calls with industry professionals that worked on the texts we are studying, we have visiting lecturers, exam support specialists and guest speakers. Previous trips that we have run have been to The British Film Institute, IMAX, British Board of Film Classification, the BBC, the Harry Potter Studio Tour.





Course Structure

Exam one 35%

Exam two 35%

Year 1

In year 1 you will study all 9 media forms. We will study the media industry practices and products are made. We explore representations across a variety of media forms and look at how audiences are targeted. We will also analyse in depth how media language is used in all 9 media areas to communicate messages. All of this work will be underpinned by media theories that we start to introduce in the first year.

As there is no coursework, year 1 allows us the opportunity for a variety of production work.

Year 2

Year 2 takes the skills from year 1 and elevates the complexity of the relationships between the four theoretical frameworks and the set texts. New texts are introduced and more opportunity for production work.

Media language and representation

For this exam you will study how media language and representations are used in Music Videos, Video Games, Advertising and Film Marketing.

Institutions & audiences

We will also study the industry practices of Newspapers, Radio and Film.

Set Texts

For both exams you will answer questions on the set texts. For component 1 (Exam 1), only, you will also be given unseen texts. This means that many questions in the exam will directly reference the example products we have studied in class.

Close study

In this exam you will get to study three of the media forms in great depth looking at all of the theoretical frameworks, representation, audience, media language and industries.

We will look at an episode of a TV drama such as Life on Mars and The Bridge in conjunction with extracts from other related shows.

Also we will study historical examples of magazines and products targeted at a minority audience.

Finally we will study online media looking at the emerging form of YouTube studying bloggers like Zoella and websites such as Attitude.

Coursework 30%

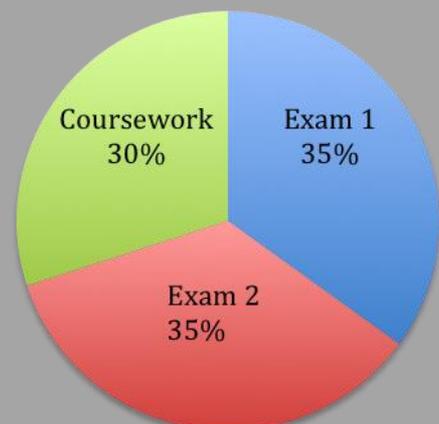
Production work

You will create a cross media production. What this means is you will create two practical pieces that link together. The brief for the productions will be released in year 1 around March. There are multiple briefs to choose from so you can work to your strengths eg creating scenes from a TV drama or creating a Music video or making a part of a print or on-line magazine or creating a marketing campaign for a feature film.

Just practical work?

The new media studies production work requires a one page written summary of your intentions in the making as well as research and planning work.

Media A-Level



Component 1: Media Products, Industries and Audiences

- Written Examination: 2 hours 15 minutes
- 35% of qualification

The examination assesses media language, representation, media industries, and audiences and media contexts. It consists of two sections:

Section A: Analysing Media Language and Representation

- This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers

Section B: Understanding Media Industries and Audiences

- This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games – and media contexts.

Component 2: Media Forms and Products in Depth

- Written Examination: 2 hours 30 minutes
- 35% of qualification

The examination assesses media language, representation, media industries, and audiences and media contexts. It consists of three sections:

Section A: Television in the Global Age

- There will be one two-part question or one extended response question.

Section B: Magazines – Mainstream and Alternative Media

- There will be one two-part question or one extended response question.

Section C: Media in the Online Age

- There will be one two-part question or one extended response question

Component 3: Cross-Media Production

- 30% of qualification

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence:

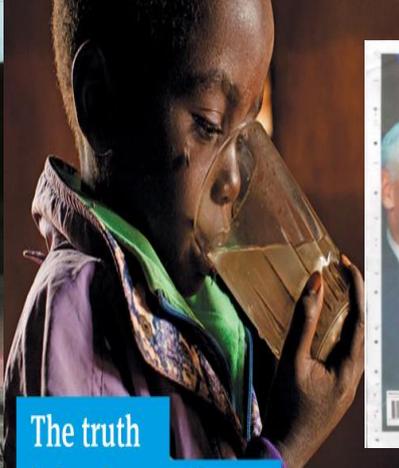
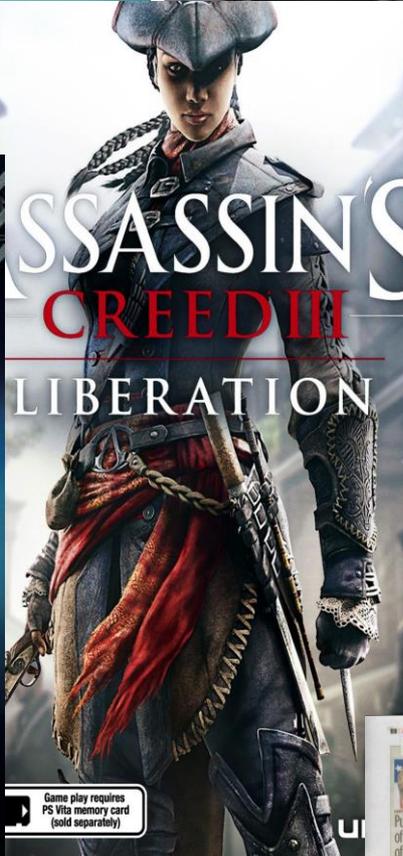
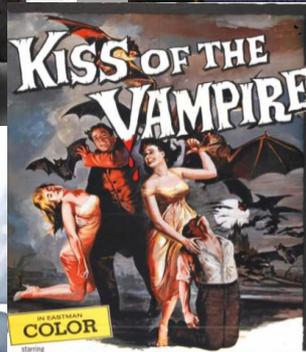
- You will respond to one of 4 briefs as selected by the teacher (March)
- You must then respond to the brief across two-platforms E.G. create a magazine front cover/contents and double page spread as well as a website for that issue.

Component Timeline:

- 16 Weeks to Complete
- 10 marks for statement of aims and intentions (500 words)
- 20 Marks for creating a cross media study suitable for brief/ industry and audience
- 30 Marks for creating a cross media study that uses media language and constructs representations

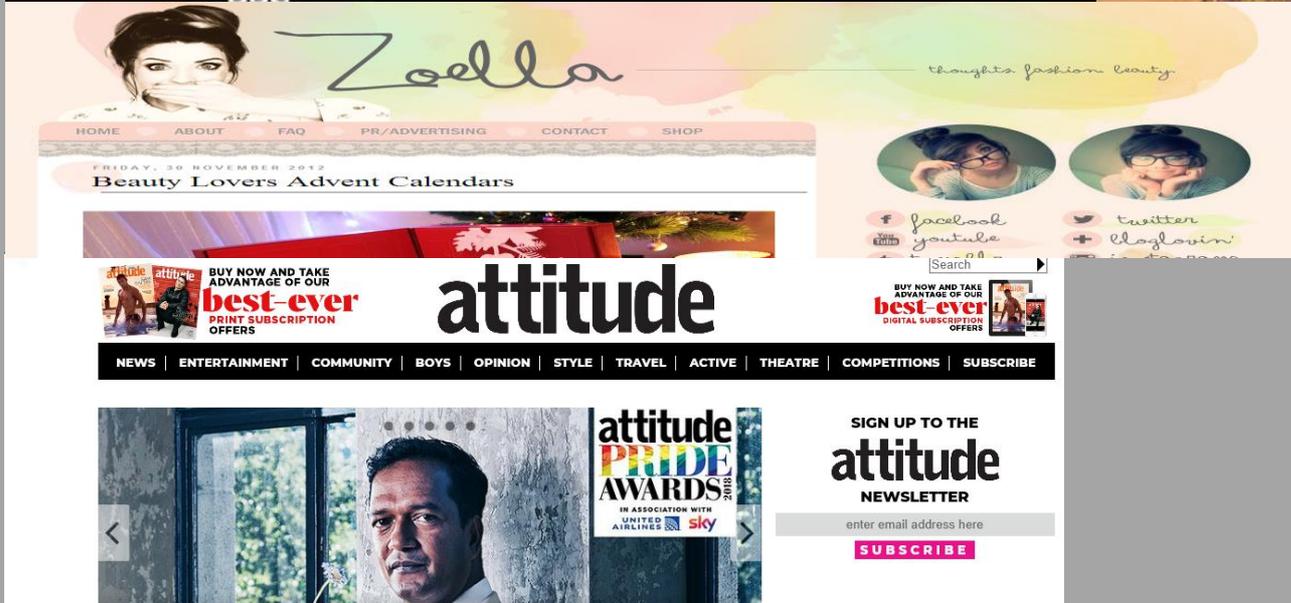
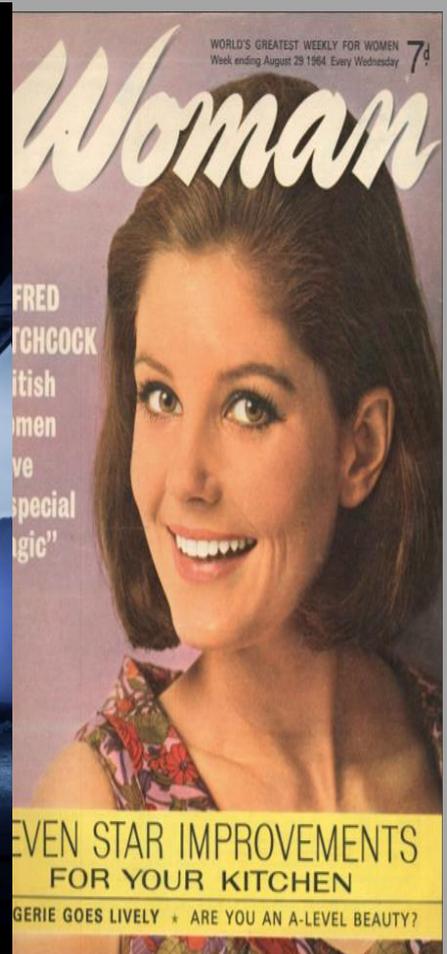
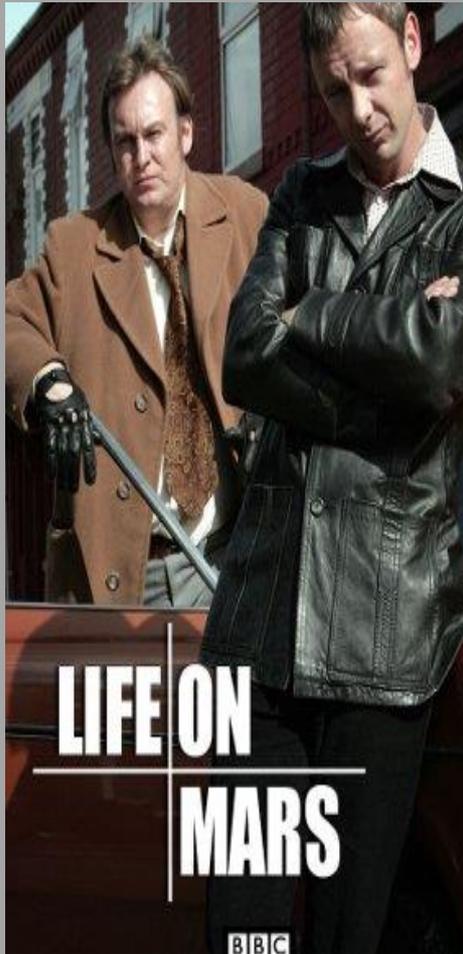
Exam One: Section A & B Topics

Beyonce – Formation pop video/Black Panther/VanceJoy – Riptide – Pop video/1950s Tide advert/Kiss of the Vampire –poster/Assasin’s Creed – Liberation/The Times and The Mirror Newspapers/I Daniel Blake – Ken Loach Independent film/Water Aid TV advert



Exam Two: Section A, B & C Topics

TV Shows – The Bridge and Life on Mars/Magazine – Woman (1950s)/
On-line – Zoella and Attitude



Written Examination: 2 hours 15 minutes. 90 marks. 35% of qualification.

The examination assesses the topics of media language, representation, media industries, and audiences and media contexts. It consists of two sections:

Section A: Analysing Media Language and Representation – 1 hour 30 minutes – 45 Marks

In this section you will have to answer two questions, one on representations, worth 30 marks and one on media language worth 15 marks. You will need to analyse and comment on unseen texts (media texts that you see for the first time in the exam - the texts may be print, moving image, audio or e-media based. For example, you might get a page from a newspaper, an extract from a video and/or a print copy of a website) and texts set by the exam board that you have studied in lessons. You will have reading/viewing/ note taking time and will then answer the two questions. This section assesses the key concepts of **media language** and **representation** and will focus on **two** of the following media platforms (one platform for question 1, one for question 2):

- Advertising and marketing
- Music video
- Newspapers.

You won't know which of these platforms the questions will focus on before the exam so will have to study them all in depth during your course and in revision.

There are **two** questions in this section, one will be based on **media language** (15 marks), the other will be based on **representations** (30 marks):

- One question will assess your understanding of how **media language** is used in an unseen moving image or print resource or resources (you might get more than one). (15 marks)
- One question will be a longer (extended) response where you compare **representations** in one set product that you have studied as part of your course and an unseen moving image or print resource (the unseen resource/resources will be different to the unseen resource/resources for the other question in this section). In your answer you will have to demonstrate that you understand how social, political, historical and institutional contexts will affect how the text has been constructed. (30 marks).

Section B: Understanding Media Industries and Audiences – 45 minutes – 45 Marks

In this section you will have to answer questions about media industries (the companies and organisations that produce media texts) and media audiences. The questions will be based on **two** of the following media platforms:

- Film marketing (industries only)
- Advertising and marketing (audiences and industries)
- Newspapers (audiences and industries)
- Radio (audiences and industries)
- Video games (audiences and industries)

You won't know which of these platforms the questions will focus on before the exam so will have to study them all in depth during your course and in revision. You will have to demonstrate that you have an understanding of how social, political, historical, technological and institutional contexts will affect how media texts are constructed. You will have an hour to answer all the questions in this section.

There are two questions in this section but they are broken down into smaller sub questions:

- **Media Industries** - One stepped question on media industries. This is question broken down into smaller sub questions (usually four). Some of these questions might only be worth one or two marks and will test your knowledge of key terminology relating to media industries. There will be two longer questions that test your knowledge of broader contemporary institutional issues in the media: the impact of new media technology on media institutions for example or the effect the ownership of a media institution might have in shaping media products. (25 Marks – 33 minutes)
- **Media Audiences** - One stepped question. You will have to comment on how media audiences respond to media texts and/or how media institutions create texts to appeal to different audiences. This question is also broken down into smaller sub questions, usually two. (20 Marks – 27 minutes)

Component 1: Media Products, Industries and Audiences.

How many marks is it worth?

This unit is worth 90 marks and makes up 35% of your marks for your A level.

How is it assessed?

Through a two hour fifteen minute examination. You will have one and a half hours to answer questions in section A (including viewing and note taking time for unseen materials) and 45 minutes to answer questions in Section B.

Assessment Criteria

You will be assessed on your ability to do the following things:

AO1

Demonstrate knowledge and understanding of:

- The theoretical framework of media.
- Contexts of media and their influence on media products and processes.

AO2

Apply knowledge and understanding of the theoretical framework of media to:

- Analyse media products, including in relation to their contexts and through the use of academic theories.
- Evaluate academic theories.
- Make judgements and draw conclusions.

Student Guide: Component 2: Media Forms and Products in Depth.

Student Guide: Component 2: Media Forms and Products in Depth. Written Examination: 2 hours 30 minutes. 90 marks. 35% of qualification

What does this unit involve?

For this exam you are required to study three areas of the media in depth, exploring all areas of the theoretical framework - **media language, representation, media industries, and audiences** - in relation to audio-visual, print and online products set by WJEC. The areas of the media to be studied in depth are:

- Television
- Magazines
- Online Media - blogs and websites.

You will explore these three areas of the media through close analysis of products set by the exam board, comparing their use of media language and representations in relation to relevant social, cultural, economic, political and historical contexts. You will study the role of media industries in shaping media products, as well as considering the way in which media audiences are both targeted and addressed. You will need to show you are aware of, and able to reflect upon, advanced media theories in your writing about set media products in this exam paper.

You will develop the ability to:

- Critically analyse and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response.
- Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way.
- Critically debate key questions relating to the social, cultural, political and economic role of the media through extended writing.
- Construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.

Section A: Television in the Global Age– 50 minutes (30 Marks)

For this section of the exam you will answer questions based on the in-depth study of two contrasting television programmes, chosen by the exam board and produced in different social, economical, institutional and cultural contexts. You will explore the issues that shape contemporary television production, distribution and circulation. For example, you will study the role of public service broadcasting in a global marketplace; the way in which the television industry is regulated and the marketing strategies used to promote the set programmes. You will also have opportunities to explore how the television audience is targeted both nationally and globally. You will also study the particular appeal of the programmes for audiences as well as issues such as fandom and the way in which audiences use media texts. You will need to demonstrate some understanding of the historical development of the genre the set programmes are taken from, the way that genre is used and changed by TV broadcasters over time and how different television genres can be used to offer commentary on contemporary social or cultural issues.

You will have to answer either one or two questions for section A of this exam.

Section B: Magazines: Mainstream and Alternative Media– 50 minutes (30 Marks)

In this section of the exam you will write about two magazines, chosen by the exam board, that you have studied in depth as part of your course. You will need to show that you have an understanding of the contexts (historical, social, cultural etc) that influence the ways that magazines are made, distributed and consumed by audiences. You will also need to demonstrate that you understand how these contextual factors influence the ways in which people/places/events/social groups are represented in the magazines and how media language is used to create these representations and put across specific viewpoints and ideologies. One of the magazines will be contemporary, whilst the other will have been produced before 1970; one will be a commercial magazine with mainstream appeal, whilst the other will have been produced outside the commercial mainstream.

You will have to answer either one or two questions for section B of this exam.

Section C : Media in the Online Age – 50 minutes (30 Marks)

In this section of the exam you will answer questions based on an in-depth study of two contrasting online products chosen by the exam board. One of these will be an online newspaper or an online magazine produced for a minority group, you will need to comment on the way in which digital platforms can be used to reach specialised audiences. You will need to demonstrate an understanding of the role played by blogs and websites in the media today as well as investigating the potential that they offer for self representation and the challenges and opportunities new media technology presents to established media institutions. You will also need to demonstrate an understanding of the changing relationship between media producers and audiences and examine the idea that media consumers have now become producers.

How many marks is it worth?

This unit is worth 90 marks and makes up 35% of your marks for your A level.

How is it assessed?

Through a two and a half hour examination. You will have 50 minutes to answer the questions for each of the three sections.

Assessment Criteria

You will be assessed on your ability to do the following things:

AO1

Demonstrate knowledge and understanding of:

- The theoretical framework of media.
- Contexts of media and their influence on media products and processes.

AO2

Apply knowledge and understanding of the theoretical framework of media to:

- Analyse media products, including in relation to their contexts and through the use of academic theories.
- Evaluate academic theories.
- Make judgements and draw conclusions.

Student Guide: Component 3: Cross Media Production: Coursework: 60 marks. 30% of qualification.

What does this unit involve?

This is your coursework unit, in it you will need to show that you can apply the knowledge and understanding of the media you have gained through studying the exam components of the course (media language, representation, audiences, media industries and the digitally convergent nature of the media) to practical production work of your own. You will have to produce work from two media platforms (print and/or e-media and/or moving image) that responds to a brief and targets an audience set by the exam board. The set production briefs will change **every year** with the brief for your coursework tasks being released in the March of the first year of your A Level course. You will have to work individually, **group work is not permitted**. You are not expected to be able to code or be able to know how to use professional web design programmes such as Dreamweaver for e-media tasks, however you will be required to make websites with functioning linked pages. You will have sixteen weeks to research, plan and produce your coursework project, much of the work you do for it will need to be completed independently as homework.

There will always be briefs available for the following areas of the media, the specific tasks you are required to undertake will change from year to year:

- **Television**
- **Advertising and Marketing: Music**
- **Advertising and Marketing: Film**
- **Magazines**

You will need to complete the following tasks for the different stages of production listed below:

Statement of Aims and Intentions

You will be need to complete a brief (500 word) outline of your aims and intentions for your production on the coursework cover sheet.

Research

You will need to do a substantial amount of research and planning work before starting work on your production tasks, this will include:

- Close analysis of the use the codes and conventions in the particular genres and products your production tasks are based on.
- Research into how the industry context will have an impact on a production and how media institutions have used a cross media (convergent) approach to promote and distribute products and engage audiences in different ways.
- Primary audience research such as the use of focus groups or questionnaires to determine audience preferences and needs and likely responses to media texts and create products that will appeal to, engage and position an intended audience.
- Secondary research – research into academic theories that will support your understanding and analysis of media texts.

Planning

You will also need to **plan** your production work carefully. The planning work may include:

- A pitch or treatment for the cross-media production. You would need to discuss how the production pieces would engage the audience by working together in a convergent way but, also through each piece offering the audience something distinct.
- A project plan including a timeline and the planned use of resources or equipment (shooting schedule etc).
- Planning materials such as: a step outline; a shot list; a storyboard; a script; draft designs; mock-ups of composition and layout for print/e-media tasks.

Production

You will need to submit two finished production pieces made in line with the conditions laid out in the brief.

How many marks is it worth?

This unit is worth 60 marks and makes up 30% of your marks for your A level.

How is it assessed?

Your work for this unit will be marked by your teacher and moderated by the exam board.

Assessment Criteria

You will be assessed on your ability to do the following things:

AO3

- Create media products for an intended audience by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

This WJEC/EDUQAS (the Welsh board is called WJEC and the English EDUQAS – so you will be studying EDUQS) Media Studies specification is designed to provide a coherent, integrated and in depth approach to studying the media, enabling learners to develop and apply their understanding of the media through both analysing and producing media products in relation to a detailed and comprehensive underpinning theoretical framework and a wide range of advanced theoretical approaches and theories.

Learners are encouraged to make connections: between different media forms and products, between media products and their contexts, and between theory and practical work. In addition, learners will develop the ability to reflect critically on both media products and theories used to analyse media products.

Through this study, learners gain a developed understanding of the key theoretical approaches, theories, issues and debates within the subject, enabling them to question and critically explore aspects of the media that may seem familiar and straightforward from their existing experience. Building on this, learners will also extend their engagement with the media to the less familiar, including products from different historical periods and global settings, those produced outside the commercial mainstream and those aimed at or produced by minority groups, providing rich and stimulating opportunities for interpretation and analysis. The study of relevant social, cultural, political, economic and historical contexts further enhances and deepens learners' understanding of the media, as they explore key influences on the products studied.

This specification recognises the cross-media, multi-platform nature of the contemporary media and the centrality of online and social media platforms in distributing, accessing and participating in the media. In some instances, specific forms are highlighted for detailed study, but this is in the context of their relationships to other media forms and platforms, recognising their fluidity and the way in which they respond to emerging, contemporary developments in the digital landscape.

The global nature of the contemporary media is also an important part of this specification. Learners will consider how media industries operate globally and target global audiences, and will explore media products made outside the US and UK, including non-English language television.

Learning about the media involves both exploring and making media products and these two activities are fundamentally related in this specification. Learners create a cross-media production for an intended audience, applying their knowledge and understanding of media language, representation, audience and industry in response to a choice of briefs set by WJEC. The opportunity to select forms, and the opportunity to work in more than one form, allows learners to pursue their own media interests and develop their practical skills in this component.

Media Forms and Products:

Learners study a range of media forms – advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games through age appropriate products set by WJEC. Learners will also study additional age appropriate products chosen by the teacher.

Collectively, the products studied will:

- Possess social, cultural, economic and historical significance
 - Illustrate a range of products in terms of genre/style, form and audience
 - Represent different historical periods and global settings
 - Illustrate different industry contexts, including those outside the commercial mainstream
 - Include those aimed at, or produced by, minority groups
 - Reflect contemporary and emerging developments in the media
 - Provide rich opportunities for analysis and application of the theoretical framework detailed below
- include media products that stimulate learners and extend their experience of the media.

Theoretical Framework: We call these the 4 pillars

This A Level Media Studies specification is based on the theoretical framework for analysing and creating media, which provides learners with the tools to develop a critical understanding and appreciation of the media. The framework consists of four inter-related areas:

- **Media language:** how the media through their forms, codes, conventions and techniques communicate meanings
- **Representation:** how the media portray events, issues, individuals and social groups
- **Media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **Audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves

Theories:

Learners will study a wide range of theoretical approaches and theories, including advanced approaches, to inform and support their analysis of media products and processes. Those listed below must be studied; appropriate additional theories may be studied.

Media Language

- Semiotics, including Roland Barthes
- Narratology, including Tzvetan Todorov
- Genre theory, including Steve Neale
- Structuralism, including Claude Lévi-Strauss
- Postmodernism, including Jean Baudrillard

Representation

- Theories of representation, including Stuart Hall
- Theories of identity, including David Gauntlett
- Feminist theory, including Liesbet van Zoonen
- Feminist theory, including bell hooks
- Theories of gender performativity, including Judith Butler
- Theories around ethnicity and postcolonial theory, including Paul Gilroy

Theories:

Learners will study a wide range of theoretical approaches and theories, including advanced approaches, to inform and support their analysis of media products and processes. Those listed below must be studied; appropriate additional theories may be studied.

Media Industries

- Power and media industries, including Curran and Seaton
- Regulation, including Livingstone and Lunt
- Cultural industries, including David Hesmondhalgh

Audiences

- Media effects, including Albert Bandura
- Cultivation theory, including George Gerbner
- Reception theory, including Stuart Hall
- Fandom, including Henry Jenkins
- 'End of audience' theories - Clay Shirky.

Contexts of Media

In order to inform their study of the media, learners will develop knowledge and understanding of media products in relation to relevant key social, cultural, economic, political and historical contexts. The context of any media product is applicable to all texts studied.

Historical Contexts

- How genre conventions are historically relative and dynamic
- The effect of historical context on representations
- The relationship of recent technological change and media production, distribution and circulation
- The way in which different audience interpretations reflect historical circumstance

Social and Cultural Contexts

- How genre conventions are socially relative
- The effect of social and cultural context on representations
- How and why particular social groups, in a national and global context, may be underrepresented or misrepresented
- How audience responses to and interpretations of media products reflect social and cultural circumstances

Contexts of Media

In order to inform their study of the media, learners will develop knowledge and understanding of media products in relation to relevant key social, cultural, economic, political and historical contexts. The context of any media product is applicable to all texts studied.

Economic Context

How media products relate to their economic contexts in terms of:

- Production, distribution and circulation in a global context
- The significance of patterns of ownership and control
- The significance of economic factors, including funding

Political Context

- How media products reflect the political contexts in which they are made through their representations, themes, values, messages and ideologies
- How media products reflect the political contexts in which they are made through aspects of their ownership and political orientation, production, distribution, marketing, regulation, circulation and audience consumption.

The study of the media now includes one further vital ingredient that makes this subject so interesting – the context.

Media Studies is all about the world we live in today. It is contemporary.

The Products you will analyse will, for the most part, have been constructed in the past 3 – 5 years. The products you will be asked to construct for Component 3 – the production component, will be aimed at the audience of today.

There will, of course, be some historical study - we cannot make sense of current media without exploring how the institutions that make it have developed, how their products have changed to meet the shifting needs of audiences, how the fluctuating values and idea of society in turn shape these products.

Skills

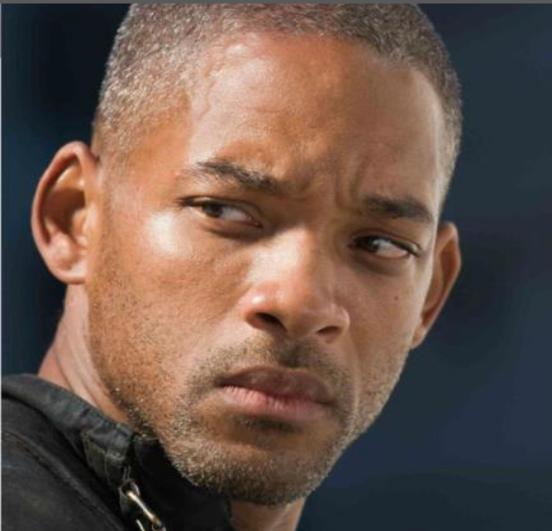
This specification enables learners to develop a range of skills required for both analysing and creating media products.

In analysing media products, learners will:

- Analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response
- Use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way
- Debate critically key questions relating to the social, cultural, political and economic role of the media through discursive writing.
- In creating media products, learners will:
- Apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production
- Apply knowledge and understanding of the digitally convergent nature of contemporary media
- Use media language across media forms to express and communicate meaning to an intended audience.

INFORMATION 1:

Breakdown of an image or idea; an explanation of why we believe something to be so.



If we state that the figure in the image is serious, or intense, then we must be basing this on something in the image that has this effect on us.

The look in his eyes, the slight incline of his head and the tightness of his lips.

These would all be evidence (PEE) of our opinion and can be used if developed further to explain a point of view or even persuade others to see what we see.

INFORMATION 2:

What are the denotations?
What are the connotations?

Denotation = *Describing what you see.*

In the case of this James Bond Poster we could state the poster denotes a man in a tuxedo surrounded by scantily clad women

Connotation = *The deeper meaning behind what you see.*

In this case the man appears to be the main protagonist (hero of the film) as he is the largest person on the poster. He is wearing a suit which connotes sophistication. The women appear to be vying for his attention and are wearing minimal clothing, connoting that he is desirable.

It is important you learn these two definitions for the start of your A Level course.



Task 1: Now we are going to consider a hypothesis

“The products constructed to market James Bond films are designed to offer a clear appeal to a wide global audience of young males 17-35”



You may write to agree or disagree, but you will need to produce evidence from the poster to support your hypothesis.

Aim:

- 300 words
- Use of Evidence from the poster
- Use of your own research

- To whom is the text addressed? What age range is the target audience? How do you know this?
- What assumptions does the poster make about the audience?
- What assumptions are the audience likely to make about the film?
- Where would you be likely to see this poster (think about all types of media as well as posters it might be advertised in? Does its location impact upon the way it has been constructed?
- What do you know or can you assume about the likely size of the audience?
- How do you as an audience member, read and evaluate the text? To what extent is your reading and evaluation influenced by your age, gender, background, etc.?

Task 2: Write your answers on an A4 sheet to the questions above

For the start of term you will need to get and do:

- Do the tasks in this booklet
- Look at/watch as many of the texts (media products) shown in the montage of products we will be studying – do not watch Straight Outta Compton as this text will have changed for 2019 instead watch 'The Black Panther'.
- Buy this book and read through https://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=129&zenid=qmdblffq76rt2b0h5vbu458ob7
- Get A4 lined paper
- Get A4 large spiral bound folder and a small one
- Get File dividers – 20 divides Get A4 small spiral bound folder



Task 5A: Mise-en-scene

This YouTube Video will outline and introduce what 'Mise-En-Scene' is and how it is applied to different media platforms and products.

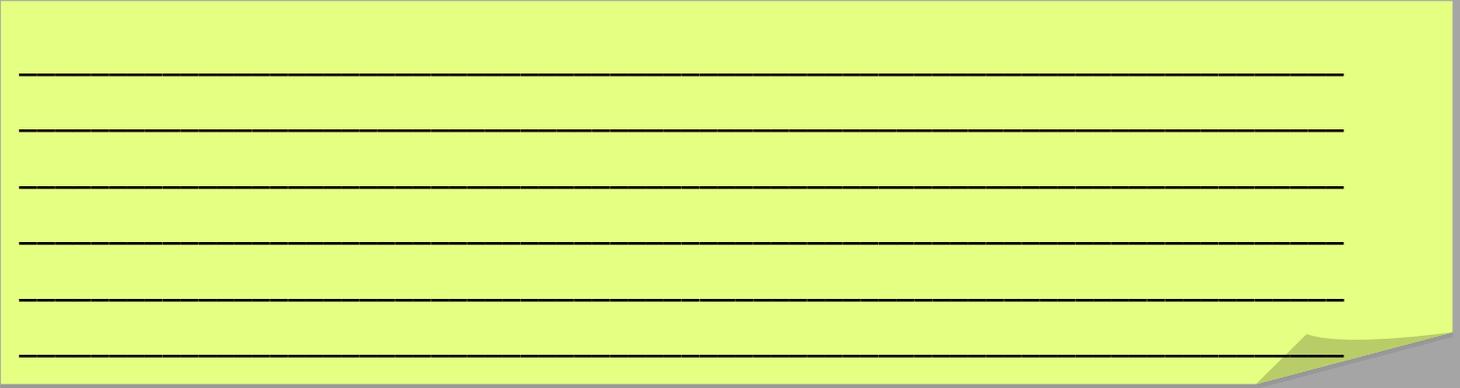
<https://www.youtube.com/watch?v=wFiP-E1zTRc&app=desktop>

Task: Watch link one and listen and write down notes from the narrator who discusses Mise En-Scene in detail.

This YouTube video is an introduction to film technique and key media language; each definition is paired with a visual source whether this is a clip from a film or a screenshot of a clip.

<https://www.youtube.com/watch?v=oFUKRTFhoiA&app=desktop>

Task: Watch link two and write down all the definitions on A4 lined paper to hand in at the start of term.

A graphic of a sheet of yellow A4 lined paper with a folded bottom-right corner. The paper contains seven horizontal black lines for writing.