



# A LEVEL TRANSITION HANDBOOK

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**Welcome to Boston High School's Media Studies Program:**

This transition book will give you some activities to do over the summer holidays to get you prepared for Media Studies, provide your teachers and peers something to share and discuss on your first few days, and give you some valuable experience with the critical analysis skills required for the course.

Firstly, what will you need to get on day one:

<b>You will need to procure</b>	<b>What we will provide for the course</b>
A lever arch folder	Your transition handbook A Media Studies handbook Your set products to study for the exams

Easy peasy huh? You will find in this transition book a series of opportunities that will help you to engage with the two year course. These tasks will be good experience for thinking about the theoretical frameworks, the industries, and production of media ready for your coursework. The kinds of tasks you will undertake here is an example of the two years and so they will give you insight into what we will be discussing, exploring, researching and learning.



**The briefest of introductions into A Level Media Studies:**

This is what your course will look like. Component 1 has one exam, component 2 has one exam, and the NEA is what you might call 'coursework', and is done over 12 weeks in our centre.

Component 1							
Industry		Advertising and marketing	Film	Music Videos	Newspapers	Radio	Video Games
Set product		<i>Tide, Water Aid, Kiss of the Vampire</i>	<i>Black Panther + I, Daniel Blake</i>	<i>Formation, Beyonce, Riptide, Vance Joy</i>	<i>Daily Mail, March 13<sup>th</sup>, The Times, March 13<sup>th</sup></i>	<i>Late Night Women's Hour</i>	<i>Assassin's Creed franchise</i>
Theoretical frameworks	Media Language	Section A		Section A	Section A		
	Representation	Section A		Section A	Section A		
	Media Industries		Section B		Section B	Section B	Section B
	Audience	Section B			Section B	Section B	Section B
	Media context	Both	Both	Both	Both	Both	Both

Component 2				
Industry		Television	Magazines	Online, social and participatory media
Set Products		<i>Life on Mars + The Bridge</i>	<i>Vogue + The Big Issue</i>	<i>Pointless Blog + gal-dem.com</i>
Theoretical Frameworks	Media Language	Section A	Section B	Section C
	Representation	Section A	Section B	Section C
	Media Industries	Section A	Section B	Section C
	Audience	Section A	Section B	Section C
	Media context	Section A	Section B	Section C

Component 3
Aims and objectives
Research
Production 1
Production 2

Over the summer, you are tasked to create your own 'component 1' through the selection of your own 'set products', and conduct a series of applications to each of your chosen products. I hope you enjoy the following tasks!



**Summer Break Transition Activities:**

You are going to **build your own component 1 studies** based on your own chosen texts. You can see that the same component 1 structure has been followed for your transition tasks, and instead of detailing the exam section, numbers and letters have been used to bullet point the tasks to undertake over the Summer. These transition tasks relate directly to your course; For instance, Task 2a asks you to have selected a film and undertake some research which will develop your skills of applying *context* to audio visual products.

Component 1							
Industry		Advertising and marketing	Film	Music Videos	Newspapers	Radio	Video Games
Set product		1	2	3	4	5	6
Theoretical frameworks	Media Language	i		i	i		
	Representation	a		a			
	Media Industries		i			a	a
	Audience				a	i	
	Media context		a				i

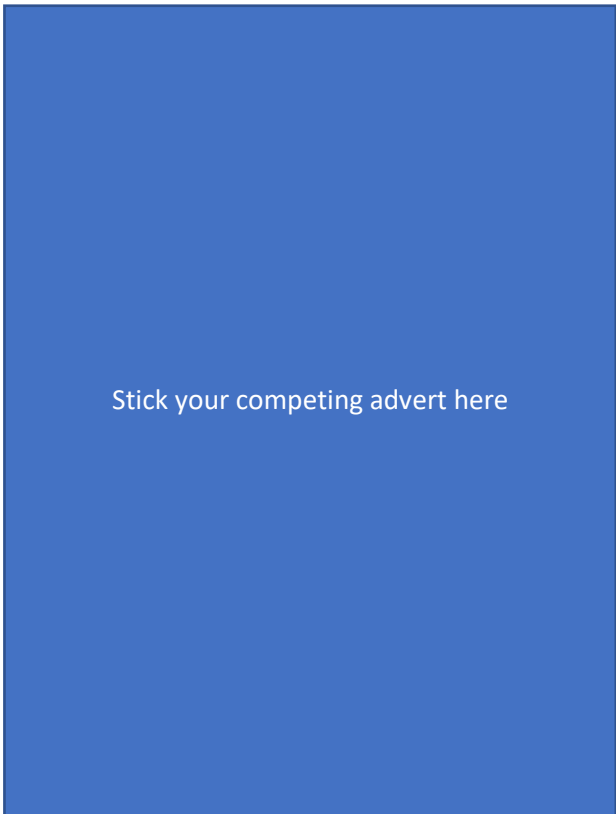
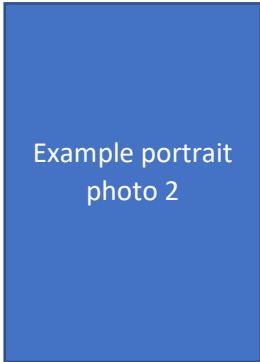
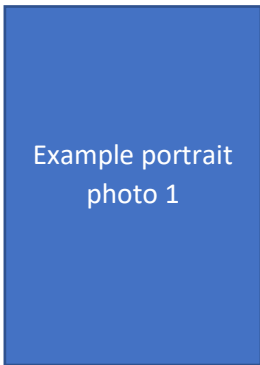
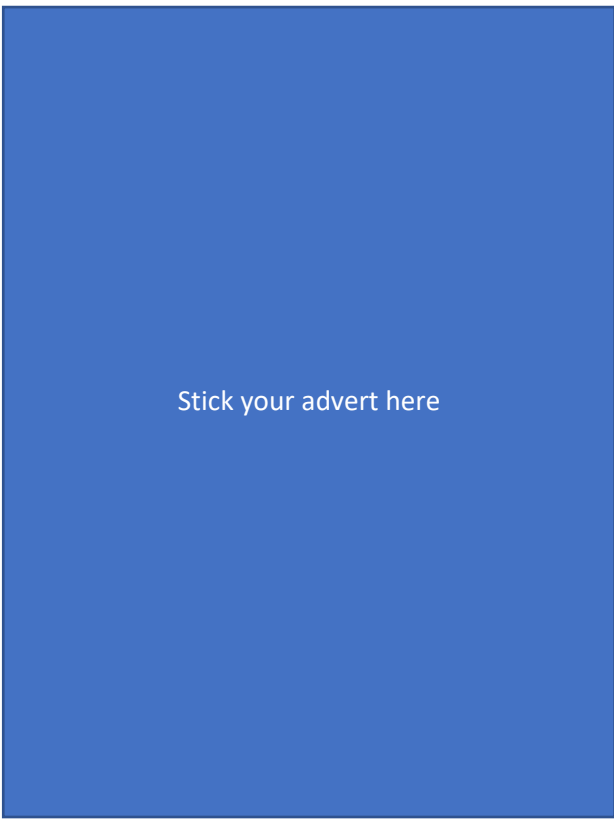
↓ Complete all of the top level tasks first (1,2,3,4,5,6)

↓ When top tier is completed, move onto the second tier tasks (a,a,a,a,a)

↓ When the second tier tasks are completed, move on to the third tier tasks (i,i,i,i,i)



1. Select a particularly powerful advert featuring a person. It doesn't have to be current, but make sure we can see it online at least.
  - a. Undertake a photoshoot! Using a friend or family member as a subject, undertake some photography to capture three different images of this person, to advertise a competitor product. Use props, dress, makeup etc to present a particular background for this person.
    - i. Create an advert using your photo and computer software (Publisher for instance) to promote a competitor product. You can invent the competitor product.





2. Select either a blockbuster film, like *Black Panther* or an independent film like *I, Daniel Blake*. You might need to research independent films and watch a few!
  - a. Construct a timeline of important films that precede that one you've chosen, that have paved the way or set the standard for your film of choice. Research a key fact for each film on your timeline.
    - i. Research the difference between director and producer; what else have the director and producer of your chosen film undertaken? Create a venn diagram with all of the previous films the directors and producers have prior to your chosen film, and the overlap should be any films they co-produced. Are there any patterns in theme, genre or style?





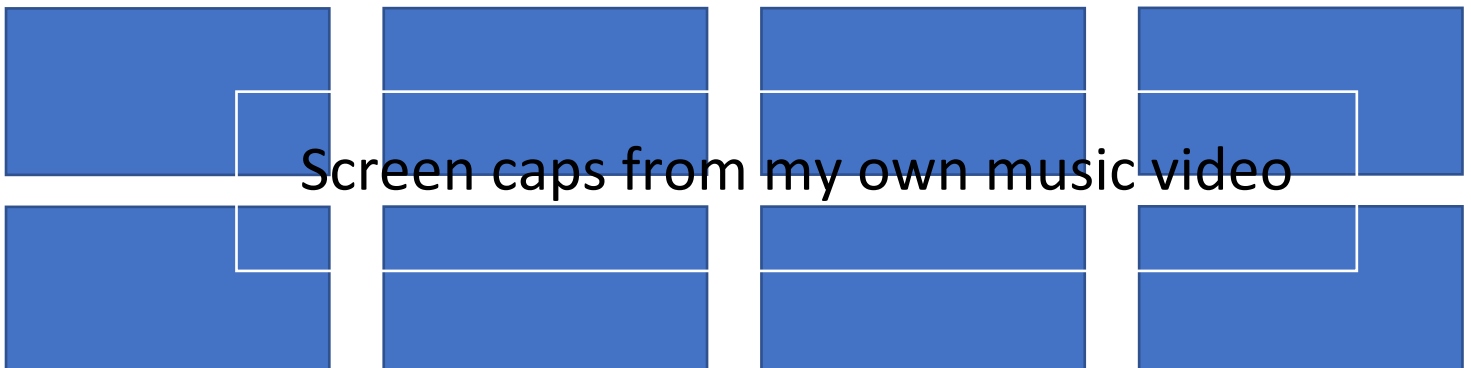
3. Select music video that you feel expresses people in a particularly interesting way – don't just choose a music video that from your favourite artist try to choose an important video. It has to be a video with interesting representations of people.
  - a. Look carefully at your music video and start to create a character profile for the protagonists of the video. Start by thinking, are they represented in positive or negative ways? Then start to evidence; what images provide this positive or negative representation. You might present your findings as a mindmap, or use screen captures to create a mood board.
    - i. Using your phone or camera, produce a new music video for the same music track. You can edit video footage on most phones but you might find it easier on computer to do so. Software might be highly limiting here.

Music video selected for analysis

Things that make them look positive

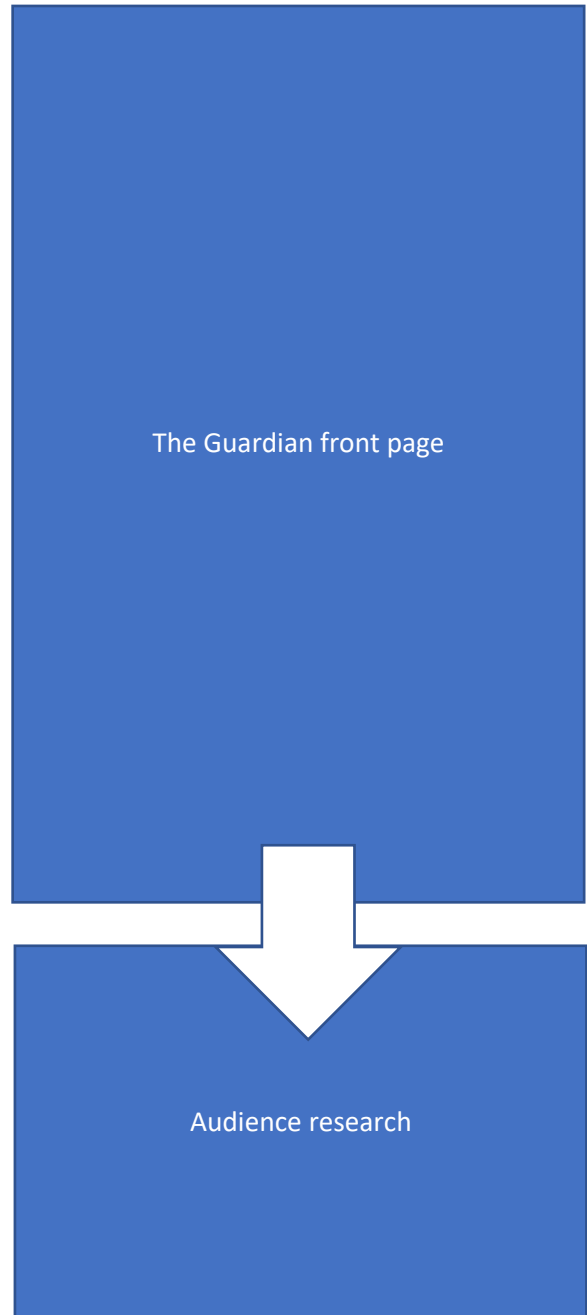
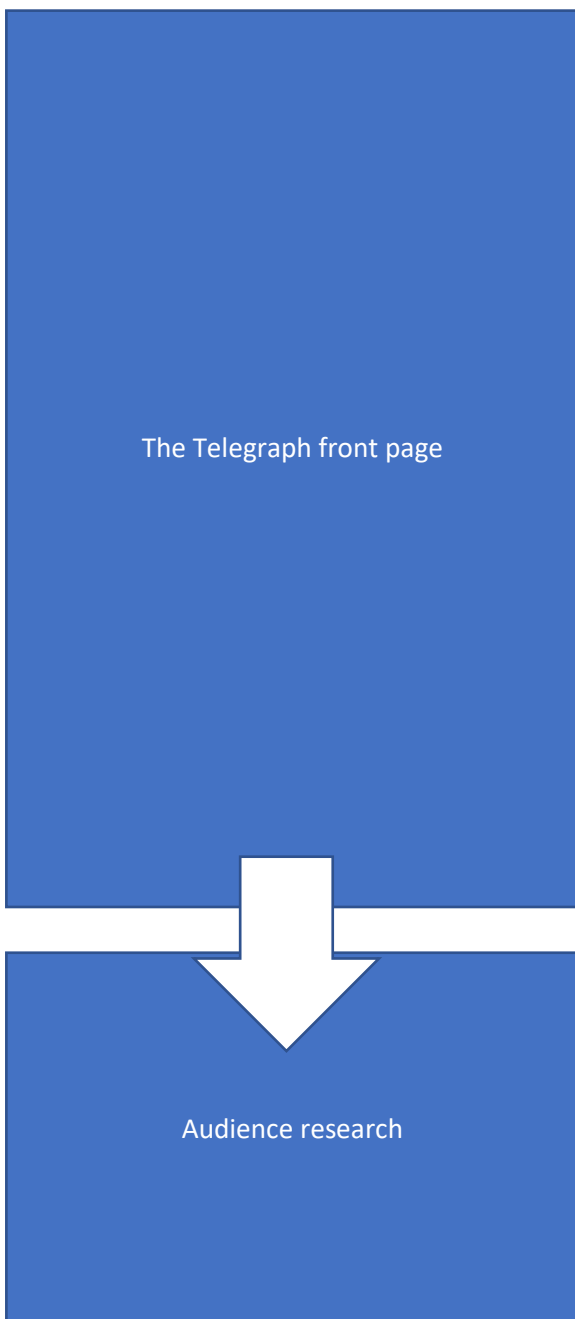
The main subject in the music video

Things that make them look negative





4. Select a single date, and choose two newspaper front pages that cover the same story, but from a completely different bias. I'd recommend comparing The Telegraph to The Guardian.
  - a. Using only the front page of these two newspapers and the website 'yougov.co.uk', explore what the beliefs and values are of the audience to your newspaper. *Hint: People buy newspapers because they reflect the same values as each other. When the values of people or newspapers change, readership affiliations changes. The news on the front page will reflect what the audience feels is important.*
    - i. Chop up a newspaper front page into its different components (headline, strapline, main photo, subheading etc) and stick it down onto larger paper, spread out into its components. Name each component through annotation and consider if it follows 'Z pattern' (which you will need to research!). Measure how much space in centimeters square each component takes up and write the order in which they appear to have the most space on the page.







5. Listen to some radio shows and select a radio show that you particularly enjoy. Try to avoid music radio and choose talk radio – LBC only has one type of program; phone-in debate, but Radio 4 has a much wider range of programs from entertainment, science, documentary and comedy.
- a. Find out who makes the radio show; who owns the rights to the radio show; how much did it cost to make the radio show; who owns the company that made the radio show; what other radio shows that company has also made or is maybe famous for making.
    - i. Apply the same thinking about audience you used for task 4a and profile the audience for your radio program. It is unlikely yougov.co.uk will help here!

Radio show logo	Ownership, costs, other productions in the portfolio
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Audience Research
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6. Choose a video game franchise that you think is particularly interesting.
  - a. Open an account with an online website builder, such as wix.com, and build your own version of a website for the game you have chosen. Try to give it your own take and don't rely too much on the original website.
    - i. Explore the reception of your video game by reading some reviews. Were there any controversies or issues with the release of the game? Try to play the game for yourself (you may need to visit a friend with the appropriate console) and write your own review taking into account any controversies you found in your research.

Banner for video game franchise

My website for the franchise

A controversial thing about the franchise is...



### ***Presentation of work***

We would like to start Term 1 by getting to know you through the products you chose and the studies or productions you undertook over the Summer. Please bring in your products and tasks! However, these tasks are not mandatory – you do not need to do them. If you enjoy media, and you enjoy Media Studies, you will enjoy these tasks. If you don't know whether or not you will enjoy Media Studies, these tasks will tell you. If you come having done no tasks at all, we will know less about whether you are going to get along with the A Level.

Undertake the tasks that you like, but I recommend doing them in the order suggested!

Enjoy these tasks and have fun with them. They are not graded and you can be as expressive and experimental as you like – but be brave if you are asked to show your work. No one ever made it in Media by keeping back what they have produced.

I look forward to seeing you at the start of the new academic year!

Mr Swan,

Head of Media Studies,

Boston High School