



Oxford Cambridge and RSA

# GCSE (9–1) Media Studies

**J200/03/04** Creating media

Non-Examination Assessment (NEA) Briefs

**To be given to candidates on or after  
1 March 2018 in the year before  
certification.**



## INSTRUCTIONS FOR CANDIDATES

- Choose **one** brief.
- You must not reproduce an existing media product or brand.
- Group productions are not permitted but unassessed learners and others may act in, or appear in, the media production. In addition, unassessed learners and others may operate lighting, sound, recording and other equipment under your direction if required.
- You must submit a Statement of Intent with your production piece giving an outline of your plans for the production and showing how you targeted your intended audience.
- This NEA task is for assessment for **June 2019**.

## INFORMATION FOR CANDIDATES

- The total number of marks available for Creating Media is **30**.
- This document consists of **16** pages. Any blank pages are indicated

## INSTRUCTIONS FOR TEACHERS

### **Immediate guidance or supervision**

Any support that is given to assist a learner should be recorded on the cover sheet, whether this is direct assistance or due to health and safety requirements within the school.

### **What teachers can do:**

Teachers may review work before it is handed in for final assessment. Advice must remain general, enabling learners to take the initiative in making amendments.

Teachers may give advice on:

- the suitability of locations
- the technical resources available
- the need for a professional working relationship if the learner is using unassessed learners to support the production
- the appropriateness of production schedules
- health and safety issues that may arise.

### **What teachers cannot do:**

Teachers may not give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. This includes intervening to improve the presentation or content of the work.

Further guidance about the nature of advice that teachers can give to learners may be found in the JCQ publication *Instructions for conducting non-examination assessments*.

<b>Print</b>	
<b>Brief 1:</b>	<b>Production must include as a minimum:</b>
<p>Create a front cover and a double page spread article for an entertainment <b>music</b> magazine aimed at <b>an audience of 14 – 18 year olds</b>.</p> <p>Some found images are permitted in addition to the required minimum of five original images.</p>	<p>At least <b>five original images</b> (e.g. photographs, illustrations, art work).</p> <p>Front cover:</p> <hr/> <p>Original masthead/title.  Strapline.  Cover price, barcode, edition number.  Original images: at least <b>one</b> main cover image.  At least six cover lines one of which must link to the double page spread article.</p> <p>Double page spread article:</p> <hr/> <p>Headline, stand-first and sub-headings.  Original images: <b>one</b> main article image and at least <b>three</b> other images.  Feature article of approximately <b>300</b> words that links to one of the cover lines on the front page.</p>
<b>Audio/visual</b>	
<b>Brief 2:</b>	<b>Production must include as a minimum:</b>
<p>Create <b>two minutes</b> of opening scenes for a television <b>soap opera</b> aimed at <b>an audience of 14 – 18 year olds</b>.</p> <p>These opening scenes may or may not include a title sequence.</p> <p>The scenes may include up to a maximum of <b>20 seconds</b> of found footage.</p>	<p>A narrative structure establishing at least <b>two different storylines</b> within this episode. These storylines to include a minimum of <b>two different characters and locations</b>.</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots).</p> <p>Use of diegetic sound.</p> <p>Editing of footage and dialogue.</p>

<b>Music Video</b>	
<b>Brief 3:</b>	<b>Production must include as a minimum:</b>
<p>Create the opening <b>two minutes</b> of an original <b>music</b> video to accompany a <b>rock</b> music track aimed at <b>an audience of 14 – 18 year olds</b>.</p> <p>You may use an existing song as the basis of your music video. The song does not need to be copyright free.</p> <p>The video may include up to a maximum of <b>20 seconds</b> of found footage. This footage cannot be taken from an existing music video.</p>	<p>A minimum of <b>two filming locations</b>.</p> <p>A narrative appropriate to a music video (e.g. a performance montage, a linear narrative illustrating or commenting on the song, or a mix of performance montage and other narrative elements).</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots).</p> <p>Editing of original footage to match the song / genre of music.</p>
<b>Online, social and participatory*</b>	
<b>Brief 4:</b>	<b>Production must include as a minimum:</b>
<p>Create a homepage and one linked web page for a website for a <b>fictional charity campaign website</b> targeted at <b>an audience of 14 – 18 year olds</b>.</p> <p>Some found images are permitted in addition to the required minimum of three original images.</p>	<p>At least <b>three original images</b> (e.g. photographs, illustrations, artwork).</p> <p>Menu/navigation bar and <b>one</b> working link between the homepage and one other page of the website (either a forum, or a donation page, or a campaigner's blog).</p> <p>Text promoting the campaign (<b>150–200</b> words in total).</p> <p><b>45 seconds</b> of original audio or audio-visual material embedded into one of the pages (either an interview, or a promotional advertisement, or a video blog).</p>

\* Learners are not required to create websites through programming languages such as HTML and can use web design software or templates for the online briefs. Learners must be responsible for the design of the website and, apart from the permitted found images, all content (such as text, images and audio-visual material) must be original. Learners must acknowledge any software or templates they have used on the cover sheet.

## Creating media (J200 03/04) – NEA indicative content

The ‘indicative content’ is an example of valid content relating to the Non-Examination Assessment Materials. Any other valid content produced is acceptable and should be credited in line with the levels of response.

The ‘indicative content’ shown is an example of valid content for the Non-Examination Assessment Materials and is not a full exemplar production. It is not expected for candidates to cover all elements of the indicative content.

### Brief 1: Magazine

**Create a front cover and a double page spread article for an entertainment music magazine aimed at an audience of 14 – 18-year-olds.**

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 14–18-year-olds
- use of typography appropriate to a music magazine aimed at 14–18-year-olds to create a sense of variation within a consistent house style
- use of layout appropriate to a music magazine aimed at 14–18-year-olds to create a sense of variation within a consistent house style across the front page and double page spread, including page size and page design (use of graphics, colour, headings, columns, the relationship between image, copy and space)
- use of language that appropriately addresses an audience of 14–18-year-olds through its vocabulary, register, tone and mode of address
- choice of mise-en-scène in photography appropriate to a music magazine aimed at 14–18-year-olds, showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- a range of shots appropriate to a music magazine aimed at 14–18-year-olds including variation in angle, composition, framing and shot distance
- use of representations that are appropriate to a music magazine aimed at 14–18-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 14–18-year-olds.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 14–18-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of music magazines or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in music magazines to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the magazine so it would clearly communicate to an audience of 14–18-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of music magazines.

They demonstrate adequate use of representations by including mostly stereotypical representations of musicians and artists that are conventionally appropriate to the music magazine and an audience of 14–18-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the magazine so it would communicate to an audience of 14–18-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a music magazine and/or an audience of 14–18-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 14–18-year-olds, creating an unintentionally alienating mode of address.

**Brief 2: Television**

Create two minutes of opening scenes for a television soap opera aimed at an audience of 14 – 18-year-olds.

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 14–18-year-olds
- choice of mise-en-scène appropriate to the opening scenes of a soap opera, the narrative and an audience of 14–18-year-olds showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- variation in shots as appropriate to an audience of 14–18-year-olds, the genre and the tone of the narrative including use of camera movement and variation in angle, composition, framing and shot distance
- use of editing pace to support the narrative
- continuity editing, with possible use of montage or narratively justified breaks in continuity as appropriate, to engage an audience of 14–18-year-olds
- use of soundtrack to construct a narrative, establish diegetic continuity, fit generic conventions and create tone to engage an audience of 14–18-year-olds
- use of representations that are appropriate for the opening scenes of a soap opera aimed at an audience of 14–18-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 14–18-year-olds.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 14–18-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of television soap opera opening scenes or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in television soap operas to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the opening scenes so it would clearly communicate to an audience of 14–18-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of soap opera opening scenes.

They demonstrate adequate use of representations by perhaps including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate to television soap operas and an audience of 14–18-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the opening scenes so it would communicate to an audience of 14–18-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a television soap opera opening scenes and/or an audience of 14–18-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 14–18-year-olds, creating an unintentionally alienating mode of address.

**Brief 3: Music Video**

Create the opening two minutes of an original music video to accompany a rock music track aimed at an audience of 14 – 18-year-olds.

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 14–18-year-olds
- use of mise-en-scène appropriate to rock music videos and an audience of 14–18-year-olds showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- a range of shots appropriate to rock music videos including appropriate use of camera movement and variation in angle, composition, framing and shot distance
- appropriate pace of editing for rock music videos
- use of editing devices to create a sense of style and match the tone of the rock music
- use of representations that are appropriate for a rock music video aimed at an audience of 14–18-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 14–18-year-olds.

Rock music is a broad musical genre with many sub-genres, any of which are acceptable. Definitions of musical genres are not integral to Media Studies; accept as rock music any music that can be plausibly defined as such.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 14–18-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of media language that is conventional for rock music videos or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in rock music videos to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the rock music video so it would clearly communicate to an audience of 14–18-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of rock music videos.

They demonstrate adequate use of representations by including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate for rock music videos and an audience of 14–18-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the rock music video so it would communicate to an audience of 14–18-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a rock music video and/or an audience of 14–18-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 14–18-year-olds, creating an unintentionally alienating mode of address.

#### Brief 4: Online, Social and Participatory

Create a homepage and one linked web page for a website for a fictional charity campaign website targeted at an audience of 14 – 18-year-olds.

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 14–18-year-olds
- use of typography appropriate to the charity campaign and an audience of 14–18-year-olds to create a sense of variation within a consistent house style
- use of layout appropriate to a website for a charity campaign and an audience of 14–18-year-olds to create a sense of variation within a consistent house style, including page size and dimension, and page design (use of layout grids, logos and other graphics, navigation bars, background, colour, headings, columns, the relationship between image, copy and space)
- a clear structure with easily identified links and, as appropriate, search facilities
- opportunities for audience interactivity and user-generated content and links to social media, as appropriate
- use of language that appropriately addresses an audience of 14–18-year-olds through its vocabulary, register, promotional tone and mode of address
- use of photography with consideration of camerawork and mise-en-scène
- embedded video or audio with consideration of soundtrack, mise-en-scène, camerawork and editing, as appropriate
- use of representations that are appropriate for a website for a charity campaign targeted at an audience of 14–18-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that support a positive brand image and attempt to reflect those of an audience of 14–18-year-olds.

Learners are not required to create websites through programming languages such as HTML and can use web design software or templates for the online briefs. Learners must be responsible for the design of the website and all content (such as text, images and audio-visual material), apart from the permitted found images, must be original. Learners must acknowledge any software or templates they have used on the Cover Sheet.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 14–18-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of charity campaign websites or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in charity campaign websites to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the website, including opportunities for interactivity, so it would clearly communicate to an audience of 14–18-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of charity campaign websites.

They demonstrate adequate use of representations by including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate to charity campaign websites and an audience of 14–18-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the website so it would communicate to an audience of 14–18-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a charity campaign website and/or an audience of 14–18-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 14–18-year-olds, creating an unintentionally alienating mode of address.

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