



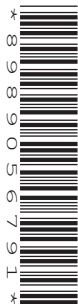
Oxford Cambridge and RSA

**To be given to candidates on or after
1 March 2020 for assessment in June 2021.**

GCSE (9–1) Media Studies

J200/03/04 Creating media

Non-Examination Assessment (NEA) Briefs



INSTRUCTIONS

- Choose **one** brief.
- Do **not** reproduce an existing media product or brand.
- Group productions are **not** allowed. Others may act in or appear in the production and/or operate lighting, sound, recording or other equipment **under your direction**.
- 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.

INFORMATION

- The total mark is **30**.
- This document has **16** pages.

INSTRUCTIONS FOR TEACHERS

Teachers are reminded that they should use their professional judgement to determine the suitability of the content of learners' productions – see section 3a of the specification.

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*.

Magazines	
Brief 1:	Production must include as a minimum:
<p>Create a front cover and a double-page spread article for an informative and entertaining fashion magazine aimed at an audience of 14 – 18 year olds.</p> <p>Some found images are permitted in addition to the required minimum of five original images.</p> <p>The content and language used must be appropriate for a teenage audience.</p>	<p>At least five original images including photographs, using a range of camera angles and appropriate mise-en-scène.</p> <p>Consistent use of colour, layout, typography and language to create a house style and address the intended audience.</p> <p>Front cover conventions such as masthead, cover lines, main cover image and key information such as the barcode, price, edition date/number.</p> <p>A double-page spread including a feature article of approximately 300 words that links to one of the cover lines on the front page, and appropriate layout including headings, columns, images and use of space.</p>
Television	
Brief 2:	Production must include as a minimum:
<p>Create two minutes of opening scenes including a title sequence for an entertaining television comedy aimed at an audience of 14 – 18 year olds.</p> <p>The scenes may include up to a maximum of 20 seconds of found footage.</p> <p>The comedy and language must be appropriate for a teenage audience.</p>	<p>A sequence that introduces a narrative including a minimum of two different characters and locations.</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots).</p> <p>Use of diegetic sound and music and sound effects as appropriate.</p> <p>Editing of footage and dialogue.</p>

Music Video*	
Brief 3:	Production must include as a minimum:
<p>Create a two minute sequence from an original music video to accompany a hip hop music track aimed at an audience of 14 – 18 year olds.</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 song and music video must be appropriate for a teenage audience.</p> <p>The video may include up to a maximum of 20 seconds of found footage. This footage cannot be taken from an existing music video.</p>	<p>A minimum of two filming locations.</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>
Online, Social and Participatory	
Brief 4:	Production must include as a minimum:
<p>Create a viral ecological awareness campaign of at least three social media posts targeted at an audience of 14 – 18 year olds.</p> <p>The campaign must encourage sharing of the original posts. The campaign may encourage audiences to create their own posts using the same logo and concept.</p> <p>Some found images are permitted in addition to the required minimum of three original images.</p> <p>The content and language used must be appropriate for a teenage audience.</p>	<p>At least three original images including photographs using appropriate mise-en-scène.</p> <p>An original logo.</p> <p>Campaigning copy of appropriate length and language-use for social media posts.</p> <p>45 seconds of original audio or audio-visual material used in the posts.</p> <p>A total of approximately 150–200 words of copy either as written or spoken material.</p> <p>Consistent use of colour, layout, typography and language to create a house style and address the intended audience.</p>

*Accept any reasonable interpretation of the musical genre specified in the brief.

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: Magazines

Create a front cover and a double-page spread article for an informative and entertaining fashion 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 fashion magazine aimed at 14–18 year olds to create a sense of variation within a consistent house style
- use of layout appropriate to a fashion 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 fashion 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 fashion magazine aimed at 14–18 year olds including variation in angle, composition, framing and shot distance
- use of representations that are appropriate to a fashion 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 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 fashion magazines or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by demonstrating understanding of issues of stereotyping, misrepresentation and under-representation, 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 fashion magazines.

They demonstrate adequate use of representations by including conventional representations for fashion magazines 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 fashion 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 including a title sequence for an entertaining television comedy 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 television comedy, 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 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 television comedy 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 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 comedies or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by demonstrating understanding of issues of stereotyping, misrepresentation and under-representation, 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 they 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 television comedies.

They demonstrate adequate use of representations by including conventional representations for television comedies 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 they 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 comedy 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 a two minute sequence from an original music video to accompany a hip hop 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 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 music videos including appropriate use of camera movement and variation in angle, composition, framing and shot distance
- appropriate pace of editing for music videos
- use of editing devices to create a sense of style and match the tone of the music
- use of representations that are appropriate for a 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.

Hip hop 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 hip hop 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 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 videos or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by demonstrating understanding of issues of stereotyping, misrepresentation and under-representation, 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 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 music videos.

They demonstrate adequate use of representations by including conventional representations for 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 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 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 viral ecological awareness campaign of at least three social media posts 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 chosen social media sites and an audience of 14–18 year olds
- use of layout appropriate to the chosen social media sites and an audience of 14–18 year olds
- content that encourages audience interactivity and user-generated content to generate viral spread of the campaign
- 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 social media campaign targeted 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.

Learners must be responsible for the design of the posts 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 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 social media posts or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by demonstrating understanding of issues of stereotyping, misrepresentation and under-representation, 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 social media posts so they 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 social media posts.

They demonstrate adequate use of representations by including conventional representations for social media posts 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 social media posts so they would communicate to an audience of 14–18 year olds, though not always in a manner that meets their needs and interests.

Level 1:

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