

GCSE (9–1)

Teacher guide

MEDIA STUDIES

J200

For first assessment in 2019

**How to assess prototypes
and supporting evidence**

Introduction

Ofqual has confirmed that students sitting GCSE Media Studies in Summer 2022 can submit prototypes or mock-ups, with supporting evidence as necessary, of an individual media product in response to the set briefs for the NEA component.

Key points

- Students can still submit completed NEA productions if they are able to.
- Prototypes with supporting evidence can be submitted if students have not been able to complete their product.
- Prototypes can take the form of partially completed products with supporting evidence if students have not been able to fully complete their production.
- The briefs set for 2022 are unchanged.
- The detailed requirements of the 2022 briefs are unchanged.
- The marking criteria are unchanged.
- A Statement of Intent **must** be included with the submission.

Prototypes

- Prototypes and supporting evidence should demonstrate how completed products would meet all the requirements of the brief and all elements of the production detail, and reflect the required length stated in the brief.

Original/found material

- The limits on the use of found materials stated in the 2022 briefs apply to any prototypes/mock-ups.
- Additional non-original material may be used in any supporting evidence submitted by the student.

The Statement of Intent

The statement is designed to help teachers and the external moderator understand the student's intentions in their production. It will be particularly useful in 2022 where students have produced prototypes, as it will help to clarify the student's intentions in relation to media language, representation and audience. The Statement of Intent is not marked itself, but if the student does not submit it they cannot gain more than 18 marks out of 30 as their marks are limited to the top of Level 3.

The Statement of Intent should include:

- which **brief** the student has undertaken
- how the student intends to use **media language** to target their intended audience
- how the student intends to use **media representations** that are appropriate for their **intended audience**.

Detailed requirements for prototypes and guidance on assessing prototypes and supporting evidence for each of the four NEA briefs are outlined below.

Set brief 1: Magazine	Prototype requirements	Applying the marking criteria
<p>Create a front cover and a double page spread article for a hobby magazine aimed at an audience primarily of 14–18 year olds.</p> <p>Some found images are permitted in addition to the required minimum of five original images. The content and language used must be informative and appropriate for a teenage audience.</p> <p>Detailed requirements 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>	<p>A prototype for the required magazine front cover and double page spread that demonstrates use or intended use of images, text, layout, colour, and typography. The prototype should contain some original photography and text.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> • draft copy • draft layouts • original/non-original images • annotated drawings/sketches • a pitch • sample font styles • colour schemes. 	<p>You are looking for how well the prototype and any supporting evidence demonstrate the student’s application of knowledge and understanding of the media theoretical framework. The prototype must be placed in one of five levels:</p> <ul style="list-style-type: none"> • Level 5 Excellent (25-30 marks) • Level 4 Good (19-24 marks) • Level 3 Adequate (13-18 marks) • Level 2 Limited (7-12 marks) • Level 1 Minimal (1-6 marks) <p>How well have students:</p> <ul style="list-style-type: none"> • used the codes and conventions of hobby magazines, with a consistent house style, choice of font and colour schemes? (In a prototype these details should be evidenced in a mock-up, with supporting evidence in draft layouts, sample font styles and sample colour schemes.) • selected mise-en-scène appropriate for hobby magazines and an audience of 14-18 year olds in their use or intended use of original images, including consideration of location, sets, lighting, costume, props and casting? (Original images can be included as supporting evidence if possible.) • constructed and selected particular representations, challenged or subverted stereotypes , e.g. in their choice of images and written copy for the article in the double page spread? (The Statement of Intent will help to explain the student’s intentions, even if they are not fully realised. Students can include additional information about their intentions for representation in their supporting evidence.) • used a mode of address to appeal to their intended audience of 14-18 year olds , e.g. through the title of their magazine, cover lines, content, vocabulary, register, choice of models and mise-en-scène in their original images? (The prototype and supporting evidence should demonstrate this.)

Set brief 1: Magazine	Prototype requirements	Applying the marking criteria
		<ul style="list-style-type: none">produced a prototype which considers the detailed requirements of the brief, demonstrating the student's intentions even though the product itself may not be complete?

Set brief 2: Television	Prototype requirements	Applying the marking criteria
<p>Create two minutes of opening scenes including a title sequence for a presented factual television programme</p> <p>aimed at an audience primarily of 14–18 year olds.</p> <p>The scenes may include up to a maximum of 20 seconds of found footage. The content and language must be informative and appropriate for a teenage audience.</p> <p>Detailed requirements</p> <p>A sequence that introduces the structure and content of the programme 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>	<p>A prototype for two minutes of opening scenes for a presented factual television programme which may take the form of a rough cut. This should include some original filmed footage and may also include music, audio effects, graphics, titles, original images, storyboard frames and/or other placeholders.</p> <p>OR</p> <p>an annotated shooting script and storyboard for two minutes of opening scenes for a presented factual television programme. It is recommended that the storyboard includes some original images.</p> <p>Supporting evidence</p> <p>Supporting evidence may include: scripts, shot lists, annotated storyboards, original/non-original photographs, annotated drawings/sketches, a pitch, casting considerations, location reports.</p>	<p>You are looking for how well the prototype and any supporting evidence demonstrate the student's application of knowledge and understanding of the media theoretical framework. The prototype must be placed in one of five levels:</p> <p>Level 5 Excellent (25-30 marks)</p> <p>Level 4 Good (19-24 marks)</p> <p>Level 3 Adequate (13-18 marks)</p> <p>Level 2 Limited (7-12 marks)</p> <p>Level 1 Minimal (1-6 marks)</p> <p>How well have students:</p> <ul style="list-style-type: none"> used (or intended to use, as evidenced by their storyboards and shooting scripts), a variety of camera shots, angles and movement, including close ups and establishing shots? chosen a mise-en-scène for two different locations appropriate for a presented factual television programme (If footage has only been filmed in one location, still images and location reports could be used to demonstrate the student's intentions for the second location.) used (or intended to use, as illustrated in the storyboard or by placeholders) an editing pace and style which fits the genre? constructed dialogue and used sound effects, non-diegetic and diegetic sound? (Intentions for sound may be demonstrated through scripts and audio files.) constructed and selected particular representations, challenged or subverted stereotypes in their choice of characters, locations and narrative? (The Statement of Intent will also help to explain the student's intentions, even if they are not fully realised. Students can include additional information about their intentions for representation in their supporting evidence.)

Set brief 2: Television	Prototype requirements	Applying the marking criteria
		<ul style="list-style-type: none">• used characters, dialogue and content to appeal to their intended audience of 14-18 year olds? (Evidenced in scripts, storyboards, casting considerations.)• produced a prototype which considers the detailed requirements of the brief, demonstrating the student's intentions even though the product itself may not be complete?

Set brief 3: Music video	Prototype requirements	Applying the marking criteria
<p>Create a two minute sequence from an original music video to accompany a music track with a serious message aimed at an audience primarily 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 may be informative and/ or entertaining and 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>Detailed requirements</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</p>	<p>A prototype for a two minute sequence from an original music video to accompany a music track with a serious message which may take the form of a rough cut. This should include some original filmed footage and may also include graphics, original images, storyboard frames and/or other placeholders</p> <p>OR</p> <p>an annotated shooting script and storyboards for a two minute music video sequence. It is recommended that the storyboard includes some original images</p> <p>Supporting evidence may include: scripts, shot lists, annotated storyboards, original/non-original photographs, annotated drawings/sketches, a pitch, casting considerations, location reports.</p>	<p>You are looking for how well the prototype and any supporting evidence demonstrate the student’s application of knowledge and understanding of the media theoretical framework. The prototype must be placed in one of five levels:</p> <p>Level 5 Excellent (25-30 marks)</p> <p>Level 4 Good (19-24 marks)</p> <p>Level 3 Adequate (13-18 marks)</p> <p>Level 2 Limited (7-12 marks)</p> <p>Level 1 Minimal (1-6 marks)</p> <p>How well have students:</p> <ul style="list-style-type: none"> used (or intended to use, as evidenced by their storyboards and shooting scripts), a range of camera shots, angles, movement and framing (including close ups and establishing shots), appropriate for a the chosen music track? chosen a mise-en-scène for two different locations appropriate for a music video? (If footage has only been filmed in one location, still images and location reports could be used to demonstrate the student’s intentions for the second location.) used (or intended to use, as illustrated in the storyboard or by placeholders), an editing pace and style which fits the rhythm and genre of the track? constructed and selected particular representations, challenged or subverted stereotypes in their choice of performer/s, locations and narrative? (The Statement of Intent will also help to explain the student’s intentions, even if they are not fully realised. Students can include additional information about their intentions for representation in their supporting evidence.)

Set brief 3: Music video	Prototype requirements	Applying the marking criteria
<p>(including close ups and establishing shots).</p> <p>Editing of original footage to match the song / genre of music.</p>		<ul style="list-style-type: none"> used characters, locations and narrative to appeal to their intended audience of 14-18 year olds? (Evidenced in scripts, storyboards, casting considerations.) produced a prototype which considers the detailed requirements of the brief, demonstrating the student's intentions even though the product itself may not be complete?

Set brief 4: Online	Prototype requirements	Applying the marking criteria
<p>Create a homepage and one linked web page for a hobby website targeted at an audience primarily of 14–18 year olds.</p> <p>Some found images are permitted in addition to the required minimum of three original images. The content and language used must be informative and appropriate for a teenage audience.</p> <p>Detailed requirements</p> <p>At least three original images including photographs using appropriate mise-en-scène.</p> <p>An original logo.</p> <p>Menu/navigation bar and one working link between the homepage and one other page of the website (such as the full text of an article).</p> <p>Original written text (150–200 words in total).</p> <p>45 seconds of original audio or audio-visual material embedded into one of the pages (for example, a demonstration, an interview, or a video blog).</p>	<p>Prototypes for a homepage and one linked web page for a hobby website which demonstrate use or intended use of images, audio/video, text, interactive features, layout, typography, and colour. The required 45 seconds of original audio/audio-visual content may be submitted as a script, storyboard or animatic. The prototype should contain some original photography and text.</p> <p>Supporting evidence may include: draft copy, draft layouts, original/non-original images, annotated drawings/sketches, a pitch, sample font styles/colour schemes.</p>	<p>You are looking for how well the prototype and any supporting evidence demonstrate the student's application of knowledge and understanding of the media theoretical framework. The prototype must be placed in one of five levels:</p> <p>Level 5 Excellent (25-30 marks)</p> <p>Level 4 Good (19-24 marks)</p> <p>Level 3 Adequate (13-18 marks)</p> <p>Level 2 Limited (7-12 marks)</p> <p>Level 1 Minimal (1-6 marks)</p> <p>How well have students:</p> <ul style="list-style-type: none"> used layout, typography and colour, with a consistent house style appropriate for a hobby website (These details should all be evidenced in the prototype, even though the web pages may not be complete). used, or planned to use, embedded audio or video with consideration of content, soundtrack, mise-en-scène, editing, camerawork, as appropriate? (The student's intentions may be illustrated through scripts, storyboards or animatics.) constructed and selected particular representations, challenged or subverted stereotypes e.g. in their choice of logo, images, written text, messages and values? (The Statement of Intent will help to explain the student's intentions, even if they are not fully realised. Students can include additional information about their intentions for representation in their supporting evidence.) used a mode of address to appeal to their intended audience of 14-18 year olds e.g. through their logo, content, vocabulary, register, original images?

Set brief 4: Online	Prototype requirements	Applying the marking criteria
Consistent use of colour, layout, typography and language to create a house style and address the intended audience.		<ul style="list-style-type: none">produced a prototype which considers the detailed requirements of the brief, demonstrating the student's intentions even though the product itself may not be complete?

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