

**GCSE (9–1)**

**Teacher guide**

# **MEDIA STUDIES**

**J200**

For first assessment in 2019

**Submitting NEA prototypes in 2022  
– example cover sheets**

# Submitting NEA prototypes in 2021 – example cover sheets

## Introduction

This resource is designed to support teachers with the assessment of prototypes for the 2021 series. We have provided examples of possible teacher comments on the NEA cover sheet to help identify likely ways prototypes and supporting evidence can be assessed against the marking criteria for GCSE Media Studies.

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# Brief 1 – Magazine

To be completed by the teacher

Centre number

Centre name

Candidate number

Candidate name

**Brief chosen:**  
**Brief 1: Magazines - Cover page (almost completed) submitted with prototype for DPS**

Learners may make use of unassessed individuals as long as the outcome can be assessed as the work of an individual learner (see Section 2d of the specification for further details). Please list below the names, dates and roles of any unassessed individuals who contributed to this production under the direction of the assessed learner. If more space is needed, add the information to the end and the back of the form,

	Unassessed individual's name	Date	Role
	<i>Example: Steve Jones</i>	<i>4 May 2017</i>	<i>All raw, unedited camera footage taken under the direction of the assessed learner.</i>
1	Student 1 name	Sept 2021	Model for front cover
2	Student 2 name	Sept 2021	Model for front cover and DPS
3			
4			
5			

Please submit the following items to OCR with this cover sheet:

Statement of Intent

Teacher assessed media production

Total mark: (max 30) **24**

**General comments**

The student has submitted a front cover for her magazine, together with a prototype for the DPS. Although the front cover is missing one original photograph, the student has included annotated thumbprints of her photoshoot for that image and indicated her final selection for the front cover, giving detailed reasons for her choice. The DPS is presented as a digital mock up, rather than a finished product, but all the detailed requirements of the brief are addressed in the student's digital log book.

**Statement of Intent**

The student states her intentions clearly in the Statement of Intent: to inform her 14-18 year old audience about a specific issue in relation to her chosen hobby. The student discusses how she will use an eye-catching font and vibrant colour schemes in order to attract, rather than alienate her target audience. She also discusses how she will offer anti-stereotypical representations through her use of models from a range of diverse backgrounds. She will further appeal to her intended audience by using models who are of a similar age.

**Front cover**

There is a clear focus on the chosen hobby through the use of cover lines, and the mise-en-scène. Excellent photography with careful consideration of lighting is used for the cover model with integrated text and image with overlapping title. The mode of address is appropriate and speaks directly to its audience. All the conventions are followed - pricing, bar code, and date along with cover lines. The colour palette keeps the magazine looking engaging for its target audience. There is a blank image box at the bottom of the cover page - the student indicates in her log book that this would have contained an image related to the DPS article. Annotated thumbprints for the missing image are included in the submission, with explanations for the final choice of image.

**DPS**

The student has submitted a digital mock-up which clearly indicates the positioning and size of the heading, written text, sub-heads, columns and images. In her detailed log book the student indicates her intentions to include a running head to connect to the front cover and to continue the colour scheme and typography of the front cover, offering a consistent house style. The student has submitted written copy of approximately 300 words for her DPS feature article and has included heading and sub-heads. The student has submitted four original images intended for the DPS with a range of camera shots, indicating her choice of main image for the article with clear intentions for representations. The four images are taken in a variety of outdoor locations.

The student has demonstrated very good (and in some places excellent) knowledge and understanding of media language and representation throughout the product and the prototype. She has demonstrated an effective use of content and audience address to communicate meaning to her intended audience and addressed all the requirements of the brief. The work meets some of the criteria for Level 5, but this is overall a good realisation of the chosen brief and is placed at the top of Level 4 with 24 marks.



# Brief 2 – Television

**To be completed by the teacher**

**Centre number**

**Centre name**



**Candidate number**

**Candidate name**



**Brief chosen:**  
**Brief 2: Television - Prototype of rough cut with storyboard**

Learners may make use of unassessed individuals as long as the outcome can be assessed as the work of an individual learner (see Section 2d of the specification for further details). Please list below the names, dates and roles of any unassessed individuals who contributed to this production under the direction of the assessed learner. If more space is needed, add the information to the end and the back of the form,

	Unassessed individual's name	Date	Role
	<i>Example: Steve Jones</i>	<i>4 May 2017</i>	<i>All raw, unedited camera footage taken under the direction of the assessed learner.</i>
<b>1</b>	Student 1 (name)	Sept 2021	Actor
<b>2</b>	Student 2 (name)	Sept 2021	Actor
<b>3</b>	Student 3 (name)	Sept 2021	Actor
<b>4</b>	Student 4 (name)	Sept 2021	Camera operator
<b>5</b>			

**Please submit the following items to OCR with this cover sheet:**

Statement of Intent

Teacher assessed media production

Total mark: (max 30)
**16**

**General comments**

The student has submitted a rough cut for his TV programme aimed at an audience of 14-18 year olds. He has also submitted a hand-drawn storyboard, together with annotated still images of his intended second location, audio files, a script and some hand-written plans and drawings for his title sequence. The rough cut features three characters and takes place in just one location.

**Statement of Intent**

The student identifies the specific sub-genre of factual television and indicates his intention to follow the conventions of similar television programmes. However, there is little detail given on how the student intends to use media language in order to demonstrate his knowledge and understanding of codes and conventions. There is no explicit reference to representation in the statement, although the student does imply that he aims to produce a sequence that is equally appealing to males and females.

**Rough cut and storyboard**

The content of the rough cut is suited to the target audience and makes use of suitable conventions. There are contrasting representations of characters.

All the action in the rough cut takes place in one location, but the storyboard indicates intentions for the second location. The student has also submitted five annotated images of the second location - and the storyboard indicates that another character would be introduced here.

The first minute of the rough cut is effective in introducing the programme and contains a range of shots and appropriate mise-en-scène. The editing pace is slow, but the storyboard indicates the student's intentions for a faster paced edit had he been able to complete the sequence. Audio levels are inconsistent.

The student has demonstrated adequate knowledge and understanding of media language and representation in the prototype. The supporting evidence included (storyboard, audio files, still images of the second location, script) demonstrated a competent use of content and audience address to communicate meaning to his intended audience. This is an adequate realisation of the chosen brief and is placed in Level 3 with 16 marks.



## Brief 3 – Music video

**To be completed by the teacher**

**Centre number**

**Centre name**



**Candidate number**

**Candidate name**



**Brief chosen:**

**Brief 3: Music video - 1 minute of edited footage with animatic storyboard**

Learners may make use of unassessed individuals as long as the outcome can be assessed as the work of an individual learner (see Section 2d of the specification for further details). Please list below the names, dates and roles of any unassessed individuals who contributed to this production under the direction of the assessed learner. If more space is needed, add the information to the end and the back of the form,

	Unassessed individual's name	Date	Role
	<i>Example: Steve Jones</i>	<i>4 May 2017</i>	<i>All raw, unedited camera footage taken under the direction of the assessed learner.</i>
<b>1</b>	<b>Student 1</b>	<b>Sept 2021</b>	<b>Actor/performer</b>
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

**Please submit the following items to OCR with this cover sheet:**

Statement of Intent

Teacher assessed media production

Total mark: (max 30)	<b>21</b>
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**General comments**

The student has submitted one minute of a final edit for a music video aimed at an audience of 14-18 year olds. She has also submitted an animatic storyboard for the final minute of the music video. The edited footage takes place in three different locations.

**Statement of Intent**

The student explains her intentions to represent the female performer as independent, strong and non-objectified. She intends to achieve this through performance, choice of codes of dress and mise-en-scène. There is a good discussion about gender in relation to the track's themes and reference to stereotypical representations. The student intends to subvert stereotypes through a narrative which represents the performer as self-confident.

**Edited music video with animatic storyboard**

The edited footage follows music video conventions. Three different locations are used, where the performer dances and lip syncs to the track. The codes of dress are used thoughtfully. A variety of shots is used, including canted angles and low angle shots. The pace of editing is appropriate for the specific music track. The performer is of a similar age to the target audience, encouraging identification.

The animatic storyboard indicates how the music video would continue the narrative, developing the empowered approach to representation.

The student has demonstrated good knowledge and understanding of media language and very good knowledge and understanding of representation in the incomplete music video and the animatic storyboard. Although the music video is incomplete, the student has demonstrated an effective use of content and audience address to communicate meaning to her intended audience. This is a good realisation of the chosen brief, which addresses the detailed requirements of the brief and is placed in Level 4 with 21 marks.





# Brief 4 – Online, Social and Participatory

**To be completed by the teacher**

**Centre number**

**Centre name**



**Candidate number**

**Candidate name**



**Brief chosen:**  
**Brief 4: Hobby website - prototype**

Learners may make use of unassessed individuals as long as the outcome can be assessed as the work of an individual learner (see Section 2d of the specification for further details). Please list below the names, dates and roles of any unassessed individuals who contributed to this production under the direction of the assessed learner. If more space is needed, add the information to the end and the back of the form,

	Unassessed individual's name	Date	Role
	<i>Example: Steve Jones</i>	<i>4 May 2017</i>	<i>All raw, unedited camera footage taken under the direction of the assessed learner.</i>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

**Please submit the following items to OCR with this cover sheet:**

Statement of Intent

Teacher assessed media production

Total mark: (max 30)      **19**

**General comments**

The student has submitted mock-ups for the homepage and one linked web page for a hobby website together with three original images, a logo, written copy for an article on the linked page, and a 45 second video focused on his chosen hobby.

**Statement of Intent**

The student explains his intentions: to inform his 14-18 year old audience about the chosen hobby. He explains that he will aim to target his intended audience by using original images of 14-18 year olds and some found images highlighting the chosen issue. The video clip will focus on one 15 year old male discussing the hobby.

**Website mock-ups**

There is some excellent photography in the three original images intended to be integrated into the two web pages. The images would engage the target audience, particularly when juxtaposed with the found images, as shown by the student's plans for layout of the pages.

The written copy for the web pages uses a mode of address, vocabulary and register appropriate for the target audience. The mock-up of the layout for each page shows intended use of suitable website conventions such as a navigation bar and good application of media language techniques. The logo is presented as a separate hand-drawn design.

**Video**

The 45 second edited video consists of the presenter speaking direct to camera and addresses a 14-18 year old audience. The presenter is represented in close up as an informal and friendly.

Through the prototype and supporting evidence, the student has addressed the requirements of the brief and demonstrated good knowledge and understanding of media language and representation. This is a good realisation of the chosen brief and is placed at the lower end of Level 4 with 19 marks

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