

**A LEVEL**

Teacher guide

# **MEDIA STUDIES**

**H409**

For first teaching in 2017

## **Submitting NEA prototypes in 2022 - example cover sheets**

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

#### Introduction

This resource is designed to support teachers with the assessment of prototypes for the 2022 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 A Level Media Studies.

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**Brief 1 – Television and online**  
**OCR Advanced GCE in Media Studies H409/03/04 Making media**  
**Non-Exam Assessment Cover Sheet**

To be completed by the teacher

Centre number

00000

Centre name

Exemplar centre

Candidate number

0001

Candidate name

Annn xxxx

Chosen set brief:  
 Television and online

Learners may make use of unassessed students and others as long as the outcome can be assessed as the work of an individual learner (see Section 2f 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.

	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 2	30 Sept 2021	Presenter
2	Student 3	30 Sept 2021	Boom operator
3			
4			
5			

Please ensure the following items are submitted to OCR:

Non-assessed research notes and planning materials

Statement of Intent

Teacher assessed media production

**Comments (Product 1)**

This is a prototype but shows a good degree of realisation. It is a rough cut but the titles section was completed. Anna's three-minute opening sequence was intended to be for a reality television programme for 16-25 year olds. The persona devised for the presenter allowed for thoughtful representations. The content and choice of presenter indicated she had considered the specified target audience (a primarily 16–25 year old mass market audience that expects to be emotionally engaged). The piece is not fully realised, but the prototype is substantial and clearly demonstrates very good application of knowledge and understanding of the media theoretical framework to create a media product. She has submitted a completed title sequence lasting two minutes, which demonstrated appropriate codes and conventions of reality television including editing, use of voiceover and well-selected sound, use of stylish graphics for the title and onscreen text, and understanding of the format and structure. The following minute is made up of placeholders including a V/O of her planned introduction of contestants who are well-selected and allow for representations of different ethnicities, genders and a range of ages within the target group. The titles, format and choice of contestants demonstrate 'an appropriate use of content and appeal which creates effective meaning for the intended audience', and 'a good use of representations which create well-selected and well-developed insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form.' The submission shows 'Well-developed application of knowledge and understanding of the media industry demonstrated through a good use of the media form that is appropriate to the media industry context of the set brief.' Although the piece is not fully realised, all of the production details are evidenced. Her supporting evidence includes a pitch (which discussed how the opening would also reference the website and social media), shot list, casting consideration for the presenter.

**Total (25 marks): 20****Comments (Product 2)**

The web pages are presented as a digital mock-up of the homepage and linked page. The homepage is clearly branded, includes text about the programme, suitable images and links to other parts of the E4 website and social media links. The contestants are featured on the website. She has used a range of well-considered fonts. Anna has signposted links to three suitable pages including the intended linked page: a page with montaged clips (not those used in the programme opening) of her contestants. This clip was not produced - so is place marked with an audio clip (voiced by Anna acting as an interviewee) over a caption. She has submitted the script of the whole video as planned. The colour palette creates a clear house style, with a dynamic and lively layout. Although not fully realised, Anna's prototype indicates good use of a range of appropriate media language techniques, that delivers a 'good demonstration of knowledge and understanding of the distinctive media language of the media form, including: well-developed use of codes and conventions that communicates meaning that is appropriate to the media form; an appropriate use of content and appeal which creates effective meaning for the intended audience; a good use of representations which create well-selected and well-developed insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form; well-developed application of knowledge and understanding of the media industry.' Her prototype addresses all requirements of the brief and includes all elements of the production detail.

**Total (25 marks): 20**

**Comments (Digital convergence)**

There is a good level of convergence indicated here: the content, format, presenter and contestants all feature clearly in both. The pitch for the programme explained how there would be running text giving the web address and social media details; the digital mock ups give all social media details and have a place marked for the A/V clip. The same visual style is reflected in both (e.g. typography and colour palette). The programme is hyperlinked from the webpage. The work does not show sophisticated links between the two products, but Anna's work does demonstrate 'good application of knowledge and understanding of the digitally convergent nature of contemporary media to create meaning across the cross-media production'. She makes 'Clear and consistent links between the two cross-media products that create an appropriate and at times insightful awareness of how to use digital convergence to create meaning and engage an intended audience.' There's a highly developed sense of branding across the two cross-media products that demonstrates appropriate and at times insightful meaning for the intended audience, putting this work at the top of Level 4.

**Total (10 marks): 8****Total (60 marks):****48**



Oxford Cambridge and RSA

## Brief 2 – Radio and online

OCR Advanced GCE in Media Studies H409/03/04 Making media

**Non-Exam Assessment Cover Sheet**

To be completed by the teacher

Centre number

00000

Centre name

Exemplar centre

Candidate number

0002

Candidate name

Ben xxxx

Chosen set brief:  
 Radio and online

Learners may make use of unassessed students and others as long as the outcome can be assessed as the work of an individual learner (see Section 2f 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.

	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 A	22 Sept 2021	Radio guest
2	Student B	22 Sept 2021	Radio guest
3	Student C	22 Sept 2021	Presenter
4			
5			

Please ensure the following items are submitted to OCR:

Non-assessed research notes and planning materials



Statement of Intent



Teacher assessed media production



**Comments (Product 1)**

Ben has planned a magazine programme focusing on true-life stories for a commercial national talk radio station. He has submitted four recorded elements and a script. Although this is a prototype, many of the elements are fully realised: he has produced three sections of recorded interview ('as live'), featuring a presenter introducing and talking to two different interviewees allowing for representations of different social groups. In the three clips, the presenter also signposts what would be featured later in the programme, reminds the audience how they can interact and gives the website where listeners can find further information. Ben also submitted a short sting he'd recorded on GarageBand (including music, the name of the programme and the presenter). The rest of Ben's submission is a script, indicating where these recorded components would be and other elements he would have recorded, including: the introduction to the programme (title, what was coming up, including a trailer for a segment later in the show, and intro to his first speakers); the links between the segments and ends his segment by leading into the advert break.

The interviewees are students who are acting as if they were the intended interviewees. They were briefed well by Ben who clearly did a lot of research. He submitted his notes to us via Google Docs. Other supporting evidence included the notes for his pitch. Ben has shown very good understanding of the range of elements in the theoretical framework. It does not demonstrate the sophistication of Level 5 but is a really strong Level 4: making good use of a range of appropriate media language techniques, delivers a good demonstration of knowledge and understanding of the distinctive media language of the media form, showing well-developed application of knowledge and understanding of the media industry and addresses all requirements of the brief and includes all elements of the production detail.

**Total (25 marks): 20****Comments (Product 2)**

Unfortunately, Ben only submitted a prototype for one web page. He has submitted a digital mock-up of the homepage which was intended to link to the further information page but, in spite of submitting all the research for the page, he did not draw up any draft of how the page might look and work. The homepage is very good, however: it's a digital mock-up including the station logo and a navigation bar that refers to other suitable pages. There is a block of text introducing the programme and a link to the programme itself; a suitable image; a placeholder where a 'behind the scenes' video was to go (his supporting evidence includes a script for the behind the scenes video). There are programme details; social media links; suitable text showing awareness of institutional issues. He has used a range of appropriate fonts and a vibrant colour palette. This is a tricky one to assess because he's only submitted one page but that one shows so much relevant understanding and includes many of the required production details. If he had submitted two pages this would have been a Level 4 or 5 but, as it's only a single page, the best fit seems to be a high Level 2 (the descriptors for which refer to 'below stipulated lengths/quantity').

**Total (25 marks): 10**

**Comments (Digital convergence)**

There is evidence for very good understanding here, despite the missing page of the website. There are clear and consistent links between the two cross-media products (the programme refers to the website including the intended linked page and social media etc.; the webpage features information about the programme and presenter, shows a link to information that related to that episode, has a placeholder for a behind the scenes video etc.). Ben uses digital convergence to create meaning and engage his intended audience and makes 'good use of techniques to create a well-developed sense of branding across the two cross-media products that demonstrates appropriate and at times insightful meaning for the intended audience'.

**Total (10 marks): 8****Total (60 marks):****38**





## Brief 3 – Magazines and online

OCR Advanced GCE in Media Studies H409/03/04 Making media

### Non-Exam Assessment Cover Sheet

To be completed by the teacher

Centre number

00000

Centre name

Exemplar centre

Candidate number

0003

Candidate name

Chelsea xxxx

Chosen set brief:  
 Magazines and online

Learners may make use of unassessed students and others as long as the outcome can be assessed as the work of an individual learner (see Section 2f 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.

	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 A	28 Sept 2021	Model for photos
2	Student B	28 Sept 2021	Model for photos
3	Student C	30 Sept 2021	actor in A/V and model for photos
4	Student D	1 October 2021	actor in A/V and model for photos
5			

Please ensure the following items are submitted to OCR:

Non-assessed research notes and planning materials



Statement of Intent



Teacher assessed media production



**Comments (Product 1)**

Chelsea has submitted prototypes for two editions of a new real-life story magazine published by Bauer and aimed at a 16-25 year old mass market audience. She has produced detailed digital drafts of both contents pages, which she has annotated to show how they might appear in the final edit. For the two front covers, she has submitted annotated layout sketches together with three edited photos for each of the front covers (a main cover image and two for featured sell lines) and digital masthead tests which she has also annotated to show which would be her final choice accounting for her decisions in terms of: appeal to her audience, tone and subject matter of the publication. The cover designs show an understanding of the appropriate layout for a magazine, and include the masthead, barcode, price, date and edition, clear indication of conventional front cover photo framing, positioning of sell lines and other elements. Her annotated photos and the sell lines indicate that she has considered representations carefully: both cover stories focus on a well-selected 'real-life story' she has invented which allow for representations of different ethnicities in relation to issues likely to engage the intended target audience. There is a clear understanding of house style as a convention as the layouts and language are similar. The website address is included. The headings on the Contents pages suggest the magazine would follow a similar pattern of content each month; layouts are also similar; a good use of images for several of the featured items; the same typography; social media icons and suitable reference to the publisher. The contents page also highlights features on the website. The contents show a range of emotionally engaging stories. Although these pages are not quite fully realised, nevertheless the understanding and construction of representations are sophisticated enough to reach a Level 5.

**Total (25 marks): 21****Comments (Product 2)**

Chelsea's website is a detailed digital draft of a homepage and intended linked page. The masthead at the top of the page is the same as the magazine's masthead as seen on her sheet of testers above. She has included a link to a subscription site with images from her two front covers (albeit in draft form as these were not fully realised in product one). The navigation bar includes suitable headings. Her digital draft has place markers for the additional video content (which she has submitted as a script with unedited video interviews). The video was intended to be an extended interview with the magazine's featured interviewee. She has also indicated her understanding of the audience and funding through the selection of adverts on the page. She has included appropriate social media icons which she imagined would hyperlink to allow for interactivity with the readership/audience, as well as linking with the paper publication. Although there are no working links (as it's a prototype) and not all elements are fully realised, this is a sophisticated product showing excellent understanding and all other production details are to be seen.

**Total (25 marks): 21**

**Comments (Digital convergence)**

There is a tight crossover between the two products in terms of style and content. The magazines refer to the website and the website refers to (and links to the subscription form) for the magazine. The website develops the content of the magazine through video. Both use a range of social media to link the two and to build a relationship with the readership/audience. Chelsea's products taken together, show 'excellent application of knowledge and understanding of the digitally convergent nature of contemporary media to create meaning across the cross-media production; sophisticated and coherent links between the two cross-media products that demonstrates a highly developed awareness of how to use digital convergence to create meaning and engage an intended audience; sophisticated use of techniques to create a highly developed sense of branding across the two cross-media products that demonstrates highly appropriate, sustained and insightful meaning for the intended audience.'

**Total (10 marks): 9****Total (60 marks):****51**



## Brief 4 – Music video and online

OCR Advanced GCE in Media Studies H409/03/04 Making media

### Non-Exam Assessment Cover Sheet

To be completed by the teacher

Centre number

00000

Centre name

Exemplar centre

Candidate number

0004

Candidate name

Daniel xxxx

Chosen set brief:

Music video and online

Learners may make use of unassessed students and others as long as the outcome can be assessed as the work of an individual learner (see Section 2f 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.

	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 A	4 October 2021	Model for photos for website
2	Student B	4 October 2021	Model for photos for website
3	Student C	4 October 2021	Model for photos for website
4	Student D	4 October 2021	Model for photos for website
5			

Please ensure the following items are submitted to OCR:

Non-assessed research notes and planning materials



Statement of Intent



Teacher assessed media production



**Comments (Product 1)**

Daniel planned to use an existing track as the basis of his video, re-imagining it as a track from a fictional band signed to Universal and renaming the track. Daniel intends doing animation at uni and the themes within the lyrics suggested an animated approach, rather than a performance by the band in front of the camera. Although Daniel has not submitted the complete final animation, he has used Maya to produce two 30-second sequences with storyboard frames edited in to show what he intended for the rest of the video. He submitted a 200-frame annotated storyboard as supporting evidence. The level of detail in the storyboard frames shows a carefully planned narrative approach, and high level of creative understanding and would strongly appeal (at least in subject matter and visuals) to the target audience. The representation of people and understanding of narrative construction is fulfilled well and there is thoughtful use of the mise-en-scène and a range of shots. Although not a full 3-minute animation, this is a substantial prototype and demonstrates very good - and often excellent - understanding. All production details have been included, with the exception of the graphics for the title of the track/the band's name and this lack of inclusion of all production detail prevents Dan from reaching Level 5.

**Total (25 marks): 20****Comments (Product 2)**

Dan's webpages consist of a working prototype of the homepage and a digital mock-up of the linked page. The homepage includes the band's logo, the music video that he has embedded (or at least the prototype); a message from the band and photos of the band/band members, which are carefully framed and lit, and with a well-planned mise-en-scène. The top of the site has a range of social media icons that Dan says in his SOI would link to the band's accounts. Below this, the navigation bar has distinctively designed icons that would link to other conventional parts of the website. There is reference to the record label, and a clear understanding of the media industry context including distribution. Unfortunately there is no additional original A/V content, as specified in the brief, so he cannot reach Level 5, even though there is 'a highly developed use of codes and conventions that communicates meaning that is highly appropriate to the media form; a highly appropriate use of content and appeal which creates sophisticated meaning for the intended audience and a sophisticated construction of representations which create well-selected and highly developed insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form and highly developed application of knowledge and understanding of the media industry.' The missing content means Dan can only reach a top Level 4.

**Total (25 marks): 20**

**Comments (Digital convergence)**

The website evidences some excellent understanding of Digital Convergence featuring the video and social media links for fan interaction, as well as showing understanding of the role of convergence in the distribution of music. However, the music video submission makes no reference to the band - there is not even a graphic giving the track title or the name of the band; this makes the relationship a little one-way. Dan's work has some excellence but also some limited evidence of application of understanding. A high Level 3 seems the best fit here.

**Total (10 marks): 6****Total (60 marks):****46**

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