



Oxford Cambridge and RSA

**To be given to candidates on or after
1 March 2021 for assessment in June 2022.**

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 may operate lighting, sound, recording or other equipment **under your direction**.
- Submit a Statement of Intent. The statement of intent should outline your plans for the production and show how you have 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 p.38 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*.

<p>Magazines</p>	<p>Brief 1:</p> <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.</p> <p>The content and language used must be informative and appropriate for a teenage audience.</p> <p>Production must include as a minimum:</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>
<p>Television</p>	<p>Brief 2:</p> <p>Create two minutes of opening scenes, with a title sequence, for a presented factual television programme 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.</p> <p>The content and language must be informative and appropriate for a teenage audience.</p> <p>Production must include as a minimum:</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>Music Video</p>	<p>Brief 3:</p> <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>Production must include as a minimum:</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>
<p>Online, Social and Participatory</p>	<p>Brief 4:</p> <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.</p> <p>The content and language used must be informative and appropriate for a teenage audience.</p> <p>Any web design software or templates used must be acknowledged on the cover sheet. You do not need to use programming languages such as HTML.</p>	<p>Production must include as a minimum:</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>Consistent use of colour, layout, typography and language to create a house style and address the intended audience.</p>

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 that candidates cover all elements of the indicative content.

Brief 1: Magazines

Create a front cover and a double page spread article for a hobby magazine aimed at an audience primarily 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 hobby magazine aimed at 14–18-year-olds to create a sense of variation within a consistent house style
- use of layout appropriate to a hobby 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 hobby 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 hobby magazine aimed at 14–18-year-olds including variation in angle, composition, framing and shot distance
- use of representations that are appropriate to a hobby 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 hobby 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 underrepresentation, 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 hobby magazines.

They demonstrate adequate use of representations by including conventional representations for hobby 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 hobby 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, with a title sequence, for a presented factual television programme aimed at an audience primarily 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 presented factual television programme, 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 presented factual television programme 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 presented factual television programmes 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 underrepresentation, 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 presented factual television programmes.

They demonstrate adequate use of representations by including conventional representations for presented factual television programmes 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 presented factual television programme's 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 music track with a serious message aimed at an audience primarily 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.

Accept any music that can be plausibly defined as a ‘music track with a serious message’.

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 homepage and one linked web page for a hobby website targeted at an audience primarily 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 hobby website 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 hobby website 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 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 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 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 websites 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 website 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 websites.

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

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

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