



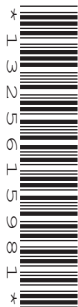
Oxford Cambridge and RSA

**To be given to candidates on or after
1 September 2023 for assessment in
June 2024**

AS Level Media Studies

H009/02/03 Creating media

Non-Examination Assessment Briefs



INSTRUCTIONS

- Choose **one** brief.
- Do **not** reproduce an existing media product.
- 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**.
- Use original footage, images and/or text in your production.

INFORMATION

- The total mark is **30**.
- This document has **12** pages.

Guidance

Teachers can review learners' work before it is handed in for final assessment. Advice must remain at the general level, enabling learners to take the initiative in making amendments. One review should be sufficient to enable learners to understand the demands of the assessment criteria.

Statement of Intent

Learners must complete a Statement of Intent for their own media production which **must** be submitted with their production. A penalty will be applied if it is not supplied to the teacher with a learner's final production (see Section 3f of the specification for more details). The Statement of Intent needs to outline the ways in which the learner proposes to use the four areas of the media theoretical framework to communicate meaning and meet the requirements of their chosen brief, set by OCR.

Learners must complete the Statement of Intent document using approximately 350 words. A template is provided on the OCR website for guidance.

Teachers should refer to section 2d of the specification for further guidance on preparatory activities (research and planning), production rules and guidance and submission guidance.

Teachers **can**:

- explain the purpose of their chosen media brief
- advise on resources for individual productions
- train learners to use any necessary technology or software needed for the production
- alert the learner to key things that must be included in their final production
- review learners' work before it is handed in for final assessment (this includes rough cut edits) but advice must remain at the general level, enabling learners to take the initiative in making amendments. One review should be sufficient to enable learners to understand the demands of the assessment criteria.

Teachers **must not**:

- practise a learner's chosen media brief with them
- give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria – this includes indicating errors or omissions
- personally intervene to improve the presentation or content of the work.

Providing that advice remains at the general level, enabling the learner to take the initiative in making amendments, there is no need to record this advice as assistance or deduct marks.

Choose **one** brief

Brief 1 Television

Requirements of the brief

You work for a television production company within a multimedia production company. You have been given the task of producing **four 15-second television adverts** to promote a new **reality television programme**.

The adverts must contribute to a strong and consistent brand identity¹ for the programme. The four adverts should promote the programme as a brand by being memorable, engaging the target audience, and suggesting the audience pleasures offered by the programme.

Your adverts must be suitable for viewing by all ages and adhere to the rules of the Advertising Standards Authority (ASA): <https://www.asa.org.uk/>.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words)².
- **Advert running length:** 15 seconds each (60 seconds in total).
- **Broadcast channel and time:** content must be suitable to be aired on **commercial television**.
- **Client target audience:** 16–25 year old reality television fans.

Production detail that must be included

The production must include (as a minimum):

A range of camera shots, including different shot distances, angles and movement, to fit the genre of the programme and the conventions of television adverts.

Editing of footage and sound to fit the genre of the programme and the conventions of television adverts.

Soundtrack, which should include voice (either as voiceover or diegetic voices), sound effects and appropriately edited music to fit the genre of the programme and the conventions of television adverts.

At least **two** different uses of mise-en-scène. This may include costume, hair and makeup, lighting, sets, location or props.

At least **two** characters representing at least **two** different social groups across the adverts.

The same written text on screen for all the adverts, to include the programme's name, launch date, and where it can be found.

Adherence to the rules of the ASA.

Each advert must last exactly 15 seconds.

¹ 'Brand identity' is taken to mean what is communicated about the programme by its name and the content of the advert.

² A Statement of Intent document needs to be completed as part of each OCR set brief. Learners need to complete a Statement of Intent document to outline the ways in which they propose to use the four areas of the media theoretical framework to communicate meaning and meet the requirements of their chosen set brief.

Brief 2 Print

Requirements of the brief

You work for a print production company within a multimedia production company. You have been given the task of producing a campaign of **four billboards** to promote a new **reality television programme**.

The adverts must contribute to a strong and consistent brand identity³ for the programme. The four adverts should promote the programme as a brand by being memorable, engaging the target audience, and suggesting the audience pleasures offered by the programme.

Your adverts must be suitable for viewing by all ages and adhere to the rules of the Advertising Standards Authority (ASA): <https://www.asa.org.uk/>.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words).⁴
- **Billboards**: four adverts with different main images and a coherent house style.
- **Location of adverts**: town and city centres.
- **Client target audience**: 16–25 year old reality television fans.

Production detail

The production must include (as a minimum):

At least **four** different main images. All images must be original across the four adverts to fit the programme and the conventions of billboard advertising.

Editing of adverts (including photos, text, graphics, typography and layout) to fit the programme and the conventions of billboard advertising.

At least **two** different uses of mise-en-scène. This may include costume, hair and makeup, lighting, sets, location or props.

At least **two** characters representing at least **two** different social groups across the four adverts.

Written text to include the programme's name, launch date, and where it can be found.

Adherence to the rules of the ASA.

³ 'Brand identity' is taken to mean what is communicated about the programme by its name and the content of the advert.

⁴ A Statement of Intent document needs to be completed as part of each OCR set brief. Learners need to complete a Statement of Intent document to outline the ways in which they propose to use the four areas of the media theoretical framework to communicate meaning and meet the requirements of their chosen set brief.

Brief 3 Radio

Requirements of the brief

You work for a radio production company within a multimedia production company. You have been given the task of producing **four 15-second radio adverts** to promote a new **reality television programme**.

The adverts must contribute to a strong and consistent brand identity⁵ for the programme. The four adverts should promote the programme as a brand by being memorable, engaging the target audience, and suggesting the audience pleasures offered by the programme.

Your adverts must be suitable for listening by all ages and adhere to the rules of the Advertising Standards Authority (ASA): <https://www.asa.org.uk/>.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words).⁶
- **Radio advert running length:** 15 seconds each (60 seconds in total).
- **Broadcast channel and time:** content must be suitable to be aired at any time of the day on commercial radio.
- **Client target audience:** 16–25 year old reality television fans.

Production detail

The production must include (as a minimum):

Soundtrack, which should include a range of voice (either as voiceover or diegetic voices), sound effects and appropriately edited music to fit the programme and the conventions of radio adverts.

Editing to fit the brand identity and the conventions of radio adverts.

At least **two** characters representing at least **two** different social groups across the adverts.

Use of voiceover or dialogue to give a clear outline of the programme's name, launch date, and where it can be found.

Adherence to the rules of the ASA.

Each advert must last exactly 15 seconds.

⁵ 'Brand identity' is taken to mean what is communicated about the programme by its name and the content of the advert.

⁶ A Statement of Intent document needs to be completed as part of each OCR set brief. Learners need to complete a Statement of Intent document to outline the ways in which they propose to use the four areas of the media theoretical framework to communicate meaning and meet the requirements of their chosen set brief.

Creating media (H009 02/03) – marking criteria

The learner's media production is assessed as a whole under the heading:

Application of knowledge and understanding of the media theoretical framework to create a media product (30 marks)

Learners should aim to produce work of the specified length. If work is submitted that is longer than the specified length, only the part up to (and including) the specified length can be credited. Any work beyond this must **not** be considered for credit against the marking criteria. Teachers should stop watching or reading work beyond the specified length.

Work that is shorter than the specified length should be marked against the marking criteria but may not allow learners to access the full range of marking criteria.

A Statement of Intent **must** be supplied by the learner to each teacher with the media production. If a statement of intent is **not** supplied then a learner's maximum mark is limited to the top of level 4, i.e. 24 marks. The purpose of the Statement of Intent is to understand what candidates have intended to do in the creation of their media product. Whether or not candidates have met the brief to a suitable standard will be assessed by the marking criteria, as indicated in the levels; the Statement of Intent is corroborating evidence.

The non-examined assessment mark scheme assesses the media production against **Assessment Objective AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.**

Candidates who do not use original footage, images or text in the production must not be awarded marks above level 1 for the production.

Application of knowledge and understanding of the media theoretical framework to create a media product (30 marks)

Level 5 25–30 marks	<p>The learner demonstrates excellent application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> • A sophisticated use of a wide range of appropriate media language techniques that delivers an accomplished demonstration of knowledge and understanding of the distinctive media language of the media form, including: <ul style="list-style-type: none"> ◦ a highly developed use of codes and conventions that communicates meaning that is highly appropriate to the media form, such as clear control of connotations and, where appropriate, use of intertextuality and/or hybridity, to communicate highly appropriate messages and values ◦ a highly appropriate use of content and appeal which creates sophisticated meaning for the intended audience, such as creating a clearly appropriate mode of address for the target audience ◦ 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. • Highly developed application of knowledge and understanding of the media industry demonstrated through a sophisticated use of the media form that is highly appropriate to the media industry context of the set brief. • An excellent realisation of the chosen brief that addresses all the requirements of the brief, includes all elements of the production detail.
Level 4 19–24 marks	<p>The learner demonstrates good application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> • A 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: <ul style="list-style-type: none"> ◦ a well-developed use of codes and conventions that communicates meaning that is appropriate to the media form, such as consistent control of connotations and, where appropriate, use of intertextuality and/or hybridity, to communicate appropriate messages and values ◦ an appropriate use of content and appeal which creates effective meaning for the intended audience, such as creating an appropriate mode of address for the target 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 demonstrated through a good use of the media form that is appropriate to the media industry context of the set brief. • A good realisation of the chosen brief that addresses all requirements of the brief, includes almost all elements of the production detail.
Level 3 13–18 marks	<p>The learner demonstrates adequate application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> • An adequate use of a range of mostly appropriate media language techniques, that delivers a competent demonstration of knowledge and understanding of the distinctive media language of the media form, including: <ul style="list-style-type: none"> ◦ a competent use of codes and conventions that communicates meaning that is reasonably appropriate to the media form, such as some control of connotations to communicate some messages and values, which may not always be intended ◦ a reasonably appropriate use of content and appeal which creates consistent meaning for the intended audience, such as creating a mode of address that may largely, but not fully, engage the target audience ◦ an adequate use of representations which create mainly well-selected insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form. • An adequate application of knowledge and understanding of the media industry demonstrated through a competent use of the media form that is in the most-part relevant to the media industry context of the set brief. • An adequate realisation of the chosen brief that addresses most of the requirements of the brief, although some elements of the production detail may be absent.

Level 2 7–12 marks	<p>The learner demonstrates limited application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> • A basic use of a limited range of appropriate media language techniques, that delivers a partial demonstration of knowledge and understanding of the distinctive media language of the media form, including: <ul style="list-style-type: none"> ○ an inconsistent use of codes and conventions that communicates meaning that is not always appropriate to the media form, such as little or inconsistent control of connotations and inconsistent or unclear messages and values ○ a not always appropriate use of content and appeal which creates inconsistent meaning for the intended audience, such as creating a mostly inappropriate mode of address that may alienate the target audience ○ a basic use of representations which create limited insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form. • Limited application of knowledge and understanding of the media industry demonstrated through basic use of the media form that may not always be relevant to the media industry context of the set brief. • A limited realisation of the chosen brief that addresses some of the requirements of the brief; not all elements of the production detail are completed and those that are may be below stipulated lengths/quantity and/or may be reliant on software packages or pre-existing templates.
Level 1 1–6 marks	<p>The learner demonstrates minimal application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> • A poor use of media language techniques, that delivers an inadequate demonstration of knowledge and understanding of the distinctive media language of the media form, including: <ul style="list-style-type: none"> ○ a minimal use of codes and conventions that communicates little or no meaning that is relevant to the media form ○ a minimal or inappropriate use of content and appeal which creates inadequate meaning for the intended audience with little or no sense of audience address ○ a poor use of representations which create minimal insights into the portrayal of events, issues, individuals and social groups as appropriate to the media form. • Minimal application of knowledge and understanding of the media industry demonstrated through an inadequate use of the media form that may not be relevant to the media industry context of the set brief. • A minimal realisation of the chosen brief that addresses few of the requirements of the brief; production details are likely to be incomplete and substantially below the stipulated lengths/quantity and/or may be over-reliant on software packages or pre-existing templates.
0	<p>Work submitted demonstrates no knowledge or understanding of the media theoretical framework to create a media product.</p>

NEA Indicative Content

Brief 1: Television

Learners are likely to include:

- an appropriate concept for the set television advertising brief
- an appropriate use of advertising conventions
- a range of camera shots (varied shot type, distance, length, angle, movement etc.)
- appropriate and well-paced editing to communicate meaning and position/engage the audience
- an appropriate use of sound for the television adverts, including possible voiceover and/or diegetic voices of participants, selection of appropriate music and sound effects
- appropriate anchoring of on-screen written text, sound and visuals to communicate meaning and engage the intended audience
- clear sense of brand identity and messaging across the four adverts
- appropriate techniques to construct representations, including visual codes (mise-en-scène – setting/location, costume, props, makeup etc.), technical codes (camera angles, lighting etc.) and language (tone, register, vocabulary etc.)
- adherence to advertising conventions and the rules of the ASA.

In the top level, learners may:

- convey values, attitudes and beliefs appropriate to the set television advertising brief
- use conventions to create four highly memorable television adverts containing the same clear overall message and, as appropriate to the set television advertising brief, use of narrative hook, emotive appeal and/or humour
- show sophisticated use of media language to address the target audience
- use appropriate techniques to construct sophisticated representations of individuals and/or social groups that are highly appropriate to the set advertising brief
- draw together knowledge and understanding from their whole course of study.

Brief 2: Print

Learners are likely to include:

- an appropriate concept for the set print advertising campaign brief
- an appropriate use of advertising conventions
- an appropriate range of original images that have been edited or constructed to meet the requirements of the set print advertising brief and communicate meaning to the intended audience
- an appropriate design and layout (composition and use of backgrounds, typography) of the print adverts to create a 'brand identity' and appeal appropriate for the set print advertising campaign brief
- clear sense of brand identity and messaging across the four adverts, including 'house style' and written text
- appropriate anchoring of images and text to communicate meaning and engage the intended audience
- appropriate techniques to construct representations, including visual codes (mise-en-scène – setting/location, costume, props, makeup etc.), technical codes (camera angles, lighting etc.) and language
- adherence to advertising conventions and the rules of the ASA.

In the top level, learners may:

- convey values, attitudes and beliefs appropriate to the set print advertising campaign brief
- use advertising conventions to create a highly memorable series of print adverts containing a clear overall message and, as appropriate to the set campaign brief, use of narrative hook, emotive appeal and/or humour
- show sophisticated use of media language to address the target audience
- use appropriate techniques to construct sophisticated representations of individuals and/or social groups that are highly appropriate to the set campaign brief
- draw together knowledge and understanding from their whole course of study.

Brief 3: Radio

Learners are likely to include:

- an appropriate concept for the set radio advertising campaign brief
- an appropriate use of advertising conventions
- an appropriate range of sounds (including voiceover, dialogue, sound effects and music) that have been edited or constructed to meet the requirements of the set radio advertising campaign brief
- appropriate and well-paced editing to communicate meaning and position/engage the intended audience
- clear sense of brand identity and messaging across the four adverts, including 'house style' and key information
- appropriate anchoring of voice over and dialogue with sound effects and music to communicate meaning and engage the intended audience
- appropriate techniques to construct representations, including audio codes (setting, location, voiceover, dialogue, sound effects and music) and language (tone, register, vocabulary etc.)
- adherence to advertising conventions and the rules of the ASA.

In the top level, learners may:

- convey values, attitudes and beliefs appropriate to the set radio advertising campaign brief
- use advertising conventions to create four highly memorable radio adverts containing the same clear overall message and, as appropriate to the set radio advertising campaign brief, use of narrative hook, emotive appeal and/or humour
- show sophisticated use of media language to address the target audience
- use appropriate techniques to construct sophisticated representations of individuals and/or social groups that are highly appropriate to the set radio campaign brief
- draw together knowledge and understanding from their whole course of study.

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