The final first teach date for AS Level Media Studies is **September 2026**. The final assessment opportunity will be **Summer 2027**.
There is no resit opportunity.

Cambridge OCR Level 3 Advanced Subsidiary GCE in Media Studies

H009/02/03 Creating media

Non-Examination Assessment Sample Briefs

Version 2.1

INSTRUCTIONS

- Choose **one** task.
- 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. This Statement of Intent is used within the mark scheme. A penalty will be applied if it is not supplied to the teacher with a learner's final production (see Section 3f of this 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 will be 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 the 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.

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Select **one** brief from the three options below.

Brief 1: Television

Requirements of the brief

You work for an in-house television production company within an advertising agency. You have been given the task of producing the **first** of what your agency hopes will become a series of **60 second TV adverts** to promote a new clothing range from Fair Trade Fashion, an existing agency client.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words)[1]
- **Number of TV adverts:** One
- **TV advert running length**: 60 seconds
- **Broadcast channel and time:** Content **must** be suitable for prime-time ITV (weekday 7pm–9pm).
- **Client target audience**: 16–25 AB[2] demographic.

All of Fair Trade Fashion's clothing ranges are **ethically sourced** and Fair Trade Fashion has specified that this must be a key part of the campaign in addition to 'selling' the clothes themselves.

Your finished TV advert must adhere to the rules of the Advertising Standards Authority (ASA): https://www.asa.org.uk/

Production detail that must be included

The production must include (as a minimum):

- Range of camera shots, including shot distances, angles and movement and the medium of TV advertising.
- Editing of footage and sound.
- Soundtrack, which should include voice (either as voiceover or diegetic voices of actors), sound effects and appropriately edited music.
- Written text on screen to include the product name and a slogan / tagline.
- Clearly identifiable product (clothing range) as modelled by at least **two** characters representing at least **two** different social groups.
- At least **two** different settings (this may be the same location with a significantly different use of mise-en-scene and / or lighting or two different locations).
- Adherence to both the conventions of TV advertising and to the rules of the ASA.

[1] 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.

[2] 'AB' is a specific demographic used by media industries.

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Brief 2: Print

Requirements of the brief

You work for an in-house print production company within an advertising agency. You have been given the task of producing a campaign of **four '6-sheet'[3] billboard** posters to promote a new clothing range from Fair Trade Fashion, an existing agency client.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words)[1]
- **Billboard posters:** The client has insisted that each poster must have a different main image, with at least two different locations and at least two different models used across the four posters.
- **Location of posters:** Content **must** be suitable for public transport locations (bus stops, underground stations etc.).
- **Client target audience**: 16–25 AB demographic.

All of Fair Trade Fashion's clothing ranges are **ethically sourced** and Fair Trade Fashion has specified that this must be a key part of the campaign in addition to 'selling' the clothes themselves.

Your finished realisations of the four billboard posters **must** be presented as four A4 size posters in portrait layout.

Your poster adverts must adhere to the rules of the Advertising Standards Authority (ASA): https://www.asa.org.uk/

Production detail that must be included

The production must include (as a minimum):

- At least **four** different main images using original photography across the four posters.
- Written text including product name and slogan / tagline.
- Editing of posters (including photos, text, graphics, typography and layout).
- Characters used must demonstrate a different aspect of the clothing range in each poster (i.e. different costume).
- At least **two** different settings (this may be the same location with a significantly different use of mise-en-scene and / or lighting or two different locations).
- Clearly identifiable product (clothing range) as modelled by at least **two** characters representing at least **two** different social groups across the four posters.
- Appropriate consideration of where the adverts will be displayed (i.e. that these will be billboards in public places so therefore need to be readable instantly).
- Adherence to both the conventions of poster advertising and to the rules of the ASA.

[3] The dimensions of a 6 sheet billboard poster are 1.8 metres by 1.2 metres

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Brief 3: Radio

Requirements of the brief

You work for an in-house radio production company within an advertising agency. You have been given the task of producing the **first** of what your agency hopes become a series of **60 second Radio adverts** to promote a new clothing range from Fair Trade Fashion, an existing agency client.

Summary of brief requirements:

- **Statement of Intent** (approx. 350 words)[1]
- **Number of Radio adverts:** One
- **Radio advert running length**: 60 seconds
- **Broadcast channel and time:** Content **must** be suitable to be aired at any time of the day on Heart Radio (commercial radio)
- **Client target audience**: 16–25 AB demographic.

All of Fair Trade Fashion's clothing ranges are **ethically sourced** and Fair Trade Fashion has specified that this must be a key part of the campaign in addition to 'selling' the clothes themselves.

Your finished Radio advert must adhere to the rules of the Advertising Standards Authority (ASA): https://www.asa.org.uk/

Production detail that must be included

The production must include (as a minimum):

- Soundtrack, which should include a range of voice (either as voiceover or diegetic voices of actors), sound effects and appropriately edited music.
- Editing of radio advert.
- The name of the product/company and a slogan / tagline.
- Use of voiceover or dialogue to give a clear outline of the ethical sourcing of clothing range.
- At least **two** characters representing at least **two** different social groups.
- A call to action advising listeners where the product can be purchased or more information found e.g. store names, or URL, or pointing to *X* (formerly *Twitter*) hash tags, as appropriate.
- Adherence to both the conventions of radio advertising and to the rules of the ASA.

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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 an 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**.

All content (including all images, text, video and audio) submitted as part of the NEA production must be original and created by the candidate themselves. The exceptions to this are the use of music in audio/audio-visual production briefs and the use of existing brand logos. Where candidates have used any other found materials these must not be considered for credit.

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

Level 5
 	
25–30 marks
	The learner demonstrates **excellent** application of knowledge and understanding of the media theoretical framework to create a media product:
	• 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:
	  ○ a highly developed use of codes and conventions that communicates meaning that is highly appopriate 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 addresss all the requirements of the brief, includes all elements of the production detail.

Level 4
 	
19–24 marks
	The learner demonstrates **good** application of knowledge and understanding of the media theoretical framework to create a media product:
	• 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:
	  ○ 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
	The learner demonstrates **adequate** application of knowledge and understanding of the media theoretical framework to create a media product:
	• 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:
	  ○ 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.

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Level 2
 	
7–12 marks
	The learner demonstrates **limited** application of knowledge and understanding of the media theoretical framework to create a media product:
	• 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:
	  ○ 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 an 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
	The learner demonstrates **minimal** application of knowledge and understanding of the media theoretical framework to create a media product:
	• 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:
	  ○ 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 litle 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	Work submitted demonstrates no knowledge or understanding of the media theoretical framework to create a media product.

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NEA Indicative Content

Brief 1: Television

Learners are likely to include:

- an appropriate concept – locations/settings, clear message, memorable tagline – for the set television advertising campaign brief
- an appropriate use of advertising conventions (product placement, repetition, disruption, humour, emotive appeal)
- a range of camera shots (varied shot type, distance, length, angle, movement etc.) for the television advertising campaign
- appropriate and well-paced editing to communicate meaning and position/engage the audience
- an appropriate use of sound for the television advert, including possible voiceover and/or diegetic voices of actors, selection of appropriate music and sound effects
- appropriate anchoring of on-screen written text (including the product name and a slogan/tagline), sound and visuals 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 (tone, register, vocabularly etc.)
- adherence to both the conventions of television advertising and to the rules of the ASA.

In the top level, learners may:

- convey values, attitudes and beliefs appropriate to the set television advertising campaign brief
- use advertising conventions to create a highly memorable television advert containing a clear overall message and use of emotive appeal and / or humour appropriate to the set television advertising campaign brief
- use media language intertextually (referencing other television adverts or wider media products) or to construct genre hybridity
- use appropriate techniques to construct sophisticated representations of individuals and / or social groups that are highly appropriate to the set advertising campaign brief
- draw together knowledge and understanding from their whole course of study.

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Brief 2: Print

Learners are likely to include:

- an appropriate concept – locations/settings, clear message, memorable tagline - for the set poster advertising campaign brief
- an appropriate use of advertising conventions (product placement, repetition, disruption, humour, emotive appeal)
- an appropriate range of original images that have been edited or constructed to meet the requirements of the set poster advertising campaign brief and communicate meaning to the intended audience
- an appropriate design and layout (composition and use of backgrounds, typography) of the posters to create a 'brand identity' and appeal appropriorate for the set poster advertising campaign brief
- clear sense of brand identity and messaging across the four posters, including 'house style' and written text such as product name and slogan
- 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 both the conventions of poster advertising and to the rules of the ASA.

In the top level, learners may:

- convey values, attitudes and beliefs appropriate to the set poster advertising campaign brief
- use advertising conventions to create a highly memorable series of poster adverts containing a clear overall message and use of emotive appeal and / or humour appropriate to the set poster advertising campaign brief
- use media language intertextually (referencing other poster advertising campaigns or wider media products) or to construct genre hybridity
- use appropriate techniques to construct sophisticated representations of individuals and / or social groups that are highly appropriate to the set poster campaign brief
- draw together knowledge and understanding from their whole course of study.

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Brief 3: Radio

Learners are likely to include:

- an appropriate concept – locations/settings, clear message, memorable tagline or jingle – for the set radio advertising campaign brief
- an appropriate use of advertising conventions (product placement, repetition, disruption, humour, emotive appeal)
- 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, such as product name and tagline
- 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, vocabularly etc.)
- adherence to both the conventions of radio advertising and to 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 a highly memorable radio advert containing a clear overall message and use of emotive appeal and / or humour appropriate to the set radio advertising campaign brief
- use media language intertextually (referencing other radio advertising campaigns or wider media products) or to construct genre hybridity
- 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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