

GCSE Media Studies NEA

Teacher booklet

Including indicative content

For submission in 20XX

Students must complete:

- 1) a Statement of Intent
- 2) an **individual** media production **for an intended audience, applying their knowledge and understanding of media language and representation.**

This booklet contains **five** briefs. Students must choose one brief and create a media product to fulfil the requirements of that brief.

Statement of Intent

Students must complete a Statement of Intent that outlines their aims for their media product. This must be submitted to AQA for moderation with their product. This will be assessed with the product and will allow them to explain the ways in which they will apply knowledge and understanding of media language and media representation to their product and how their product will target the intended audience.

This is a compulsory element of the non-exam assessment and they must complete the Statement of Intent using a maximum of 300 words. There is a template at the end of the student version of this booklet for them to complete. This form must be handed into **you** no later than 1 April 20XX.

If students only complete a statement of intent and do not create a media product then they should be awarded a mark of zero.

Unassessed participants

Unassessed participants may appear in the media product, or operate lighting, sound and other equipment but this must be under the assessed students' direction. Students must list these unassessed participants, state what they did, and outline how the assessed student directed the unassessed participants to complete any tasks on the Candidate Record Form (CRF).

Further NEA guidance

Further guidance and the assessment criteria for the NEA can be found in the Specification.

You can share this booklet with your students.

| Brief One | |
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| Brief | Minimum requirements |
| <p>Create a two minute pre-title sequence for a youth-oriented (14-17 year old) television fantasy drama series.</p> <p>This series should be based on life within an educational establishment.</p> | <ul style="list-style-type: none"> • At least two filming locations • At least two characters including a protagonist • Variety of shot selection, framing of the image and camera movement • Diegetic sound (which could include but is not restricted to dialogue, foley sound and ambience/atmos) and non-diegetic sound (which could include but is not restricted to soundtrack and voiceover) as appropriate to create meanings • Use of narrative codes appropriate to the genre, to introduce a character, further the story and/or hook in the target audience • Editing of the footage, soundtrack and dialogue to establish meaning and/or enigma |

Note:

- any dialogue **must** be original
- students do **not** need to create their own music for the soundtrack

Indicative content

This is not an exhaustive list but indicates areas that students are likely to cover/include:

- a concept, including location and situation, that is appropriate both for the youth (14-17) audience and for the fantasy drama genre
- a range of shots and shot types appropriate to the fantasy genre
- mise-en-scène that is appropriate to the fantasy genre, for the youth audience and for the television form
- an introduction to more than one character, to the relationship between characters, and to a specific situation
- a sense of narrative enigma to hook viewers into the episode
- editing that makes meaning clear and that is paced to draw the viewer into the narrative
- use of diegetic and non-diegetic sound, including original dialogue and a soundtrack appropriate to the fantasy genre
- original dialogue that would engage the youth audience, that adds to the narrative codes, and that is appropriate to the fantasy drama genre
- the selection and editing of footage, soundtrack and dialogue elements to create an appropriate mood for the genre

In the top bands, students may:

- use conventions from other genres alongside fantasy drama to explore a hybrid genre
- include intertextual references, with clear reference to other media products
- create complex or deliberately ambiguous representations, to subvert the audience's expectations of the characters, situations or the genre
- use media language to position the audience in relation to the characters and situation.

| Brief Two | |
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| Brief | Minimum requirements |
| <p>Create a working homepage and one linked page for a website promoting a new community-based streaming radio service aimed at 16-21 year olds.</p> <p>This will incorporate one minute of audio.</p> | <ul style="list-style-type: none"> • Original title and logo for the service • Four original images that establish the style of the service and a clear house style for the website. • One linked page introducing one of the presenters on the station, including appropriate imagery and copy. • One minute of audio to establish the style of the service (e.g. an extract from one show or 'snapshots' of multiple shows) including: <ul style="list-style-type: none"> ○ at least 45 seconds of voice ○ two different voices ○ other sound sources such as music or ambience/atmos. • Use of appropriate language and register for the target audience. |

Indicative content

Students are likely to cover/include:

- a concept, for the radio service and any shows on that service, that is appropriate to the target audience (16-21 year olds) and to the sense of serving a community
- a clear brand for the radio service, including name, colour scheme, logo, graphic features etc, that is also communicated through the website design, and that would appeal to the specified audience
- a clearly established house style to the website design, linking the pages visually and through the use of language and register
- appropriate language, register and mode of address, relevant to the radio service and its audience, that are used throughout both the website and the audio
- mise-en-scène and style within the original images that help to establish the style of the service and to engage the target audience
- a sense of the personality of the radio presenter(s) and how they would relate to the target audience
- appropriate integration of text and images
- audio that is clearly in line with the style of the new radio service as it is represented on the webpages.

In the top bands, students may:

- incorporate website features that would engage the specified audience (such as interactive elements)
- position the audience to feel that they can belong to and engage with a community via the radio service
- challenge or subvert stereotypes of their chosen community, as is appropriate for those within that community.

| Brief Three | |
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| Brief | Minimum requirements |
| <p>Create a front page and a double page spread feature for a new magazine that is dedicated, exclusively, to the promotion of the persona, brand and specialist interest area of an online vlogger.</p> <p>The target audience is the existing online fans (age 13-16).</p> <p>3 pages in total, including at least 5 original images</p> | <p>Front cover:</p> <ul style="list-style-type: none"> • Title for a new magazine and masthead • Selling line • Cover price • Dateline • Main cover image • At least 4 cover lines <p>Double page spread</p> <ul style="list-style-type: none"> • Headline, standfirst and subheadings • Original copy for double page feature (approx. 350 words) that links to one of the cover lines on the front cover • Main image plus at least 3 smaller images <p>Both</p> <ul style="list-style-type: none"> • Clear brand and house style for the magazine, including use of images, colour palette and fonts. |

Indicative content

This is not an exhaustive list but indicates areas that students are likely to cover/include:

- a concept, including an appropriate title for the magazine, that is appropriate to and that would engage the specified audience (13-16 year olds)
- a clear brand for the magazine, including masthead, colours, fonts, and page layout, that would appeal to the specified audience (13-16 year olds)
- appropriate use of the conventions of a magazine front page and double page spread, including cover lines, columns, headings and sub-headings
- a clearly established house style, linking the pages both visually and through the use of appropriate language, register and mode of address
- mise-en-scène and style within the original images that help to establish the style of the magazine and to engage the target audience
- a sense of the personality of the vlogger and how their 'world' appeals to the target audience
- appropriate integration of text and images to communicate meaning and engage the young teenage audience.

In the top bands, students may:

- include intertextual references, most obviously with the vlogger's online world, but possibly with other media products as well
- position the audience to feel that they are part of the vlogger's world
- challenge or subvert stereotypes of both the vlogger and the people within their audience.

| Brief Four | |
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| Brief | Minimum requirements |
| <p>Create a two minute music video to be used to support an anti-bullying campaign.</p> <p>This music video and message is to be aimed at school students aged 11-15.</p> | <ul style="list-style-type: none"> • At least two filming locations • At least two 'characters' including a protagonist • Variety of shot selection, framing of the image and camera movement • Diegetic sound (which could include but is not restricted to dialogue, foley sound and ambience/atmos) and non-diegetic sound (which could include but is not restricted to voiceover) as appropriate to create meanings • Use of narrative codes to either introduce a character or further the message • Editing of the footage, soundtrack and dialogue for meaning, including continuity and/or visual effect • Use of titles and/or graphics in order to reinforce the message |

Note:

- any dialogue **must** be original
- students do **not** need to create their own music for the soundtrack

Indicative content

This is not an exhaustive list but indicates areas that students are likely to cover/include:

- a concept, including location and message, that is appropriate for the young audience (11-15 years old) and that clearly conveys an anti-bullying message
- a range of shots and shot types appropriate to the music video genre
- editing that makes the anti-bullying message clear and that is paced to draw the viewer into the video and keep them engaged with the message
- an appropriate use of diegetic sound for the anti-bullying message and music video genre
- the use of titles and/or graphics that reinforce the anti-bullying message
- a clear meaning that is transmitted via the mise-en-scène and the use of narrative codes
- the selection and editing of footage, soundtrack and dialogue elements to create an appropriate message for the music video.

In the top bands, students may:

- use conventions from other genres alongside music video to explore a hybrid genre
- include intertextual references with clear reference to other media products
- create complex or deliberately ambiguous representations, to subvert the audience's expectations of the characters, situations or genre
- use media language to position the audience in relation to the characters, situations and overall message.

| Brief Five | |
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| Brief | Minimum requirements |
| <p>Create three print advertisements for a new range of watches. The advertisements should emphasise a sense of tradition and history, and will be part of a campaign that will run in upmarket magazines.</p> <p>The target audience will be 25-40 year olds.</p> | <ul style="list-style-type: none"> • Three different advertisements, each emphasising a different aspect of the watches' appeal • A common house style to the overall campaign • Five original images in total, including a different dominant image in each advertisement • A narrative situation represented in the dominant image for each advertisement, featuring at least one 'character' • Pack or product shot in each advert • Logo design (for the campaign or for the watch itself) • Appropriate choice of slogan and call to action • Original copy, within the adverts, to embody the USP of the watch to the target audience (minimum 70 words per advert, each advert having a different emphasis) • Appropriate choices of font, type sizes and colours to create meanings. |

Indicative content

This is not an exhaustive list but indicates areas that students are likely to cover/include:

- a concept for the series of advertisements that is appropriate for the range of watches and that would appeal to the readers of an upmarket magazine
- mise-en-scène and style within the original images that help to establish the brand of the watches and to attract and position the target audience
- use of fonts, type sizes and colour that are appropriate both to the range of watches and the target audience
- appropriate use of the conventions of an upmarket magazine advertisement
- a house style across the three adverts, clearly uniting them within one campaign
- a clearly conveyed USP for the product
- appropriate integration of text and images.

In the top bands, students may:

- include obvious intertextuality, incorporating traditional or retro styling
- clearly position the audience in relation to the range of watches
- challenge or subvert stereotypes of both the product and the people within the target audience.