



Oxford Cambridge and RSA

**To be given to candidates on or after  
1 March 2019 in the year before certification.**

**GCSE (9–1) Media Studies**

**J200/03/04** Creating media

Non-Examination Assessment (NEA) Briefs

#### **INSTRUCTIONS**

- Choose **one** brief.
- You must not reproduce an existing media product or brand.
- Group productions are not permitted but unassessed learners and others may act in, or appear in, the media production. In addition, unassessed learners and others may operate lighting, sound, recording and other equipment under your direction if required.
- You must submit a Statement of Intent with your production piece giving an outline of your plans for the production and showing how you targeted your intended audience.
- This NEA task is for candidates examined in **2020**.

#### **INFORMATION**

- The total number of marks available for Creating Media is **30**.
- This document consists of **16** pages. Any blank pages are indicated.

## INSTRUCTIONS FOR TEACHERS

### **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*.

<b>Magazines</b>	
<b>Brief 1:</b>	<b>Production must include as a minimum:</b>
<p>Create a <b>front cover</b> and a <b>double page spread</b> article for an informative <b>educational</b> magazine aimed at <b>an audience of 10–13 year olds</b>.</p> <p>Some found images are permitted in addition to the required minimum of five original images.</p>	<p>At least <b>five original images</b> (e.g. photographs, illustrations, art work).</p> <p>Front cover:</p> <hr/> <p>Original masthead / title. Strapline. Cover price, barcode, edition number. Original images: at least <b>one</b> main cover image. At least <b>three</b> cover lines one of which must link to the double page spread article.</p> <p>Double page spread article:</p> <hr/> <p>Headline, stand-first and sub-headings. Original images: <b>one</b> main article image and at least <b>three</b> other images. Feature article of approximately <b>300</b> words that links to one of the cover lines on the front page.</p>
<b>Television</b>	
<b>Brief 2:</b>	<b>Production must include as a minimum:</b>
<p>Create <b>two minutes</b> of opening scenes for an informative television <b>documentary</b> aimed at <b>an audience of 10–13 year olds</b>.</p> <p>These opening scenes may or may not include a title sequence.</p> <p>The scenes may include up to a maximum of <b>20 seconds</b> of found footage.</p>	<p>A sequence that introduces a narrative including a minimum of <b>two different characters and locations</b>.</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots).</p> <p>Use of diegetic sound and a narrator using voiceover and/or address to camera.</p> <p>Editing of footage and dialogue.</p>

<b>Music Video*</b>	
<b>Brief 3:</b>	<b>Production must include as a minimum:</b>
<p>Create the opening <b>two minutes</b> of an original music video to accompany a <b>pop</b> music track aimed at <b>an audience of 10–13 year olds</b>.</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 video may include up to a maximum of <b>20 seconds</b> of found footage. This footage cannot be taken from an existing music video.</p>	<p>A minimum of <b>two filming locations</b>.</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>
<b>Online, Social and Participatory**</b>	
<b>Brief 4:</b>	<b>Production must include as a minimum:</b>
<p>Create a <b>homepage</b> and <b>one linked web page</b> for an informative <b>news website</b> targeted at <b>an audience of 10–13 year olds</b>.</p> <p>Some found images are permitted in addition to the required minimum of three original images.</p>	<p>At least <b>three original images</b> (photographs, illustrations, artwork).</p> <p>Menu/navigation bar and <b>one</b> working link between the homepage and one other page of the website (such as the full text of an article).</p> <p>News copy (<b>150–200</b> words in total).</p> <p><b>45 seconds</b> of original audio or audio-visual material embedded into one of the pages (a news story, an interview, or a video blog).</p>

\*Accept any reasonable interpretation of the musical genre specified in the brief.

\*\* 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, apart from the permitted found images, all content (such as text, images and audio-visual material) must be original. Learners must acknowledge any software or templates they have used on the cover sheet.

## Creating media (J200 03/04) – NEA indicative content

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 for candidates to cover all elements of the indicative content. Any other valid content produced is acceptable and should be credited in line with the levels of response.

### Brief 1: Magazine

Create a front cover and a double page spread article for an informative educational magazine aimed at an audience of 10–13 year olds.

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 10–13 year olds
- use of typography appropriate to an educational magazine aimed at 10–13 year olds, to create a sense of variation within a consistent house style
- use of layout appropriate to an educational magazine aimed at 10–13 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 10–13 year olds through its vocabulary, register, tone and mode of address
- choice of mise-en-scène in photography appropriate to an educational magazine aimed at 10–13 year olds, showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- a range of shots appropriate to an educational magazine aimed at 10–13 year olds including variation in angle, composition, framing and shot distance
- use of representations that are appropriate to an educational magazine aimed at 10–13 year olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13 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 educational 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 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 magazine so it would clearly communicate to an audience of 10–13 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 educational magazines.

They demonstrate adequate use of representations by including conventional representations for educational magazines and an audience of 10–13 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 10–13 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 an educational magazine and/or an audience of 10–13 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 10–13 year olds, creating an unintentionally alienating mode of address.

**Brief 2: Television**

Create two minutes of opening scenes for an informative documentary aimed at an audience of 10–13 year olds.

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 10–13 year olds
- choice of mise-en-scène appropriate to the opening scenes of a documentary, the narrative and an audience of 10–13 year olds showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- variation in shots as appropriate to an audience of 10–13 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 10–13 year olds
- use of soundtrack to construct a narrative, establish continuity, fit generic conventions and create tone to engage an audience of 10–13 year olds
- use of representations that are appropriate for the opening scenes of a documentary aimed at an audience of 10–13 year olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13 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 television documentaries 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 opening scenes so they would clearly communicate to an audience of 10–13 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 television documentaries.

They demonstrate adequate use of representations by including conventional representations for television documentaries and an audience of 10–13 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 10–13 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 television documentary opening scenes and/or an audience of 10–13 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 10–13 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 pop music track aimed at an audience of 10–13 year olds.

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 10–13 year olds
- use of mise-en-scène appropriate to music videos and an audience of 10–13 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 10–13 year olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13 year olds.

Pop music is a broad musical genre with many sub-genres, any of which are acceptable. Definitions of musical genres are not integral to Media Studies; accept as pop music any music that can be plausibly defined as such.

**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 10–13 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 10–13 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 10–13 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 10–13 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 10–13 year olds, creating an unintentionally alienating mode of address.

**Brief 4: Online, Social and Participatory**

Create a homepage and one linked web page for an informative news website targeted at an audience of 10–13 year olds.

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 10–13 year olds
- use of typography appropriate to the news website and an audience of 10–13 year olds to create a sense of variation within a consistent house style
- use of layout appropriate to a news website and an audience of 10–13 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 10–13 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 for a news website targeted at an audience of 10–13 year olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13 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 news 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 news website so it would clearly communicate to an audience of 10–13 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 news websites.

They demonstrate adequate use of representations by including conventional representations for news websites and an audience of 10–13 year olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the news website so it would communicate to an audience of 10–13 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 news website and/or an audience of 10–13 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 10–13 year olds, creating an unintentionally alienating mode of address.







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