AS level 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 the theoretical framework of media studies.**

This booklet contains **three** 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 their knowledge and understanding of the theoretical framework of media studies 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 400 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 with your students.

Brief One	
Brief	Minimum requirements
Create a three minute music video for young people (16-21 years old) that has a social activism message. This music video is a low-budget, self-funded video by an established band and should promote both the brand of the band and their message.	• At least three filming locations that are relevant to the social activism message, the band, and/or the audience • Range of camera shots, angles and movement, to establish the locations, topic or issue and representations • Shots of the band to establish an identity • In addition to the music track, other sound sources: diegetic sound (which could include but is not restricted to dialogue, foley sound and ambience/atmos) and/or 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 a situation or to 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 • Use of appropriate lighting and mise-en-scene

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

Indicative content – Music video

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

- a concept, including location and situation and social activism message, that is appropriate both for the target audience (16-21 year olds) and the genre of music chosen
- a range of shots and shot types to establish the locations, topic or issue and representations appropriate to the genre of music video and its social activism message
- representations of a character or characters, and an issue
- editing that makes meaning clear and that is paced to draw the viewer into the video and keep them engaged with the message
- an appropriate selection and use of diegetic and/or non-diegetic sound to create meanings (if applicable), within the overall soundscape of the music video
- use of titles and graphics in order to reinforce the message (as appropriate)
- a clear meaning that is transmitted via the mise-en-scène and the use of narrative codes
- acknowledgment of the media industry context

In the top bands, students may

- use conventions from other genres alongside music video to explore a hybrid genre
- include intertextual references if and as appropriate

- create complex or deliberately ambiguous representations, to subvert the audience's expectations of the characters or situations
- use media language to position the audience in relation to the characters, situations and overall message
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Two	
Brief	Minimum requirements
Create three minutes of a new late night radio drama serial for a major independent radio station (e.g. Capital, Absolute, Heart) that is based on an issue that is in the news. The radio drama serial should be aimed at 25-40 year olds who already listen to the chosen station. The drama serial would be a pilot series by the radio station to add into their current night time programming. Each episode is intended to be approximately the same length as a song or a phone call.	• At least three different characters representing at least two social groups • Exposition of narrative and/or topic • Establishment of conflict and equilibrium (these can be dealt with in either order, either establishment of equilibrium that is then thrown into conflict or begin with conflict that is then resolved) • 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 and sound-mixing 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 – Radio drama

This is not an exhaustive list but indicates areas that students are likely to cover/include:
• a concept, including title and narrative situation, that is appropriate to the radio serial and that would engage the target audience (25-40 year olds)
• appropriate language and register, that are used throughout
• use of different voices used to create different representations
• exploitation of conflict and equilibrium in order to engage the target audience
• an introduction to more than one character, to the relationship between characters, and to a specific situation
• a sense of narrative enigma to hook listeners into the episode
• editing that makes meaning clear and that is paced to draw the listener into the narrative
• use of diegetic and non-diegetic sound, including original dialogue and a soundtrack appropriate to the radio drama genre
• original dialogue that would engage the target audience, that adds to the narrative codes, and that is appropriate to the radio drama genre
• the selection and editing of soundtrack and dialogue elements to create an appropriate mood for the genre
• acknowledgment of the media industry context

In the top bands, students may:

• use conventions from other genres alongside radio drama to explore a hybrid genre
• include intertextual references if and as appropriate
• create complex or deliberately ambiguous representations though the use of audio and technical codes, to subvert the audience's expectations of the characters or situations

- use media language to position the audience in relation to the characters, situations and overall narrative
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Three	
Brief	Minimum requirements
Create a front page, a contents page and a double page spread feature for a new 'Special Interest' (e.g. trains, cars, fashion, food and nutrition, health) magazine, created by an independent publisher for a niche audience of 20-35 year olds. 4 pages in total, including at least 7 original images You may select the area of interest for this magazine but, as you will need to create original images, it should be something that you will be able to take appropriate photographs for. You should ensure to be specific about what the special interest is on your Statement of Intent.	**Front cover:** • Title for a new magazine and masthead • Selling line • Cover price • Dateline • Main cover image • At least 5 cover lines **Contents page** • Full list of contents for the magazine • At least 3 images related to different articles (these images must not be the same those used on the front cover or in the double page spread) **Double page spread** • Headline, standfirst and subheadings • Original copy for double page feature (approx. 400 words) that links to one of the cover lines on the front cover • Main image plus at least 3 smaller images • Representations of a social group, event or place that is relevant to the magazine topic • Pull quotes and/or sidebar **Both** • Clear brand and house style for the magazine, including use of images, colour palette and fonts.

Indicative content – Magazine

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 niche target audience (20-35 year olds)
- a clear brand for the magazine, including masthead, colours, fonts, and page layout, that would appeal to the target audience
- appropriate use of the conventions of a magazine front page, contents 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 clear sense of the special interest itself and how this 'world' appeals to the target audience
- appropriate integration of text and images
- acknowledgment of the media industry context

In the top bands, students may:

- include intertextual references if and as appropriate or use styling borrowed from elsewhere
- position the audience to feel that they are part of the special interest world
- challenge or subvert stereotypes of both the special interest area itself and the people within the magazine's audience
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

END OF TEACHER BOOKLET