

A level Media Studies NEA

Teacher booklet

Including indicative content

For submission in 20XX

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Students must complete:

- 1) a Statement of Intent
- 2) an **individual** cross-media production for an intended audience, applying their knowledge and understanding of the theoretical framework of media studies.

This booklet contains **six** briefs. Students must choose one brief and create a cross-media production to fulfil the requirements of that brief.

Statement of Intent

Students must complete a Statement of Intent that outlines their aims for their cross-media production. 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 500 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 either media product then they should be awarded a mark of zero.

Unassessed participants

Unassessed participants may appear in the media products, 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	
Brief	Minimum requirements
<p>Create three minutes of a television crime/thriller drama. The action should include a key narrative moment in the drama (e.g. where the equilibrium is disrupted or the disruption is resolved).</p> <p>The product should be created for a mainstream broadcaster and be aimed at an audience aged 25-40.</p>	<ul style="list-style-type: none"> • At least two filming locations • At least three characters including a protagonist • 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 create a narrative change, further the story and/or hook in the target audience • Editing of the footage, soundtrack and dialogue to establish meaning and/or enigma • Wide range of shot selection, framing of the image and camera movement to establish locations, narrative and representations • Use of graphics and titles if appropriate
<p>Create a four minutes of a radio programme made by the broadcaster of the television drama to support its release.</p> <p>This radio programme should include an interview with the director of the television drama and up to 30 seconds of audio from the video you have created.</p> <p>The radio programme should target potential viewers of the drama.</p>	<ul style="list-style-type: none"> • Interview with the director detailing the concept of the television drama • At least two different voices • Other sound sources, such as music or ambience/atmos • At least one section of audio from the TV drama production, selected to add meaning to the interview. If more than one section is used, the total time must be no more than 30 seconds. • Use of appropriate language and register for the genre and target audience • Editing and sound-mixing to establish meaning and/or enigma • Use of genre codes for radio interviews and promotional programmes

Note:

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

Indicative content – Television Drama

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 target audience and the television crime/thriller genre
- a range of shots and shot types appropriate to the television crime/thriller genre
- the representation of at least three characters, the relationship between characters, and a specific situation
- a sense of narrative enigma to hook viewers into or keep viewers hooked into the episode or solution of an enigma to gratify audience needs
- 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 crime/thriller genre
- mise-en-scène that is appropriate to the crime/thriller genre, for the adult audience and for the television form
- original dialogue that would engage the mainstream adult audience, that adds to the narrative codes, and that is appropriate to the television crime/thriller drama genre
- the selection and editing of footage, 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 television crime/thriller 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.
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Indicative content – Radio programme

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

- a concept, including participants and situation, that is appropriate both for the target audience and the promotional radio programme format
- appropriate language and register, that are used throughout
- use of different voices to create different representations
- use of diegetic and non-diegetic sound, including original dialogue and appropriate use of extracts from the audio-visual product
- a sense of the personality of the director and how this relates to the TV drama that has been created
- Sound-mixing and editing to create a specific mood and to highlight key moments in the interview
- the selection and editing of soundtrack and dialogue elements from the TV drama to draw the interest of the target audience
- acknowledgment of the media industry context

In the top bands, students may:

- use conventions from other genres alongside factual/interview-based radio programmes to explore a hybrid genre
- include intertextual references, with clear reference to other media products

- create complex or deliberately ambiguous representations, to subvert either the audience's expectations of the elements of the television crime/thriller drama, or their expectations of the director and the interview format
- use media language to position the audience in relation to the director, the television drama, or its characters and situation
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Two	
Brief	Minimum requirements
<p>Create a front page, a contents page and double page spread for the print version of a new cross-platform popular culture magazine aimed at 20-35 year olds. Each platform will carry the same name, branding, house style and ethos.</p> <p>4 pages in total, including at least 7 original images</p> <p>This magazine would be published by an independent publisher.</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 (this image should not be used on the other pages created for this brief) • At least 5 cover lines <p>Contents page:</p> <ul style="list-style-type: none"> • Full list of contents for the magazine • Reference to website of magazine • At least 3 images related to different articles (these images must not be the same as those used on the front cover or in the double page spread) <p>Double page spread:</p> <ul style="list-style-type: none"> • 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 2 smaller images • Representations of a social group, event or place that is relevant to the magazine topic • Pull quotes and/or sidebar <p>All pages:</p> <ul style="list-style-type: none"> • Clear brand and house style for the magazine, including use of images, colour palette and fonts.
<p>Create a three minute feature for a new television culture show, linked to the magazine. This feature will explore and explain an aspect of contemporary popular culture. This will be aimed at 20-35 year olds.</p> <p>Being part of the cross-platform approach, this television show will have the same name, branding and ethos as the magazine and is created by the same organization.</p> <p>It will be broadcast on a third-party digital channel.</p>	<ul style="list-style-type: none"> • At least two filming locations • At least two contributors • Exposition of narrative and/or topic • 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 television culture shows, to provide clear and/or entertaining information for the target audience • Editing of the footage, soundtrack and dialogue to establish meaning • Wide range of shot selection, framing of the image and camera movement to establish meaning

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| • Use of graphics and titles |
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Note:

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

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 for and that would engage the specified 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 (20-35 year olds)
- 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 how the audience encounters and engages with pop culture
- appropriate integration of text and images to communicate meaning and engage the 20-35 year old audience
- 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 pop culture world
- challenge or subvert stereotypes of both the topics covered within the magazine 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.

Indicative content – Television feature

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

- a concept, including location, situation and subject, that is appropriate both for the target audience and the genre of television show
- a range of shots and shot types appropriate to the genre
- representations of an aspect of contemporary popular culture, and at least two people associated with that aspect
- editing that makes meaning clear and that is paced to draw the viewer into the video and keep them engaged with the subject matter
- use of diegetic and non-diegetic sound, including original dialogue and a soundtrack appropriate to the television culture show genre
- use of titles and graphics
- a clear meaning that is transmitted via the mise-en-scène and the use of factual narrative codes
- acknowledgment of the media industry context

In the top bands, students may

- use conventions from other genres alongside factual/documentary 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 people, issues or situations
- use media language to position the audience in relation to the people, issues, situations and overall message
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Three	
Brief	Minimum requirements
<p>Create a series of four print adverts for a new narrative video game aimed equally at both genders, with a PEGI rating of 12.</p> <p>Two adverts should be aimed at a target audience of males and females aged 12-15.</p> <p>Two adverts should be aimed at a target audience of males and females aged 35-50.</p> <p>All images must be original so your concept must allow you to take appropriate photographs.</p>	<ul style="list-style-type: none"> • Four different advertisements, each emphasizing a different aspect of the games' appeal • A common house style to the overall campaign • Six original images with 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 game • Appropriate choice of slogan and call to action • Original copy, within the adverts, to embody the USP of the game to the target audience of the advert (minimum 50 words per advert, each advert having a different emphasis) • Appropriate choices of font, type sizes and colours to create meanings.
<p>Create a new functioning website for the launch of the video game. This should include a homepage, a linked page about the creation of the new game, and a forum page.</p> <p>This will incorporate one minute of audio.</p> <p>This is the company's official website for the new game and is aimed at serious gamers of all ages.</p> <p>All images must be original so your concept must allow you to take appropriate photographs.</p>	<ul style="list-style-type: none"> • Six original images across the three pages that promote the website's main message. • Use of appropriate language and register for the target audience. <p>Home page:</p> <ul style="list-style-type: none"> • Original title and logo for the website • Menu bar • Main image plus at least two other images that establish the brand and style for the game • A written synopsis that introduces the site and the game (approx. 100 words) • Images and text that establish a clear house style for the website. <p>Working link to the page about the creation of the game:</p> <ul style="list-style-type: none"> • A separate page that can be accessed from a link on the homepage • Minimum 50 words of copy from the company, encouraging users to listen to the audio clip • One minute of audio to explain the main USP of the game, from the company's point of view (e.g. an interview with the game's creator or with a user of the beta version of the game): <ul style="list-style-type: none"> ○ at least 45 seconds of voice ○ two different voices

	<ul style="list-style-type: none"> ○ other sound sources such as music, in-game sound, or wild sound ● Main image plus at least one other image to establish the character of the person being interviewed. <p>Working link to the forum page</p> <ul style="list-style-type: none"> ● A forum page set up to encourage gamers to interact with each other and the company ● Minimum 100 words of copy ● The ability for users to interact with the page, e.g. by adding comments or liking other comments on the page.
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Indicative content – Advertisements

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

- an overall concept for the series of four advertisements that is appropriate for the specified product and that would appeal to the target audiences
- additional detail to the concept for each pair of adverts, to differentiate between the two audiences
- mise-en-scène and style within the original images that help to establish the brand of the product and to attract and position the target audiences
- use of fonts, type sizes and colour that are appropriate both to the product and the target audiences
- appropriate use of the conventions of video game advertisements
- a house style across the four adverts, clearly uniting them within one campaign
- a clearly conveyed USP for the product in each advertisement
- 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
- clearly position the audience in relation to the product
- challenge or subvert stereotypes of both the product and the people within the target audience
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Indicative content - Website

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

- a concept, for the website, that is appropriate to the target audience and the site's function of engaging serious gamers
- a clear brand for the website, 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, that are used throughout the website
- mise-en-scène and style within the original images that help to establish the style of the website and to engage the target audience
- a sense of the pleasures derived from playing the game
- appropriate integration of text and images
- an appropriate use of diegetic and non-diegetic sound
- acknowledgment of the media industry context.

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 website
- challenge or subvert stereotypes of the gaming community, as is appropriate for those within that community
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Four	
Brief	Minimum requirements
<p>Create a three minute music video for young people (16-21 years old) that has a social activism message.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Create a new, functioning website for the band to promote their social activism message. This should include a homepage, blog page and a forum.</p> <p>This will incorporate one minute of audio.</p> <p>This website is managed by the band themselves and is aimed at the band's existing audience in order to link the band's brand to their social activism message.</p>	<ul style="list-style-type: none"> • Six original images across the three pages that promote the website's main message. • Use of appropriate language and register for the target audience. <p>Home page</p> <ul style="list-style-type: none"> • Original title and logo for the website • Menu bar • A written synopsis that introduces the site (approx. 200 words) • Images and text that establish a clear house style for the website. • One minute of audio to put over the band's message including: <ul style="list-style-type: none"> ○ at least 45 seconds of voice ○ two different voices ○ other sound sources such as music or wild sound. <p>Working link to the blog page</p> <ul style="list-style-type: none"> • A blog on a separate page that can be accessed from a link on the homepage • Minimum 200 words of copy from at least one member of the band about their own experiences and/or thoughts about the social activism issue. • Main image plus at least one other image to establish the character of the

	<p>blogger(s), possibly including their specific involvement within the issue.</p> <p>Working link to the forum page</p> <ul style="list-style-type: none"> • A forum page that includes comments from the band's fans about the social activism issue (the page must be able to be accessed via the home page) • Minimum 200 words of copy • The ability for users to interact with the page, e.g. by adding further comments or liking other comments on the page.
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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 and the genre of music chosen
- a range of shots and shot types 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 (if applicable), within the overall soundscape of the music video
- use of titles and graphics (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.

Indicative content - Website

Students are likely to cover/include:

- a concept, for the website, that is appropriate to the target audience, the band's brand, and the social activism message
- a clear brand for the website, 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, 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 website and to engage the target audience
- a sense of the personality of the band, why they are involved with this social activism issue, and how they would relate to the target audience
- an appropriate use of diegetic and non-diegetic sound
- appropriate integration of text and images
- acknowledgment of the media industry context.

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 website
- challenge or subvert stereotypes of the fans of the band, or the people involved within the social activism campaign, as is appropriate for those within that community
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Five	
Brief	Minimum requirements
<p>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.</p> <p>The radio drama serial should be aimed at 25-40 year olds who already listen to the chosen station.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Create three linked functioning webpages for the radio serial, as if created by or for the characters of the radio serial itself. These pages would be aimed at 25-40 year olds who are likely to listen to the drama.</p> <p>These would form a sub-site within the radio station's overall website, but would be standalone in terms of house style, as they would be a form of 'in-world' marketing</p>	<p>Landing page for the radio serial sub-site</p> <ul style="list-style-type: none"> • Original title and logo for the sub-site • Menu bar to link the pages within the sub-site • Main image plus at least two other images that establish the characters involved in the radio drama, as if they were real people • A written synopsis that introduces the sub-site (approx. 200 words) as if it were a website within the world of the radio drama <p>Working link to a blog page</p> <ul style="list-style-type: none"> • A blog on a separate page that can be accessed from a link on the homepage • Minimum 200 words of copy from a character within the radio drama • Main image plus at least one other image to establish the character and their world. • The ability for users to interact with the page, e.g. by adding comments. <p>Working link to a news page</p> <ul style="list-style-type: none"> • A news page that includes at least two breaking stories within the world of the radio drama (the page must be able to be accessed via the home page) • At least two images to accompany the news items. • Minimum 200 words of copy between the two news items.

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
- 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 through 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.

Indicative content - Website

Students are likely to cover/include:

- a concept, for the sub-site, that is appropriate to the target audience, the radio drama's brand, and the idea of 'in-world marketing'
- a clear brand for the website, 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, that are used throughout both the website
- mise-en-scène and style within the original images that help to establish the style of the website and to engage the target audience
- a sense of the characters within the radio drama, and why the target audience would invest time in them and their world
- appropriate integration of text and images
- acknowledgment of the media industry context.

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 website
- challenge or subvert stereotypes of the characters within the drama, or the issues involved, as is appropriate for those within the listening community
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

Brief Six	
Brief	Minimum requirements
<p>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.</p> <p>4 pages in total, including at least 7 original images</p> <p>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.</p> <p>You should ensure to be specific about what the special interest is on your Statement of Intent.</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 5 cover lines <p>Contents page</p> <ul style="list-style-type: none"> • 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) <p>Double page spread</p> <ul style="list-style-type: none"> • 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 <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.
<p>Create a three minute factual radio feature for an online radio station owned by the same independent organisation. This show would be both about and for fans of the special interest featured in the magazine to promote the launch of the magazine.</p> <p>This feature should be for a factual radio programme that features quirky human interest stories.</p>	<ul style="list-style-type: none"> • Interviews and / or vox pops with fans of the special interest • A narrator / interviewer to establish an overall structure and meaning to the three minute piece • At least four different voices • Other sound sources, such as music or ambience/atmos. • Use of appropriate language and register for the genre and target audience • Editing and sound-mixing to establish meaning and/or enigma • Use of genre codes for radio interviews and factual radio features

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
- 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.

Indicative content – Radio feature

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

- a concept, including title, narrative situation and structure, that is appropriate to the radio feature and that would engage the target audience
- appropriate language and register, that are used throughout
- use of different voices to create different representations
- use of diegetic and non-diegetic sound, including original dialogue and appropriate sound effects
- acknowledgment of the media industry context.

In the top bands, students may:

- use conventions from other genres alongside factual radio to explore a hybrid genre
- include intertextual references if and as appropriate
- create complex or deliberately ambiguous representations through the use of audio and technical codes, to subvert the audience's expectations of the fans of the magazine or situations covered
- use media language to position the audience in relation to the people, situations and overall narrative included
- convey values, attitudes and beliefs appropriate to the specified industry context, constructing a clear point of view and message.

END OF TEACHER BOOKLET