edusitesmedia

AQA GCSE UNIT 2 NEA Student Workbook

This is the Workbook for use with **AQA GCSE UNIT 2 NEA**. All of the notes refer to the content of this unit of work. They are designed to create a useful set of notes to help you with understanding the ideas covered in the NEA coursework, to support you in your Home Learning, and be a clear revision aid in your preparations for the final examinations. You need to keep in mind at all times the examination board Assessment Objectives that your NEA work is to be assessed with.

Demonstrate knowledge and understanding of:

- o the theoretical framework of media
- o contexts of media and their influence on media products and processes.

- Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Create products for intended audience and evaluate communication of:

- Demonstrate K&U of the theoretical framework – the key concepts
- Contexts of media products & production
- Analyse products by application of the framework /concepts /context

The study of the media for GCSE involves understanding how the media industry and specific media institutions construct media products that communicate messages to their audiences about the world we live in and our place within it.

The **Non-Examination Assessment** is a portfolio of practical work constructed by you to a set design brief from the examination board. This work allows you to demonstrate your understanding of the knowledge and learning acquired in your theoretical studies.

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Lesson 1

The work done in each of the sessions where we are exploring and considering NEA practical skills are where you are expected to apply the knowledge, learning and understanding you have gained from the Core Unit lessons. In the first year we consider one or two of the types of practical products that exam boards set. From term 3, we will be looking in greater detail at how we can use your knowledge and learning to tackle the actual set non-examination [NEA] briefs to construct a completed portfolio of work**.**

Statement of Aims

You must complete a brief outline of your aims for the media production that must be submitted with the production. This will be assessed with the production and will enable you to explain the ways in which you will apply knowledge and understanding of media language and representation to the production and target the intended audience.

This is a compulsory element of the non-exam assessment and you must complete the statement of aims in Section B of the cover sheet using approximately 300 words. A template is provided on the AQA website for guidance

Research Evidence

You will undertake preparatory work to develop your understanding of the theoretical framework in relation to your intended production including:

- Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms. Analysis should focus on specific techniques such as: layout and composition; camerawork; editing; sound, etc. used to create meaning, and the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how choice of elements of media language influences meaning.
- Research into how media products are aimed at and target audiences, including analysis of the techniques used to appeal to and engage an intended audience
- Secondary research – internet-based research appropriate to GCSE into audiences to develop understanding and support analysis.
- Primary audience research, such as focus groups, prior to completion of the production work.

You will also plan your production work carefully to ensure that you apply your understanding of media language and representation to the media production and that it is appropriate for the intended target audience.

The Briefs for 2019 enable you to work in TV, newspaper, print campaign, vlogger website, and radio. Each brief requires awareness of media products as part of an industry, each with conventional methods of production and marketing. Your products must similarly be seen to fit into the current media landscape. You must apply the theoretical models explored in the course and, though these may not be explicitly stated, this knowledge and understanding MUST be seen to underpin all of your practical work.

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The institutional, economic and social factors that shape the content of each type of product should be clear in your NEA portfolio.

Planning Evidence

The planning work may include:

- A pitch or treatment for the production.
- A project plan including a timeline and the planned use of resources, equipment etc.
- Planning documents appropriate to the forms/products undertaken such as: step outline; shot list; storyboard; script; draft designs; mock-ups of composition and layout etc.

Centres are responsible for choosing the correct brief. Your teacher/s should guide you to choose your brief carefully, according to the centres resources and your own expertise and access to appropriate equipment, software and training. It is expected that your teacher will provide detailed guidance to learners in relation to the purpose and requirement of the brief.

Your teacher should ensure that you are clear about the assessment criteria that you are expected to meet and the skills that you need to demonstrate in completing the brief.

Be honest. You need to be certain as to your reasons for selecting the brief you will be working to.

There is no reason why you can't start on a brief and change your mind and switch to another. Clearly, this has some obvious consequences – you would restrict your time and it may mean that some of your early weeks or months of research is of little real use in the new brief.

Ideally, however, your decision ought to be made as early as possible during the summer term. This enables your teacher to discuss your initial ideas with you and for you to do some research and planning over the summer months. Arriving back in September with a clear focus on what is to be done will help make a good start to your final year of GCSE Media Studies.

Discuss your ideas over the choice of brief and the platform you will opt for with your teacher and others who know you and your abilities. They know your strengths, and the areas where you need development. They know your level of commitment and capacity for the work (these briefs are worth 30% of your final award – the expectation and standard are high; you can't bluff your way through!!!).

It is of little use opting for the TV production brief because "I want to make a video" if your abilities lie in print or online media. There is similarly little point in opting for a format if the direction of the brief – e.g. Teen drama; Rock video - is one that you are uninterested in.

The simple rules are:
1. You will be spending 6 months of your life researching, planning, making and refining this product.
2. It must be one that you can be successful in
3. It must be one that will engage your interest over the period.

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Lesson 2

The work undertaken at the end of Term 2 once the briefs are published and on into Term 3 are all about making and refining choices.

The most obvious choice is (1) the Brief and (2) the specific task – TV, newspaper, print campaign, vlogger website, and radio.

This is all about your interest in the brief – you may not like sci-fi, you may not feel local newspaper is a good fit for you and your skill set – where do your practical skills lie – website? Audio-visual? Print?

The work in the following lessons assumes that you have made this choice and are ready to start on the research and preparatory work that will be the solid base on which your product will be built. Your awareness of the conventions of other music magazines, your knowledge of the mise-en-scene elements of Rock music videos etc.

The lessons in this unit, and in future Edusites AQA NEA units, all look at the elements involved in developing an effective method of research and how to apply this to the briefs.

The briefs cannot be taught, but advice can be given as to the kinds of ideas that will allow you to develop your learning about media products - such as those in the briefs – to construct convincing media products.

Clearly, we need to gather data, opinions and ideas. This will involve viewing/reading products and other secondary sources – but which ones and with what intentions are you viewing/researching?

We are not simply 'watching'. You are looking for details, the manner in which – for example – a drama creates tension. Is it the dialogue? The performance? Can these be enhanced by lighting (how?) music (how?). Similarly, a romance or music video creates moods/ideas – how are these constructed?

What control do you have? If the work is print or web-based you can be reasonably self-sufficient, but the TV product requires a cast (the brief asks for representation of at least two different characters) and the vlogging site requires representations of vlogger and may need a cast. The requirement for images will also require use of models and these cannot always be the same model for the cover shots.

The control lies in casting; lighting location; shot types, mise-en-scene/layout. These are the elements you need to make detailed observations/notes on. These MUST form part of your research portfolio

- **What are the primary sources for your research?**
- **What are the secondary resources?**
- **What are the objectives of your research?**

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Similar products from the genre you are selecting:

Watch/read a selection of similar products and draw on your previous viewings/encounters with these. The websites, Twitter, and Facebook pages of products offer ideas of the production and marketing process as well as ideas for content and representations in all formats and mise-en-scene and narrative (for TV/radio) and layout and tone (newspaper/posters/websites).

Audience – demographic/ethnographic:

IMDB; Wikipedia: Often a reasonable starting point but nothing beyond this. They will offer useful statistics/data and links to other web pages for more detailed research. Use these as a fall-back – do not think these are the only research sources. That's what lazy/unimaginative students do, and this is reflected in their marks.

Reviews:

TV sections of newspapers/web sites; film magazines; music magazines offer opinions and reactions to the tone, content and success of products. They can be the source of ways of considering a product from a viewpoint that may inspire your own thinking.

Profiling:

Rajar provide up to date TV and radio audience figures – both numbers, percentage of potential audience and age/gender details; In the same way, there are regular articles in the Guardian media section and elsewhere on quarterly circulation figures for newspapers and magazines.

Websites of magazines/TV shows – companies on commercial channels/newspapers have media packs to offer advertisers insight into their market.

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Lesson 3 Genre

We explore genre in detail throughout the Edusites Core Media Framework Units.

Genre is a relatively simple description of the elements that might link two or more media products – the presence of aliens in sci-fi; saloons in westerns. You will be asked later in the course to think about genre as part of how and why media products [TV programmes, computer games, posters etc.] are made.

For this NEA unit we need only focus on the surface features of genre, what we call the conventions of genre.

Research into genre should inform your **Statement of Aims**. It is a key part of the planning of your portfolio and the product. The genre must be clear in the product that you produce. This is what will convince the examiner of your understanding of the AO:

Assessment Objectives
Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning (AO3).

- Conventions of a product/genre include typical characters, typical narrative structure etc. (why these things are used; why the audience like them etc.)
- Stereotyping and Representation of women, men, heroes, villains, ethnic minorities, disability people (effects on the audience; why they are used)
- Why a genre is popular / why people watch them
- Why some criticise genre (effects on audience)
- Institutions that make these media products (the way they schedule them; the way they market them etc.)

Genre is important for media producers and audiences. As audience, we use our understanding of the probable content, ideas, and tone of a product based on its genre as a means of filtering the probability of whether we will enjoy it [I love westerns; I hate sci-fi; I love Rap; I hate boy bands] and of the probability it will fulfil the needs we have of such products – we are in a mood for something to make us laugh, to cry, to think, to be scared etc.

Media Industry/Institutions ensure that every element of a product's construction and marketing informs the audience as clearly as possible of its genre.

- A website charity campaign carefully designed to inform audiences of needs
- A magazine cover to inform of the content and tone
- A music video of the style of the artist
- A TV programme's credits and title let audiences know the type of narrative.

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FOR SESSION – date tbc by teaching staff in summer term

We will be covering approaches/strategies for the NEA in the remaining Edusites AQA NEA Units 3-5, but you will be better prepared if you have STRONG CASE-STUDIES of your own. A long-term, on-going assignment for home learning is to produce these: Research into a current or recent product similar to that required in the brief.

- **Research the genre [what elements are included in your selections]**
- **the institution who produced the product**
- **the star[s]/celebrities/artists**
- **the success of the product with audience – box office; reputation etc.**
- **the tone**
- **the content**
- **the audience [numbers and demographic]**

Summarise by comparing how it fits the genre of your chosen brief.

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Lesson 4 Design Conventions

On a simple level, your product should conform to a similar set of design conventions.

If you opt for **Brief One,** radio trails use audio tones of the voice over and any music pads to represent the key ideas of the show and the presenter and its content of video games; these elements also represent ideas of the intended audience.

If you opt for **Brief Two**, the local newspaper then you need a palette of linked fonts, typeface and colour tones; the images should represent the key ideas and objectives; the lighting/mood represent the same ideas of the intended audience. The text of the article and the headline should construct the tone and the audience.

If you opt for **Brief Three**, volunteer promotions, you should use a palette of linked fonts, typeface and colour tones; the images should represent the key ideas and objectives; the lighting/mood represent the same ideas of the intended audience.

If you opt for **Brief Four**, the vlogger website, you should use a palette of linked fonts, typeface and colour tones; the images should represent the key ideas and objectives; the lighting/mood represent the same ideas of the intended audience. The embedded video should also use appropriate *mise-en-scene* to construct the genre and the audience.

If you opt for **Brief Five**, colour tones should match the ideas of sci-fi – cool blues for futuristic series; dark and brooding for more suspenseful series; the lighting/mood represent the same ideas of the intended audience. Use the main character actors to indicate intended audience. The tone and feel of the TV clip should also indicate the genre in the music, lighting, locations and narrative.

Create a clear style book/mood board for your products

- **Logo** – used for titles, print features in magazines, promotional posters, website. Design your logo.
- ****Typeface** – research the ideas on typeface and its impact on audience. Use this as part of your logo design sessions to ensure consistency of modern production.
- ****Colour palette** – the tones. On simple level these could be primary colours or pastels. Try to break these into colours for mood – dark for serious drama; light for upbeat romance. Think of steel blues for science and modern detective; gold and blacks for Action-adventure etc. Link this to the logo/typeface work.
- **Lighting** ideas – how will you use the lighting for moving image/stills. How will these construct ideas of the product and keep unity of thinking? Link this to the colour palette research thinking.
- **Costume** – for the TV Brief this is clear, but also for the vlogger site, the local newspaper front page, and the volunteer posters still images. Use these for consistency of production.
- **Sound** – for the TV Brief, the Radio trails but also embedded clips on websites (***There is a deal of work on this in the EDUSITES Core Media Framework Units Media Language and Media Representation as well as being touched on in the AQA GCSE Set Products units.*)

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Lesson 5

We need to develop or refine a language for our research analysis. We need to be able to not simply say that it 'creates a sense of his dark character' but state specifically the *mise-en-scene* and framing techniques being used. We need to be able to discuss your NEA media product in terms of:

- Conventions of shot content
- Genre
- colour palette implications for meaning/response
- audience manipulation
- representations of gender/ethnicity/age
- the polysemic nature of the image
- the application of anchorage of genre
- the connotative and denotive use of images
- icon

The Rule of Thirds

- **The 'Rule of Thirds' is one of the best-known principles of image composition.**
- It is the basis for well balanced and interesting shots.
- Ignoring it doesn't mean your images are necessarily unbalanced or uninteresting. But if you intend to break a rule you should always learn it first to make sure your breaking of it is all the more effective.
- What is the Rule of Thirds? The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (both horizontally and vertically) so that you have 9 parts.

You do this in your mind through the LCD display that you use to frame your shot – though some cameras offer a 'grid' view that superimposes a grid in the display.

The 'rule of thirds' identifies four important parts of the image that you should consider placing points of interest in as you frame your image.

It also gives you four 'lines' that are also useful positions for placing elements in your frame.

You can edit your image post-production as you crop it for use on your poster/DVD cover; magazine; website; film.

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APPENDIX IMAGES AND RESOURCES

Select a product similar to the brief you have chosen/are considering

This is an exemplar – apply these scaffold tasks to a radio show trail of your own choosing

BBC RADIO 1

Brief One:
Mark Goodyear show Radio 1 trails: BBC Radio trails form the 1990s for programme on a national station aimed at 14-34 audience.

Radio format

https://www.radiorewind.co.uk/sounds/mark_goodier_selection_32kbps.mp3

Initial research: listen to a radio trail
- **How is genre revealed in the tone/edit/content and focus?**
- **How is the target audience made clear?**
- **How is the target audience appealed to?**

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Select a product similar to the brief you have chosen/are considering

This is an exemplar – apply these scaffold tasks to a campaign charity of your own choosing

Brief Two:
Local tabloid newspaper aimed at local adult demographic.

Print brief: local newspapers

Initial research: analyse a front page
- **How is genre revealed in the layout?**
- **How is the target audience made clear?**
- **How is the target audience appealed to?**

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Ripley&Heanor News

YOUR TOWN NEEDS YOU!

Join the fight to save Heanor town centre

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Select a product similar to the brief you have chosen/are considering

This is an exemplar – apply these scaffold tasks to a Government supported campaign of your own choosing

Brief Three:
Young People Campaign (*CSV.uk*) was a 2013 campaign aimed at persuading young people 11-18 to get involved in promoting youth

Print poster format

YOUNG PEOPLE can do GREAT THINGS

...if you give us a chance

POSTER COMPETITION

Celebrate the great things young people can do. Design a poster including the slogan "Young people can do great things... if you give us a chance" and win the opportunity to have your work displayed in a CSV exhibition.

To enter:
- Tweet your entry with the hashtag #giveachance and mention @CSV_UK
- Email your design to web@csv.org.uk
- Upload to Facebook tagging our page www.facebook.com/CSVUK

Closing date 10th June 2013.

For more details visit www.csv.org.uk/postercompetition

VOLUNTEER CHAMPIONS   csv

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Select a product similar to the brief you have chosen/are considering

This is an exemplar – apply these scaffold tasks to a blog site of your own choosing

NEA TASK 2B

joli house

ABOUT   TRAVEL   LIFESTYLE   FASHION   BLOGGING   WORK WITH ME   CONTACT

Blogging Category
BLOGGING

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Brief Four:
Joli House (*Lily Kate France*) has been running a successful blog for teenagers since 2013. She has become a a teen fashion/lifestyle icon posting everything from her travels to her daily ramblings and life tips. The demographic is 14-20

Initial research: read a vlog site

- **How is genre revealed in the design layout?**
- **How is the target audience made clear?**
- **How is the target audience appealed to?**

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BBC
DOCTOR WHO
SERIES 11
TRAILER #2

Brief Five:
Written by Chris Chibnall
(*Broadchurch, Torchwood*) *DR Who* is a long-running BBC1 TV science-fiction drama series aimed at the mainstream family demographic.

Initial research: watch the trailer
• **How is genre revealed in the trailer?**
• **How is the target audience made clear?**
• **How is the target audience appealed to?**

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https://www.youtube.com/watch?v=XCt6f1Ttmy4

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You do this in your mind through the LCD display that you use to frame your shot – though some cameras offer a 'grid' view that superimposes just such a grid in the display.
**The 'rule of thirds' identifies** four important parts of the image that you should consider placing points of interest in as you frame your image.
**It also gives you four 'lines' that are also useful positions for placing elements in your frame.**
You can also use the rule to edit your image post-production as you crop it for your use in print, film or website products.
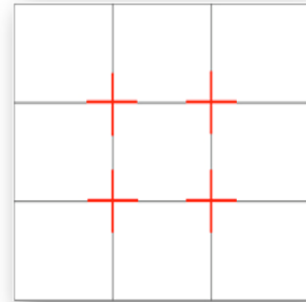
The theory is that you place points of interest in the intersections or along the lines. Your photo becomes balanced and enables audience to interact with it more naturally. Studies have shown that when viewing images that people's eyes usually go to one of the intersection points most naturally rather than the centre of the shot – using the rule of thirds works with this natural way of viewing an image rather than working against it.

![edusitesmedia]

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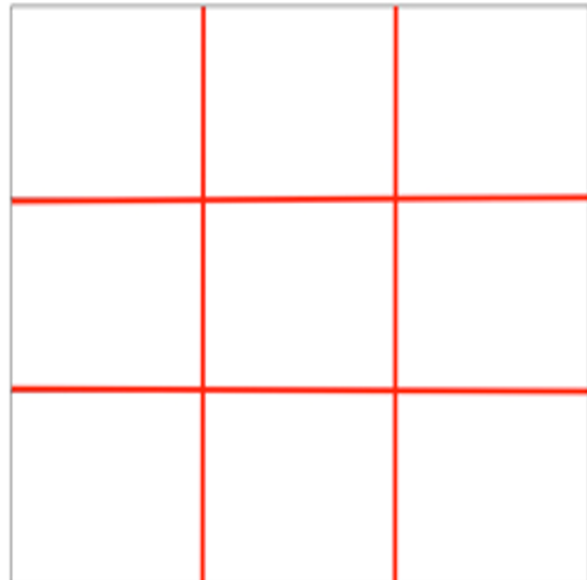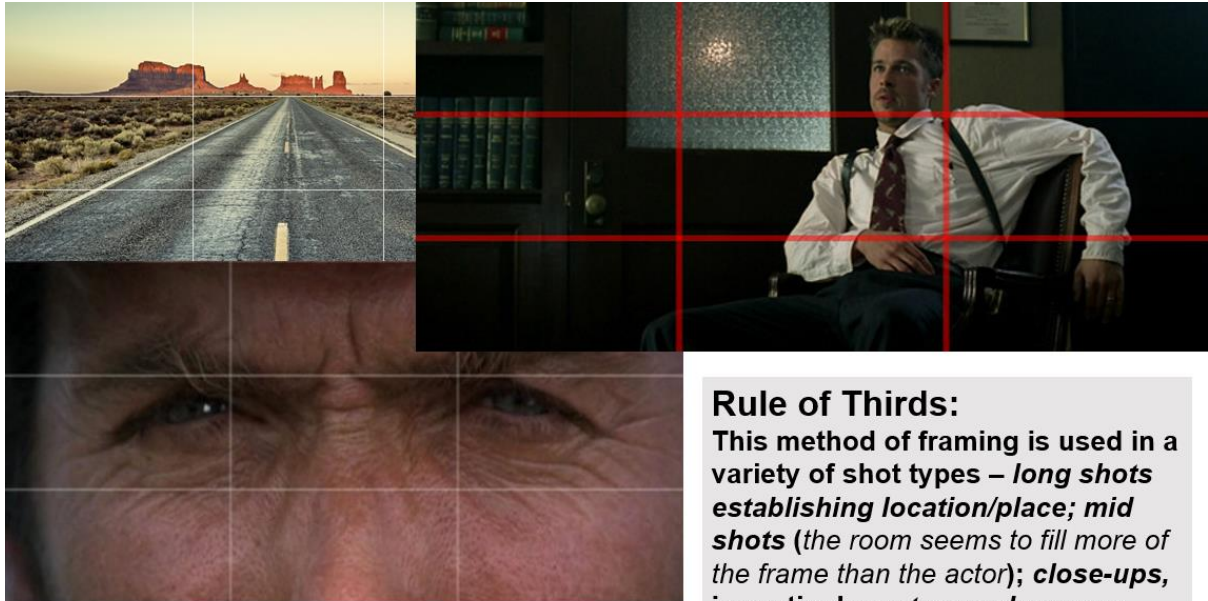
Rule of Thirds:
This method of framing is used in a variety of shot types – *long shots establishing location/place; mid shots* (the room seems to fill more of the frame than the actor); *close-ups,* in particular *extreme close-ups*.

Rule of Thirds

placed so that parts of her face occupy different thirds of the shot.

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Some blocks are deemed to create greater attention than others created by this grid, so key objects are placed there – in this case, her hand, nails, and lips.

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