

## Eduqas WJEC GCSE UNIT 3 NEA Student Workbook

This is the Workbook for use with **Eduqas WJEC GCSE UNIT 3 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:**

- the theoretical framework of media
- 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: Applying NEA research to your own work

There is so much to cover in the Eduqas WJEC NEA Briefs for 2019 and so many possible directions and hypotheses that could be seized on, that in these Edusites Eduqas WJEC NEA Units I can only offer a starting point for the more detailed **individual** research and analysis **required of you by Eduqas WJEC**. Remember, the work on the NEA Brief for 2019 is about **your** ideas and **your** research. In these lessons I offer guidance and strategies for you to start to apply your acquired learning and understanding of the theoretical models from the rest of the Media course

You need to explore similar products. If you do this, you should ensure your ideas and analysis are as effective and as wide ranging and thorough as possible. A lot can happen in the next year or so - keep up to date with these.

### DVD cover purpose:

- To catch attention of the casual audience as well as genre fan
- reinforce the genre identity through easily recognisable style features (this is used to construct/sustain audience who identify with the genre and its narratives/themes)
  - **serious**
  - **sensational**
  - **humorous**
  - **political**
- demonstrate (*Title, language, selection of image*) the values and stance towards modern day contexts

### Statement of Intent:

**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 how this will target the intended audience. This is a compulsory element of the NEA and you must complete the statement of aims in Section B of the cover sheet using approximately 250 words. A template is provided on the EDUQAS website for guidance.**

The work undertaken at the end of Term 2 once the briefs were published was about making and refining choices – we covered this in Edusites Unit 2.

### The most obvious choice was (1) the Brief and (2) the specific task:

- *Teen drama audio-visual*
- *Magazine print/online*
- *Film promotion print*
- *Music video/online*

**This was all about your interest in the brief – you may not like R&B, you may not feel Teen drama is a good fit for you and your skill set – as well as considering where do your practical skills lie – website? Audio-visual? Print?**

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The work in the following lessons assumes that you have made this choice and have followed the guidance for research to construct the solid base on which your product will be built.

In this unit we are going to focus on strategies for ensuring your research now informs your work – that the examiner can tell you’ve made an effective product fit for purpose rather than just ‘guessed’.

**Research and planning work should not be submitted does not mean that it is unimportant or that you should conduct superficial research.**

**The quality and depth of your research will be clearly evident in both the content, wording, and quality of your Statement of Intent and in the quality and accuracy in fulfilling the brief in your final product.**

**Examiners are exceptionally good at evaluating this. Your ability to conduct and apply research is crucial to your success.**

## **Tasks:**

**Select one of the following products.** Each product represents one of the areas indicated by the four Eduqas WJEC briefs. Select the product that fits the brief you have already selected and begun to research.

By applying my strategies to the product from your area of study:

- (1) You evolve some useful research
- (2) You should be able to apply this to the other products you are researching
- (3) You should be able to apply this in constructing your own products in Term 4 and Term 5

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## Lesson 2: Applying Representation research

In his study of genre, Neale offers an explanation as to how this generic verisimilitude works. Neale argues that generic verisimilitude allows filmmakers to ignore or sidestep realist aspects and still make it feel true to audiences, giving the examples of the musical where it is accepted that characters will suddenly burst into song and dance and no-one around them thinks it's strange.

He also goes on to state that some genres depend on the establishment of believable reality based on constructing the recognisable culture verisimilitude: gangster, war, police films compared to the establishment of fantasy worlds of science fiction, gothic horror or slapstick comedies.

In certain eras, it is argued that those genre with the least cultural verisimilitude attract audiences the most, explaining the popularity of musicals in WW2 and Fantasy post 9/11. Whilst it may be clearer in film and TV, the idea of **verisimilitude** impacts on all mass media products such as magazines, film promotion, and music videos. These products have to have believability in the sense of being credible representations of the worlds they are concerned with. Film has to look like it is part of a genre - *more than this* - that it represents current ideas of that genre; magazines have to look situated in the contemporary culture – *being on trend in fashion, values, features*; music videos – *even if they involve a fantasy worlds and performers bursting into song and dance* – must convince as part of contemporary culture in values and representations.

**We need your practical work to be 'fit for purpose'. This is the term coursework examiners most often use when considering the merits of student productions.**

**We might deem this as:**

- 'does it look like the thing it's supposed to be?'
- 'does it convince as a contemporary media product?'

**This is most often best judged in the representations you use – does the cover of your lifestyle magazine look like it would appeal to the contemporary audience, does it appear to represent their concerns and interests? This is best judged by looking at what real products are showing on their covers and comparing their concerns and images**

### Tasks:

As with previous lessons in these NEA units:

- (1) Select a product from similar genre, platform, or targeted at a similar / identical audience as the brief you have selected
- (2) Research this product and then analyse it in terms of the scaffold of prompts I suggest for each format – *Teen drama; Lifestyle Magazine; film promotion; music video*

*You can use my exemplars if you wish or if you have limited access in the lesson, but you will need to develop and add to the bullet points I make about each product in relation to the learning/research prompts.*

- (3) You should develop these ideas by looking at several more such products for Home Learning and think about the ideas that you can apply to your own portfolio.

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## Lesson 3: Applying your character research

Whichever brief you select you will need to involve representations of people – be it detailed individual characters in your teen drama, images in a magazine shoot, or groups of people such as performers and background figures in your music video.

In each case, you will be constructing characters that you need your audience – *and the examiner* – to relate to and to find to be believable in a modern media product – our ‘*fit for purpose*’ idea again.

Clearly, the depth of character that you need to establish will depend on **the brief you choose** and **the product you decide to construct**.

A central character in a TV teen drama requires some fairly complicated thinking about their aspirations and motives and these have to be conveyed in their dialogue, movements, actions, and behaviour.

A model on a cover shoot needs only the sketchiest of ‘character’ outlines but even here we need to consider their character as to what they represent:

- **Their gender**
- **Their age group**
- **Their style group**
- **The brand identity of the magazine**

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## Lesson 4: Applying Audience research

How things are shown to audiences shape how audiences feel about them.

If we are only allowed to see a celebrity in one particular way our understanding of that celebrity will appear to audience as ‘true’ or ‘real’.

Consider how stars such as **Katy Perry** and **Taylor Swift** and their management companies are very controlling of their image – EG: *the fuss made when Russell Brand tweeted an image of his then wife without make-up created a twitter storm and pressure was brought for on Brand who removed the offending tweet for fear her glossy, candy-floss cartoon image of glamour would be harmed.*

Think of how newspapers such as **The Sun** represent politicians they dislike in only a critical manner in the hope that their readers will come to believe this view of them – EG *their representations of Jeremy Corbyn the Labour Party leader.*

Media packs detailing the target audience for a product are freely available for most media institutions.

Their intended audience is the industry – those organisations who are interested in organising commercial activities around a mass media product such as placing advertising in a magazine or TV channel, tie-ins with film releases or featuring and writing about a music performer.

The pack will often include some idea of how the product intends to address its audience and (*in the case of TV shows, magazines, newspapers, radio shows etc.*) maintain or evolve their relationship with them.

**Such ideas and data are useful in considering how your own NEA product will ‘talk’ to the audience you have been given in the brief.**

Most mainstream magazines – such as those belonging to the **Bauer Media group** – have a clear profile of their audience. *Mojo* magazine call him ‘Dave’. They know he is 42 and in the ABC1 NRS social segment.

Here is the 2018 profile from the **Bauer Media Group** website – they even know the music he listens to and the platforms he selects to do so.

Clearly, this is based on detailed research into the habits of their readers, but it lets *Mojo* understand how Dave will react to the cover features and stories they might be planning to run – which he will like and those that might just stop him buying the magazine that issue. Equally, they know that *Mojo* has the ability to shape Dave’s interests and evolve his listening. So in each edition, they talk to him in such a way that he is convinced that the magazine is the best one for him

**This positioning and aligning is a part of every media product.**

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## Lesson 5: Gathering the learning

You should apply your own detailed research into the planning and construction of your product.

### Consider Applying:

- *Your detailed knowledge of the evolution of such products –origins, development, and ownership*
- *Key similar products – what conventions must you apply to attain ‘fit for purpose’*
- *Current contexts and concerns of such products*
- *Detailed study of the target demographic*
- *The values/politics of such modern products*
- *Regulations that cover such products*
- *We offer some outline review of these elements in the lessons but to ensure that you maximise your capabilities in Media Studies you should add depth to this by your own detailed research*

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## APPENDIX IMAGES AND RESOURCES

**Target Audience: Adults 16-34**

Huge and Hot Right Now  
 UK Hot 40  
 Chart Impact and Future Hits  
 Essential Urban  
 Party People!  
 The Big Hit Breakfast  
 Rock Armageddon  
 KERRANG!  
 K! 20 Biggest Anthems  
 Hip Hop Anthems  
 FLAVA  
 Rise & Grind  
 Official UK Top 40  
 VIVA  
 Engaged & Underage  
 16 And Pregnant

Most Tweeted  
 CHART SHOW  
 First Play Friday  
 Bigga Beats 2012  
 KISS  
 Urban Chart Top 20  
 Non Stop Hot Hits  
 Essential R&B and Hip Hop  
 Stateside Slammers!  
 E! News  
 Keeping Up With The Kardashians

Sex And The City  
 Friends  
 COMEDY TV  
 Scrubs  
 90210  
 Hollyoaks  
 Made In Chelsea  
 Two and A Half Men  
 Come Dine With Me  
 Embarrassing Bodies  
 This Morning  
 Daybreak  
 XFactor  
 The Jeremey Kyle Show  
 The Only Way Is Essex  
 Take Me Out  
 Beauty & The Geek  
 Good Morning Sports Fans  
 SKY SPORTS NEWS  
 Evening Report  
 First Fast Now

Got To Dance  
 The Glee Project  
 sky1  
 Modern Family  
 Deal Or No Deal  
 Shameless  
 Hollyoaks  
 Man V Food  
 Dragon's Den  
 Big Brother  
 Neighbours  
 Dallas  
 Home & Away  
 The Wright Stuff  
 Neighbours  
 Dallas  
 Home & Away  
 Grand Designs  
 A Place In the Sun  
 Hugh's 3 Good Things  
 Rules of Engagement  
 Desperate Housewives  
 Ugly Betty  
 Bones  
 Sing Date  
 sky LIVING HD  
 Airline  
 Biggest Loser USA  
 Coronation Street  
 itv2  
 Emmerdale  
 The Real Housewives of DC  
 Film Programming  
 Modern Family  
 What's Cooking?  
 Jamie's 15 Minute Meals  
 Come Dine With Me

**Target Audience: Housewives with Kids**

Sponge Bob Squarepants  
 nickelodeon  
 iCarly  
 Fairly Odd Parents  
 Engie Benji  
 Ben 10  
 C itv  
 Animals  
 Jack & The Neverland Pirates  
 Daybreak  
 itv  
 Loose Women  
 The Jeremy Kyle Show  
 Grand Designs  
 A Place In the Sun  
 Hugh's 3 Good Things  
 Rules of Engagement  
 Desperate Housewives  
 Ugly Betty  
 Bones  
 Sing Date  
 sky LIVING HD  
 Airline  
 Biggest Loser USA  
 Coronation Street  
 itv2  
 Emmerdale  
 The Real Housewives of DC  
 Film Programming  
 Modern Family  
 The Middle  
 sky1  
 Raising Hope  
 What's Cooking?  
 Jamie's 15 Minute Meals  
 Come Dine With Me

Chloe's Closet  
 LazyTown  
 cartoonito  
 Baby Looney Toons  
 Ben & Holly's Little Kingdom  
 nick jr.  
 Dora The Explorer  
 Milly Molly  
 Little Bear  
 tiny pop  
 Strawberry Shortcake

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