

# GCSE MEDIA STUDIES

(8572)

Student NEA examples with  
commentary

## NEA examples



# NEA tasks and commentaries

## Overall submission

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### GCSE Media Studies

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Students must complete:

- 1) Statement of Intent
- 2) An **individual** media production for an intended audience, applying their knowledge and understanding of media language and representation.

The NEA booklet each year contains **five** briefs. Students must choose one brief and create a media product to fulfil the requirements of that brief.

## Student response A

### Chosen brief: sample brief one

Brief One	
Brief	Minimum requirements
<p>Create a two minute pre-title sequence for a youth-oriented (14-17 year old) television fantasy drama series.</p> <p>This series should be based on life within an educational establishment.</p>	<ul style="list-style-type: none"><li>• At least two filming locations.</li><li>• At least two characters including a protagonist.</li><li>• Variety of shot selection, framing of the image and camera movement.</li><li>• 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.</li><li>• Use of narrative codes appropriate to the genre, to introduce a character, further the story <b>and/or</b> hook in the target audience.</li><li>• Editing of the footage, soundtrack and dialogue to establish meaning and/or enigma.</li></ul>

## Media Studies GCSE NEA Statement of Intent

Centre Name	Anytown School	Centre Number	XX001
Candidate Name	Student A	Candidate Number	0001

This form must be completed and given to your teacher before 1 April 20XX

How will you use media language and media representations in order to create your product and meet the requirements of the brief and the needs of the target audience? (Maximum 300 words)

- Sample Brief One – TV pre-title sequence.
- Set in a school, two sixth-formers talking at the start, setting up an equilibrium.
- One (protagonist) becomes trapped in a room, and when she *seems* to succeed in escaping, she keeps finding herself back in the same room; disruption to equilibrium and attempt to repair the disruption.
- Sequence finishes with a POV shot (POV of 'monster'?) of girl looking behind her, into the camera (and into the audience's space), black screen and scream. Sound heightens sense of unseen threat. Audience feel the threat is in their own space. Heightens tension.
- Uses enigma code to hook the audience in - want to see how this happened and how she will get out. Put themselves in her place.
- Mise-en-scene includes school setting and 'ordinary' clothing for sixth-formers, so teenage audience will all know someone and somewhere like this, so can relate to characters and location. Representation of character / personality in pre-title sequence is minimal, so no one is put off. School corridor and room are chosen for their 'blandness' so there is nothing to put people off by making the place too specific. Archetypal school, not individual school.
- Dialogue mentions earlier student who went missing, foreshadowing events in the episode.
- MS and shot-reverse-shot for dialogue at the start – conventions of TV drama.
- CU on hand as she tried to open the door, to emphasise detail.
- MLS and LS for action, when girl is trying to get out of the door, to show the upper body and then whole action as she continually runs into the same room.
- Pace of editing to speed up representing her emotional state as she gets more upset and scared.
- Musical-box-style music, convention of horror/thriller featuring children and innocent young people, establishes the direction of the hybrid genre quickly for audience.

### Unassessed participants:

Student Z – appeared in the film as the female student. [I appeared as the other student, but filmed those sections using a camera on a tripod, which I set up myself before each shot].

### Non-original material:

Music – downloaded from YouTube Audio Library

Link to video: [Here be demons](#)



### Student A commentary:

#### Statement of Intent

Statement refers directly to some uses of media language. These are perhaps non-specific in places, as they refer to whole sequences of shots, not individual shots, for example, but in each case a reason is given related to representations and/or communicating meaning. The effect on the target audience is discussed, and the way the sequence is designed to hook in the viewer – mostly in relation to narrative codes (3.4.3 in spec) and conventions (3.4.5). The intentions outlined are all appropriate to the brief. There is sustained use of accurate subject specific terminology.

**Indicative Level: 5**

#### Production: Media language

The sequence has a very good sense of 'flow' because shots and edits have been well chosen to follow conventions of the format. Shot sizes have been chosen appropriately, drawing attention to specific detail or to whole body action, for example. The music has been well chosen to highlight the fantasy nature of the episode, and is introduced at an appropriate point, as the surreal nature of the situation becomes evident. Deliberate control is shown throughout.

**Indicative Level: 5**

**Production: Representation**

According to their statement of intent, the student has deliberately chosen not to reveal much about the characters or the place, beyond the obvious – teenagers and school. However, the characters' specific clothes might give some clues to their personalities, and it is not clear how much this was the student's own choice. The representations are stereotypical, with little development, and are generally appropriate to the genre and the audience.

**Indicative Level: 3****Production: effectiveness in communicating meaning to an audience**

There are some issues with the placing of the camera in the room to effectively show, early in the sequence, that this is always the same room. The student is relying on their own knowledge of what the different parts of the room look like, and has not established this clearly for the audience. This gets in the way of the meaning early on in the sequence, although by the end it becomes obvious that the same room is constantly repeated.

This one issue aside, the meanings are otherwise clear, and the narrative codes suggested in the statement of intent are well used to try to engage the target audience. This product meets all the requirements of the brief (though the 'two locations' are limited to corridors and a classroom) and completes all the tasks fully.

**Indicative Level: 4**

## Student response B

### Chosen brief: sample brief three

Brief Three	
Brief	Minimum requirements
<p>Create a front page and a double page spread feature for a new magazine that is dedicated, exclusively, to the promotion of the persona, brand and specialist interest area of an online vlogger.</p> <p>The target audience is the existing online fans (age 13-16).</p> <p>3 pages in total, including at least 5 original images</p>	<p><b>Front cover:</b></p> <ul style="list-style-type: none"> <li>• title for a new magazine and masthead</li> <li>• selling line</li> <li>• cover price</li> <li>• dateline</li> <li>• main cover image</li> <li>• at least 4 cover lines.</li> </ul> <p><b>Double page spread:</b></p> <ul style="list-style-type: none"> <li>• headline, standfirst and subheadings</li> <li>• original copy for double page feature (approx. 350 words) that links to one of the cover lines on the front cover</li> <li>• main image plus at least 3 smaller images.</li> </ul> <p><b>Both:</b></p> <ul style="list-style-type: none"> <li>• Clear brand and house style for the magazine, including use of images, colour palette and fonts.</li> </ul>

## Media Studies GCSE NEA Statement of Intent

Centre Name	Anytown School	Centre Number	XX001
Candidate Name	Student B	Candidate Number	0002

This form must be completed and given to your teacher before 1 April 20XX

How will you use media language and media representations in order to create your product and meet the requirements of the brief and the needs of the target audience? (Maximum 300 words)

**Brief:** I will be making a magazine for the (fictional) online vlogger Lily Singh, known to her YouTube audience as Superwoman. Her online persona is all about empowering girls and young women, and helping them to work together as a sisterhood to help each other live life to the fullest.

**Audience:** The double page spread will have an interview with Superwoman, putting to her the questions her fans have been asking about her recent life (and see below).

**Media language & representation:** In almost all the images, I will get my model to look straight at the camera, as a direct mode of address, looking at her fans. I will also show her working at her computer, representing how she is best known.

For mise-en-scene, she will be wearing everyday clothes so she is no different from her fans, and will be against a plain background, as if on a photoshoot, showing how the magazine thinks she is important, but the photos where she is at her computer she will be in a cluttered space, to represent how she is similar to her readers.

I will use a straightforward sans serif font, but a bit different to Arial. I will contrast this with a hand-writing style of font, especially for pull quotes, so it seems the words come straight from Singh. The dominant colours will be red and black for the writing, as they are easy to read and stand out. I will use some current 'youth' words like 'banter' and 'totes' and will use the word 'you' to have direct address and involve the audience.

I will use a rainbow-style of motif in the logo, to show how she represents all girls from all backgrounds.

**Unassessed participants:**

Ms X acted as my model for Lily Singh. She carried out the poses that I requested of her, and I asked her to wear a specific dress that I had seen her wear before.

**Non-original material:**

N/A



The ONLY magazine that teaches YOU how to be Super ALL the time! ~~Team~~Super



# SD Superwoman

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ook on point.  
PG 4

.....



So Superwoman  
Interview with Lily

So Superwoman  
Interview with Lily



## Banter with the **BAWSE**

We met with the one and only Superwoman AKA Lily Singh to discuss all the important changes that YOU, her fans have been totes curious about, such as, her move to LA, her brand new book that's out now, How to be Bawse as well as how she became an overnight YouTube sensation and much more. If you want to find out more about the arguably Queen of the YouTube scene right now, then keep reading!

**How long have you been on YouTube and how did you become so successful? What advice would you give to someone who wants to become a YouTuber?**

I have been a YouTuber for 6 years, which has been just incredible. You know, I never thought I would get the amount of support that I have and that



**It's all good in the hood with Lily. Cheerful smiles and thumbs up all around for life!**

**Team Super would get so big. I'm truly grateful for the amazing opportunities that we have gotten together. So thanks Team Super, I truly love you guys!**

Honestly, for whatever you want to do in life, the main ingredients to become successful at that role are hard work, determination and perseverance. That is success cranked for you in a nutshell. However, I did all these things and at first, I did not actually believe that I would be taking this thing anywhere. Like, I didn't even for a minute think that it would get that many views. That in my opinion, was all down to luck.

To someone who wants to become a YouTuber for their career, I would say be prepared to watch your first video and realise that it looks nothing like what you expected. You have got to put in the time, the patience and the effort to get the best end result. Most importantly, believe that you can and you will do it.

**Tell us about your awesome campaign to empower women.**

Cool, so the campaign that I thought was really important to start is called #GirlLove to promote unity and sisterhood between girls. Nowadays, I see

**so many girls hating on each other and it doesn't seem right at all. GirlLove is all about loving each other and building each other up. Basically, saying, it's ok we are in this together.**

**How does it feel to finally have your own place? Is it strange moving from Canada to LA?**

It feels so surreal to be moving out and being so much more independent than I used to be. I really love my new place and I love being a lot closer to other



**Let's preach peace and love to the world like Superwoman!**

**YouTubers and fans. It is very empowering and I feel much more like I have come into my own and have become my own person.**

Yeah, it definitely feels a little strange to leave Canada. Many of my fans will know how much I adore Canada and that will honestly never change, no matter how long I live in LA. Also, just having to get used to the changes was kinda challenging at first but exciting at the same time. My friends used to tease me in like a friendly funny way about how Canadians are super polite for example.

**Tell us a bit about your new book, How to be a Bawse!**

So, I was randomly inspired to write a book based on my experience with life, which I am super surprised and proud that I actually did because all my fans will know how lazy I can be LOL! It's a complete guide to life and it teaches people how to conquer and love life to the fullest.

**You can buy Lily's book by following the links from her YouTube channel, and then you can find out... How to be a Bawse!**



**Being a Bawse 24/7**

**"The main ingredients to become successful at that role are hard work, determination and perseverance..."**

Page 2

Page 3

### Student B commentary:

#### Statement of Intent

Student B has provided a detailed statement, with some of the individual elements of the design picked out to discuss. The use of media language to represent specific meanings is directly stated. She has shown how these design elements are related to the audience, although this is more often discussed as a generic audience than specifically as 13-16 year olds. There are several clear references to the audience being fans of the vlogger, and one reference to 'youth' terms. All of the intentions outlined are appropriate to the brief. There is some use of accurate subject specific terminology.

**Indicative Level: 4**

#### Production: Media language

The overall use of media language is good, with a clear and consistent house style, and appropriate selection of fonts, colours and layout. The photographs within the product are perhaps the area that needs most development. The repetitive use of the mise-en-scene of plain, grey background and upright poses means some opportunities for added meanings have been lost. The copy is stronger than the images, and more accurately reflects the style of this genre of magazine, highlighting an effective narrative about the protagonist and her current successes.

**Indicative Level: 4**

**Production: Representation**

The main character has been represented in the photographs in a lively manner, with a clear sense of fun and direct connection to the audience. The copy represents her in this way as well, but also as highly successful, confident and yet modest. Some of these latter representations are not necessarily conveyed by the images, which could marry more with the copy. The representations use contemporary stereotypes that are appropriate to the audience, and mostly to the genre of magazine. The meanings are appropriate and usually clear throughout the product.

**Indicative Level: 5****Production: effectiveness in communicating meaning to an audience**

The mode of address is consistent and would be effective in engaging the audience. Codes and conventions are mostly well used, although it is not clear from the statement of intent whether the use of so much white space, particularly on the front cover, is a design intention or not. The double page spread uses conventions more effectively than the front cover. Some of the text layout on the front cover is slightly clumsy and less effective.

The product does meet all the requirements of the brief and completes all of the tasks fully.

**Indicative Level: 4**

## Student response C

### Chosen brief: sample brief five

Brief Five	
Brief	Minimum requirements
<p>Create three print advertisements for a new range of watches. The advertisements should emphasise a sense of tradition, and will be part of a campaign that will run in upmarket magazines.</p> <p>The target audience will be 25-40 year olds.</p>	<ul style="list-style-type: none"> <li>• Three different advertisements, each emphasising a different aspect of the watches' appeal.</li> <li>• A common house style to the overall campaign.</li> <li>• Five original images, including a different dominant image in each advertisement.</li> <li>• A narrative situation represented in the dominant image for each advertisement, featuring at least one 'character'.</li> <li>• Pack or product shot in each advert.</li> <li>• Logo design (for the campaign or for the watch itself).</li> <li>• Appropriate choice of slogan and call to action.</li> <li>• Original copy, within the adverts, to embody the USP of the watch to the target audience (minimum 70 words per advert, each advert having a different emphasis).</li> <li>• Appropriate choices of font, type sizes and colours to create meanings.</li> </ul>

## Media Studies GCSE NEA Statement of Intent

Centre Name	Anytown School	Centre Number	XX001
Candidate Name	Student C	Candidate Number	0003

This form must be completed and given to your teacher before 1 April 20XX

**How will you use media language and media representations in order to create your product and meet the requirements of the brief and the needs of the target audience? (Maximum 300 words)**

Brief: three print adverts for a range of watches. Because the brief asks for an emphasis on 'tradition' and 'history' and gives an audience of 25-40 year olds in an upmarket magazine, I will use photographs I took on my holidays, of aspects of British history and tradition. I will Photoshop in pictures of models (men and women) in the same age group as the target audience, although I will show them in medium or medium-long shot from the back, so they could be anybody rather than someone special, so the audience can relate to them. I will use an over-the-shoulder shot to involve the viewer in the scene. Each person will be looking at their watch in some kind of narrative scene involving the background. The watch on their wrist will be the 'product shot', rather than having a separate pack shot.

I will use a repeating slogan 'Almost as reliable (advanced / well-designed) as my...' to show the three different parts of the USP, and to relate these to the images in the backgrounds (probably a steam train, a London skyline and an old building). I will use a traditional looking font, like Times Roman, and gold and black to appear more upmarket. I will have a smaller block of copy below to add more factual information to make my slogan's claim seem more trustworthy.

The overall colour palette should be limited, with blacks, greens & golds, or blues & greys dominating, to give the adverts a serious tone.

By using the word 'my' in my slogan, I will make it seem like a personal endorsement from someone like the audience, so it is like word of mouth marketing. I will include a website and an invitation to visit exclusively, as this will appeal to the upmarket audience.

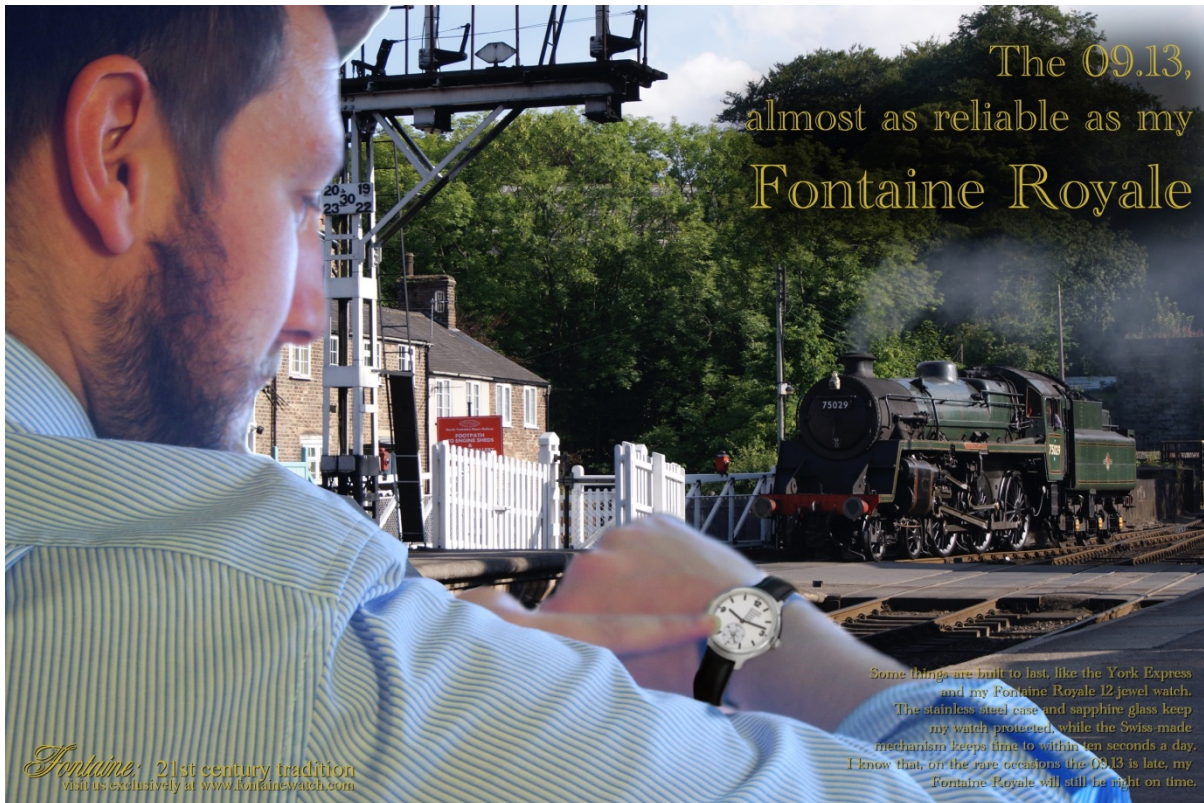
**Unassessed participants:**

The models in my photographs are people from my school. I created drafts of the adverts first, using images of people from the internet, and then asked my teachers and friends to dress and pose like those images.

**Non-original material:**

N/A






The 09.13,  
almost as reliable as my  
Fontaine Royale

Some things are built to last, like the York Express  
and my Fontaine Royale 12 jewel watch.  
The stainless steel case and sapphire glass keep  
my watch protected, while the Swiss made  
mechanism keeps time to within ten seconds a day.  
I know that, on the rare occasions the 09.13 is late, my  
Fontaine Royale will still be right on time.

*Fontaine: 21st century tradition*  
visit us exclusively at [www.fontainewatch.com](http://www.fontainewatch.com)



Audley End,  
almost as well-designed as my  
Fontaine Tribune

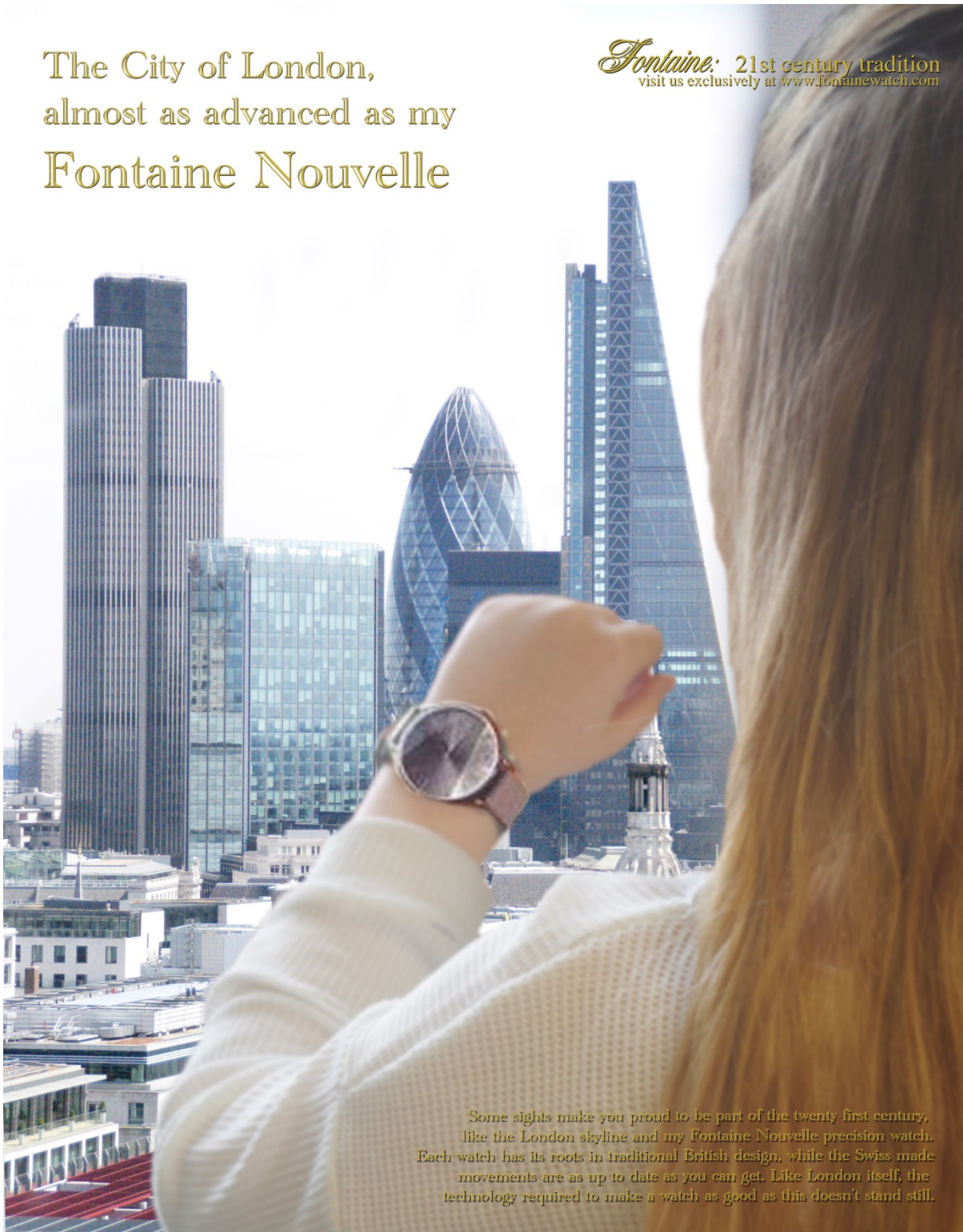
Some ideas are worth returning to again and again,  
like the architecture of Audley End and my Fontaine Tribune  
limited edition watch. The elegance of the watch face, coupled with  
the quality of the wrist strap, let me know I'm wearing a timeless  
classic. Whatever else may change, I know that, like the finest English  
country houses, designs like this will speak of quality for generations to come.

*Fontaine: 21st century tradition*  
visit us exclusively at [www.fontainewatch.com](http://www.fontainewatch.com)



The City of London,  
almost as advanced as my  
Fontaine Nouvelle

*Fontaine:* 21st century tradition  
visit us exclusively at [www.fontainewatch.com](http://www.fontainewatch.com)



Some sights make you proud to be part of the twenty-first century,  
like the London skyline and my Fontaine Nouvelle precision watch.  
Each watch has its roots in traditional British design, while the Swiss made  
movements are as up to date as you can get. Like London itself, the  
technology required to make a watch as good as this doesn't stand still.

## Student C commentary:

### **Statement of Intent**

Student C has made direct reference to many phrases from the brief including the target audience, and has shown how these have led to the ideas being used. There is some discussion of elements of media language: colours, font styles, and the types of shots to be used, and there is some use of subject specific terminology.

**Indicative Level: 4**

### **Production: Media Language**

The action of looking at the watch in each location provides the sense of narrative, which is perhaps a little limited but definitely at least 'suitable'. The sizing of the main character against the background could be more refined. The copy anchors the images effectively, drawing out the USP of the product by comparing it to the selected background. The meanings are clear in each case. The selection of images, costume, pose, font styles and colours are consistently appropriate and intentional as they are mentioned in the Statement of Intent. This would suggest deliberate control of connotations.

**Indicative Level: 4**

### **Production: Representation**

The selected locations and people represent an upmarket lifestyle and a sense of tradition. The adverts make good use of stereotypes, both in the images of people, and in the qualities discussed in the copy. The London skyline advert breaks from this sense of stereotyping slightly, to represent the other selected aspect of the USP, its advanced technology. This would suggest that all of these representations would be understood by the target audience, and would therefore be highly appropriate. Meanings are clear in all three adverts.

**Indicative Level: 5**

### **Production: effectiveness in communicating meaning to an audience**

The range of adverts uses the codes and conventions of the genre in a highly relevant manner. It has used 6 original images, although combining these into three images within the adverts. There is a very evident house style, with the repeated use of font styles, colours and the adapted slogan, as well as the use of similar styles of images in each case. The designated audience has clearly been targeted with the use of first person copy to engage them, as the student says, in a 'word of mouth' approach. This meets all the requirements of the brief.

**Indicative Level: 5**



## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8572](https://aqa.org.uk/8572)

You can talk directly to the Media Studies subject team

E: [mediastudies@aca.org.uk](mailto:mediastudies@aca.org.uk)

T: 01483 556 301