

## GCSE MEDIA STUDIES

### COMPONENT 3 Creating Media Products

#### MEDIA PRODUCTION BRIEFS FOR ASSESSMENT IN 2023

**AVAILABLE ONLY TO CANDIDATES ENTERING THE WJEC  
EDUQAS QUALIFICATION ACCREDITED BY OFQUAL**

#### INFORMATION AND ADVICE FOR CANDIDATES

You must complete an individual media production, **applying your knowledge and understanding of media language and representation.**

Unassessed participants may act in, or appear in the media production, or operate lighting, sound, recording and other equipment **under your direction** if required.

You are required to create an **individual media production** in response to **one** brief chosen from the list, following the instructions provided.

#### Statement of Aims

You will be required to 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** component of the non-exam assessment and you must complete the statement of aims in **Section B of the cover sheet** (provided on the Eduqas website), using approximately 250 words.

#### Research and Planning

In preparation for the practical work, you will undertake research and planning during the production process. **The research and planning will not be assessed**, but you will be assessed on the production outcomes that result from these stages.

You should 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 how specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning, and the way in which representations of events, issues, individuals, and social groups (as appropriate) are constructed, considering how the choice and combination 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 research prior to completion of production work.

You should also **plan** your production work carefully to ensure that you apply your understanding of media language and representation to the media production. The planning work may include:

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

### **Production work**

You are required to create original material for this component. The use of existing brands or products is **not permitted** and the images, footage, and text that you use in your media production must be **original**.

You are permitted to use existing generic logos such as production company logos, social media logos, age certificate logos and barcodes.

You are permitted to use an existing song by a band or artist for the music video production option, provided the track chosen for the music video does **not have an existing video**. You may use existing music for an audio-visual soundtrack, but this **must be copyright-free**. All other aspects of the cross-media production must be **your own, original work**. Any non-original music used as a soundtrack or in a music video, and any other non-original material used in the production, must be acknowledged on the cover sheet.

**Brief 1: Television/Online**

<b>OPTION</b>	<b>TASK</b>	<b>DETAILS: Production must include as a minimum</b>
<p><b>Either:</b></p> <p><b>(a) Audio-visual</b></p>	<p><b>Create a key sequence from a new television drama in the crime drama or comedy drama genre.</b></p> <p><b>Note: This must not be an opening or credit/title sequence.</b></p> <p><b>Your production must target an audience of 16-25 year olds.</b></p> <p><b>Length: 2 minutes - 2 minutes 30 seconds</b></p>	<p><b>Key sequence from the programme:</b></p> <ul style="list-style-type: none"> <li>• At least two filming locations</li> <li>• At least three characters</li> <li>• A clear narrative/sequence of events</li> <li>• A range of camera shots, angles and movements appropriate for the genre and sequence</li> <li>• Diegetic sound (including dialogue)</li> <li>• Non-diegetic sound (including a soundtrack)</li> <li>• Editing of the footage, dialogue, and soundtrack, including continuity editing</li> </ul>
<p><b>Or:</b></p> <p><b>(b) Online *</b></p>	<p><b>Create a functioning homepage and one other linked page with embedded audio/audio-visual material for a website for a new television drama in the crime drama or comedy drama genre.</b></p> <p><b>Your production must target an audience of 16-25 year olds.</b></p> <p><b>Length: 2 pages, including 30 seconds of embedded audio or audio-visual material related to the programme and 4 original images.</b></p>	<p><b>The working homepage and a linked second page with 30 seconds of embedded audio or audio-visual material:</b></p> <p><b>Homepage:</b></p> <ul style="list-style-type: none"> <li>• Original title of the programme</li> <li>• A working navigation bar with at least 4 relevant tabs</li> <li>• Main original image and at least two other original images (different from those used on the second page) featuring a key location and characters who reflect the genre</li> <li>• Links to other convergent media platforms associated with the programme</li> </ul> <p><b>Working link from the homepage navigation bar to a second page from the website:</b></p> <ul style="list-style-type: none"> <li>• Either an 'Extras' page or 'Character Profiles' page</li> <li>• At least one original image related to the topic of the page (different from the images used on the homepage)</li> </ul> <p><b>These pages must include:</b></p> <ul style="list-style-type: none"> <li>• Clear branding of the programme</li> <li>• Written text introducing the characters, narrative and/or themes in the programme (approximately 150 words in total)</li> <li>• 30 seconds of embedded audio <b>or</b> audio-visual material related to the programme (for example, an interview with one of the actors/director or 'making of' footage)</li> </ul>

**Brief 2: Magazines/Online**

<b>OPTION</b>	<b>TASK</b>	<b>DETAILS: Production must include as a minimum</b>
<p><b>Either:</b></p> <p><b>(a) Print</b></p>	<p><b>Create a front cover and a double page feature article for a new general lifestyle magazine aimed at teenagers.</b></p> <p><b>Your production must target an audience of 13-17 year olds.</b></p> <p><b>Length:</b> 3 pages, including a total of 6 original images.</p>	<p><b>Front cover and a double page feature article:</b></p> <p><b>Front cover:</b></p> <ul style="list-style-type: none"> <li>• Original title and masthead for the magazine</li> <li>• Strapline</li> <li>• Issue number, date, price, and barcode</li> <li>• Main cover image plus additional images if appropriate (all original and different from those on the double page feature article)</li> <li>• Main cover line (which links to the main image) plus at least three further cover lines</li> <li>• At least one insert/shape</li> </ul> <p><b>Double page feature article:</b></p> <ul style="list-style-type: none"> <li>• Article headline and standfirst</li> <li>• A feature article or extract (approximately 300 words) relating to one of the cover lines included on the front cover of the magazine</li> <li>• One main image and at least two additional images (all original and different from those used on the front cover)</li> <li>• Pull quotes and/or sub-headings</li> </ul> <p><b>The pages as a whole must include clear branding of the magazine.</b></p> <p><b>Note: The production should include an image of at least one person and construct a representation of at least one social group.</b></p>

**Brief 2: Magazines/Online**

OPTION	TASK	DETAILS: Production must include as a minimum
<p>Or: <b>(b) Online *</b></p>	<p><b>Create a functioning homepage and one other linked page for a website for a new general lifestyle magazine aimed at teenagers.</b></p> <p><b>Your production must target an audience of 13-17 year olds.</b></p> <p><b>Length:</b> 2 pages, including 30 seconds of embedded audio or audio-visual material related to the topic of the magazine, and 4 original images.</p>	<p><b>The working homepage and a linked second page with 30 seconds of embedded audio or audio-visual material:</b></p> <p><b>Homepage:</b></p> <ul style="list-style-type: none"> <li>• Original title and masthead for the magazine</li> <li>• A working navigation bar with at least 4 relevant tabs</li> <li>• Main original image plus at least two other original images (different from those on the second page)</li> <li>• Links to other convergent media platforms associated with the magazine, such as social media sites</li> </ul> <p><b>Working link from the navigation bar to a second page from the website:</b></p> <ul style="list-style-type: none"> <li>• Either a 'Features' or 'Lifestyle' page</li> <li>• At least one original image related to the topic of the page (different from the images used on the homepage)</li> </ul> <p><b>These pages must include:</b></p> <ul style="list-style-type: none"> <li>• Clear branding of the magazine</li> <li>• Written text appropriate to the magazine's genre and target audience (approximately 150 words in total)</li> <li>• 30 seconds of embedded original audio or audio-visual material related to a topic covered on one of the webpages (for example, content related to the genre of the magazine, or an interview with someone featured on the webpages or the editor)</li> </ul> <p><b>Note: The production should include an image of at least one person and construct a representation of at least one social group.</b></p>

**Brief 3: Film Marketing**

OPTION	TASK	DETAILS: Production must include as a minimum
<p><b>Print</b></p>	<p><b>Create a DVD/Blu-ray front and back cover (including spine) and a banner poster for a new film in the science fiction or romantic comedy genre.</b></p> <p><b>Your production must target an audience of 16-25 year olds.</b>  <b>The film must be a 15 certificate or below.</b></p> <p><b>Length:</b> 3 pages            The front, spine and back of the DVD cover count as 2 pages in total.</p> <p>You are permitted to use generic images such as production company and age certificate logos and barcodes. All other images must be original.</p>	<p><b>DVD/Blu-ray front and back cover (including a spine) and a banner poster, to include:</b></p> <ul style="list-style-type: none"> <li>• A minimum of eight original images in total across the three pages</li> <li>• At least two different locations for photography</li> <li>• At least three different characters appropriate to the genre (including a protagonist)</li> <li>• A narrative appropriate to the genre</li> </ul> <p><b>DVD/Blu-ray front cover:</b></p> <ul style="list-style-type: none"> <li>• At least one main image (original and different from those used on the back cover and the poster)</li> <li>• Clear branding and original title of the film</li> <li>• Names of actors and director</li> <li>• Appropriate production company and age certification logos</li> </ul> <p><b>Spine:</b></p> <ul style="list-style-type: none"> <li>• Film title, appropriate production company and age certification logos</li> </ul> <p><b>DVD/Blu-ray back cover:</b></p> <ul style="list-style-type: none"> <li>• At least one main image (original and different from those used on the front cover and the poster)</li> <li>• Four thumbnail images depicting different scenes from the film, characters, and aspects of the narrative</li> <li>• Promotional blurb for the film (approximately 150 words) including reference to the narrative and establishing the genre</li> <li>• Billing/Credit block</li> <li>• Production company and age certification logo and technical information</li> </ul> <p><b>Banner film poster:</b></p> <ul style="list-style-type: none"> <li>• Clear branding and original title of the film</li> <li>• Tagline</li> <li>• At least one main image (original and different from those used on the front and back DVD/Blu-ray cover)</li> <li>• Release date</li> <li>• Billing block and production company logo</li> </ul>

**Brief 4: Music Marketing**

OPTION	TASK	DETAILS: Production must include as a minimum
<p><b>Either:</b></p> <p><b>(a) Audio-visual</b></p>	<p><b>Create an original music video to promote a new artist or band in the pop music genre.</b></p> <p><b>Your production must target an audience of 16-25 year olds.</b></p> <p>Length: 2 minutes - 2 minutes 30 seconds</p> <p>You may use an existing song for your music video (this does not need to be copyright free), but the song <b>must not</b> have an existing music video.</p> <p>Longer tracks may be edited or faded in or out to meet the required length.</p> <p>The chosen song must be appropriate for the age range of the intended audience.</p>	<p><b>Original music video:</b></p> <ul style="list-style-type: none"> <li>• Two or more filming locations (for example, a studio, a concert venue or other locations)</li> <li>• A range of camera shots, angles and movement to interpret the music and lyrics</li> <li>• Shots of the artist or band and other characters where appropriate</li> <li>• Performance footage (rehearsal and/or live and/or lip-synched)</li> <li>• Elements of narrative, for example an interpretation of the lyrics</li> <li>• Appropriate editing of the footage to the music</li> <li>• Title graphics presenting the name of the fictional artist or band and the title of the track</li> </ul>

**Brief 4: Music Marketing**

<b>OPTION</b>	<b>TASK</b>	<b>DETAILS: Production must include as a minimum</b>
<p><b>Or:</b></p> <p><b>(b) Online *</b></p>	<p><b>Create a functioning homepage and one other linked page for a website promoting a new artist or band in the pop music genre.</b></p> <p><b>Your production must target an audience of 16-25 year olds.</b></p> <p>Length: 2 pages, including 30 seconds of embedded audio or audio-visual material related to the artist or band and genre.</p>	<p><b>The working homepage and a linked second page with 30 seconds of embedded audio or audio-visual material:</b></p> <p><b>Homepage:</b></p> <ul style="list-style-type: none"> <li>• Original name and logo for the artist or band</li> <li>• A working navigation/menu bar with at least 4 relevant tabs</li> <li>• Main original image plus at least two other original images to promote the artist or band (different from the image/s used on the second page)</li> <li>• Links to other convergent media platforms such as social media sites</li> </ul> <p><b>Working link to a second page from the artist/band’s website:</b></p> <ul style="list-style-type: none"> <li>• Either a 'News' or 'About' page</li> <li>• At least one original image related to the artist/band (different from the images used on the homepage)</li> </ul> <p><b>These pages must include:</b></p> <ul style="list-style-type: none"> <li>• Clear branding of the artist or band</li> <li>• Written text related to the artist or band, their music and their image (approximately 150 words in total)</li> <li>• 30 seconds of embedded original audio or audio-visual material related to the artist or band and the genre (for example, an interview with the artist/band, or the creator of a fan site, or a live performance)</li> </ul>
<p><b>*Online options: Candidates are not required to create websites through programming languages such as HTML. It is acceptable for candidates to use web design software or templates in the online options. However, candidates must be responsible for the design of the website and all content (such as written text/language, images, graphics, and audio-visual material) must be original.</b></p>		



## **Eduqas GCSE Media Studies Component 3 Production Briefs 2022 Notes for Guidance**

### **Guidance regarding current public health requirements**

- All production work must adhere to current government rules and guidelines regarding social distancing.
- Filming and photography should be undertaken in a safe and accessible location.

Learners should carefully consider their choice of brief, to ensure that the production is achievable. Research into recent media productions is recommended and should be referenced in the Statement of Aims. There are several examples of media products created during the recent restrictions that demonstrate how the industry has adapted to public health requirements, including: music videos made in the artist's home environs, television series involving small, socially distanced casts and accessible locations, and magazines featuring non-celebrities on the front cover.

### **Guidance regarding data protection**

Learners are advised not to use any actual names of people in their production work (e.g. director, cast, writer etc.) in order to protect the personal data of those involved.

### **General Guidance on the Briefs**

Learners are assessed on their ability to draw together their knowledge and understanding of the theoretical framework and to apply this to the production. They should undertake appropriate research that will enable them to do this. Learners should be guided to adhere to all elements of the brief, paying particular attention to:

- Elements of media language, for example the codes and conventions of the specified form and genre or sub-genre
- Relevant and appropriate representations
- The specified audience
- The requirements for length/number of pages/number of images
- The detailed requirements to include in the chosen brief

### **Representations**

Learners are required to include representations of people in each brief and are assessed on their ability to use media language to construct appropriate representations, applying their knowledge and understanding of the theoretical framework. It is, therefore, imperative that learners do include images of people in their production. Learners should be guided to consider this requirement for the specified form and genre, especially in relation to the magazine brief.

### **Audience**

Learners must adhere to the audience specified in the brief – the 2023 briefs stipulate an audience of 16-25 year olds for the Television, Film Marketing and Music Marketing briefs and 13-17 year olds for the Magazine brief and so content must be suitable for all ages in these ranges.

Learners should be guided to consider what is appropriate for the target audience, researching similar products that target this age group. Film marketing, for example, should be created for a film with an age certificate of 15 or lower. All content must be appropriate for the specified target audience.

### **Original images**

Learners are required to create original material for their production work. An original image is defined as an artefact that the candidate would be able to claim the copyright for. They must create the image, i.e. take a photograph, or draw an image (if appropriate). When using editing or animation software the candidate must create any images that are subsequently manipulated; they cannot manipulate an existing, 'found' image and claim this as their own original image. Where learners want to include background images, for example of the front of a DVD cover, these should also be original.

It is advisable for candidates to give details in Section A of the cover sheet as to how they have created their images to demonstrate to the teacher and moderator that the images are their own, original work. This is especially important if they have used animation software or have taken photographs in unusual or distant locations. Details of any non-original material must be included on the cover sheet. As indicated in the 'Guidance on Applying the Assessment Grid' (P.30 of the GCSE Specification), learners whose work is not original cannot be awarded marks above Band 2 for the production.

### **Templates**

Use of templates is permitted in the online briefs; however, these should be unpopulated and learners should create their own original layout and design. Similarly, if templates are used in print work (DVD or magazine covers, for example), these should be for outline sizing purposes only. As detailed in the 'Guidance on Applying the Assessment Grid', work meeting the criteria for Bands 1 and 2 may rely on pre-existing templates; work in the higher bands must demonstrate effective and original layout and design.

### **All online briefs**

Audio-visual material must be moving image footage rather than, for example, a slideshow of still images or 'gifs', or animated banners.

## BRIEF 1: TELEVISION

Learners should be encouraged to make links with the Component 2 television products to help develop their knowledge and understanding of television genres and their audiences. Analysis of key sequences or websites for the set products will offer learners a starting point for their independent research into the genres specified in the brief. Learners are advised to produce a television crime or comedy drama which is realistic for them to create in terms of setting, costume and use of mise-en-scène. It is also appropriate to research the codes and conventions of television crime or comedy drama programmes with a slightly different target audience and then adapt the findings to the brief. Learners should be reminded of the audience range for this brief. It is the responsibility of the centre to guide learners towards appropriate research examples and topics.

All content and images must be original; learners should not use the names of existing television programmes, actors, or characters. Instead, learners should create fictional programme names and actors, considering how they can create representations appropriate to the chosen genre.

### Audio-Visual Option

#### **Create a key sequence from a new television drama in the crime or comedy genre.**

Learners should create a key sequence which reflects the genre and incorporates the theme or narrative of the programme, for example creating an enigma or showing character development. Learners should be encouraged to make links with the Component 2 television products to help develop their knowledge and understanding of the codes and conventions of these genres and their audiences.

A television crime drama is a fictional programme which focusses on people who commit crimes, people who solve the crimes and/or the victims of crime within a clearly structured narrative. The brief specifies a key sequence from the programme, for example where there is a high level of tension and suspense linked to criminal behaviour, key points of tension/conflict between characters, important disclosures about a crime or event for the development of the narrative, or the use of enigmas to hook the audience. Locations, characters and a narrative should be portrayed in the sequence to engage the specified audience and reflect the genre conventions.

A television comedy drama is a fictional programme which combines elements of comedy with elements of drama and serious themes or issues. The brief specifies a key sequence from the programme, for example where there is a high level of drama linked to characters or their relationships, key points of tension/conflict between characters, important disclosures for the development of the narrative, or the use of humour to accompany a serious theme. This sequence should include key characters in the programme and show their role in the narrative and the comedy and/or dramatic focus of the episode. Locations, characters and a narrative should be portrayed in the sequence to engage the specified audience and reflect the genre conventions. In both genres, audio codes are important in establishing the genre and to help engage the audience.

- The key sequence can come at any point in the programme but must not be an opening or credit/title sequence.
- Learners should research their own examples of key sequences in the crime and comedy drama genres. Learners should explore the wider codes and conventions of the form and genre: Examples of crime dramas include *Happy Valley*, *Stay Close*, *Line of Duty* and *Bodyguard*. Examples of comedy drama include *My Mad Fat Diary*, *In My Skin* and *This Is Going to Hurt* (post-watershed).\*

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\* These examples are used to illustrate the conventions of the television crime and comedy drama genres: learners must undertake independent research into appropriate products targeting a similar audience to that specified in the brief.

## **Online Option**

The website can include the existing chosen channel or streaming platform logo, but the design and layout should be original, designed by the learner. Learners should not 'copy' the chosen layout.

### **A homepage and second linked page for a new television drama in the crime drama or comedy drama genre.**

- These pages should establish the genre of the new programme and construct brand identity related to the target audience through, for example, the colours, images, and font style chosen.
- The 'Extras' page could include elements such as information linked to the programme's themes and narrative, blogs from actors, location reports, interviews with the director etc.
- The 'Character Profiles' page could be used to establish narrative arcs for characters, give information about storylines in which they are involved and to construct representations.

### **Audio-visual material embedded in the linked page:**

- This could include a vlog from one of the actors, a Q&A with the director, or 'making of' footage. Opportunities should be taken here to reinforce the genre of the programme and its links to the target audience.

## BRIEF 2: MAGAZINE

Learners should be encouraged to make links with the Component 1 magazine products to help develop their knowledge and understanding of the codes and conventions of magazine genres and their audiences. Analysis of existing products from the specified genre and targeting a similar audience will enable learners to apply media language appropriately, particularly in relation to layout and design, and the creation of a 'house style'. It will also allow learners to consider how representations are constructed by the magazine's producers.

All content and images must be original; learners should not use the names of existing films, actors, bands, or music artists. Instead, learners should create fictional films, film actors and music artists considering how they can create appropriate representations.

### Print Option

**Create a front cover and a double page feature article for a new lifestyle magazine aimed at 13-17 year olds.**

- A lifestyle magazine is one that covers a wide range of topics such as style/fashion, current issues, beauty, and entertainment. It will usually have higher circulation figures than more specialised magazines due to the range of products covered within the publication. A teen lifestyle magazine covers all of these topics but aims them at a younger audience.
- Learners should research magazines that illustrate the conventions of the lifestyle magazine form and those that relate to the magazine genre; examples of mainstream lifestyle magazines include *GQ* and *Cosmopolitan*. Lifestyle magazines that aim specifically at a younger audience include *Teen Vogue*, *Seventeen*, *Defiant Ones* and *J-14*.\*
- It is appropriate to research the codes and conventions of a magazine with a slightly different target audience or from a different genre and then adapt the findings to the brief.
- In their research learners should avoid those magazines that do not feature people on their front covers.
- Learners must ensure that they create representations of at least one social group through, for example the choice of fictional celebrity, actor, or musician and how representations are constructed through visual codes.
- The production as a whole should demonstrate a clear brand identity, but the cover should feature different colour palettes, images, and cover lines from the other pages.

### Double page feature article

- The feature article or extract should expand upon one of the cover lines on the front cover, exemplify the magazine's genre and appeal to the target audience stated in the brief.
- It should construct an appropriate representation through the images and written text. For example, a teen lifestyle magazine article may explore a particular fictional actor/musician/vlogger in relation to youth culture and identity.
- It is important that learners research double page feature articles and are aware of how they use elements of media language and construct representations. Learners should ensure that the choice of topic/ focus of the double page feature article also allows them to construct appropriate representations of a social group.
- The double page spread should establish the genre and house style of the magazine and there should be clear links to the front cover, illustrating the brand identity of the magazine.

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\* These examples are used to illustrate the conventions of the magazine form: learners should undertake independent research into products targeting a similar audience to that specified in the brief.

## **Online option**

### **A homepage and second linked page for new general lifestyle magazine.**

- These pages should establish the genre and house style of the magazine.
- Learners should research magazine websites that illustrate the conventions of the online magazine form and those that relate to the teen lifestyle magazine genre.
- Learners must ensure that they create representations of at least one social group through, for example the choice of teenage 'celebrity' featured on the homepage
- The homepage layout and design should appeal to the target audience stated in the brief.

### **A second page, either a 'Features' or Lifestyle' page:**

- It should be evident that this page is from the same website as the homepage through adherence to a house style, for example.
- The 'Features' page could include, for example, an interview with a teenage celebrity such as an actor/musician/vlogger about the making of their most recent film or album.
- The 'Lifestyle' page could include an article on an issue or current trend which would appeal to the target audience.

### **Audio-Visual material related to the magazine content:**

- A lifestyle magazine, for example, might feature an interview with a teenage celebrity about their recent work.

### **BRIEF 3: FILM MARKETING**

Learners should be encouraged to use their knowledge and understanding gained from Component 1 to prepare for this brief. Analysing a range of marketing posters and DVD covers for *Spectre* is an ideal starting point for learners, as is studying the website, prior to them undertaking independent research. Learners should pay particular attention to the conventions and layout of DVD covers. All elements of this brief should be appropriate for the specified target audience.

Learners should 'invent' characters and actors' names for use on the DVD cover and poster. It is not appropriate to use the names of existing stars as the aim is for the learner to demonstrate their understanding of the film genre by constructing credible characters and actors/stars to play them that would be appropriate to the film's genre.

A film in the science fiction genre is defined as one that involves some sort of science fiction conventions such as being set in the future, use of futuristic props and costumes, or have reference to science fiction tropes within the narrative such as a visitor from a distant place.

Characters in this genre are often stereotypical and easily recognised by audiences, but it is acceptable for learners to challenge this convention. The films' narratives are usually related to the protagonist(s) having to achieve an ultimate goal, for example a rescue, to escape from peril or to save the world. There are many existing examples of film marketing in this genre to consider including *The Hunger Games* franchise, *The Matrix* franchise, *Inception*, *Tenet* and *Divergent*.\*

A film in the romantic comedy genre is defined as one that involves light-hearted, humorous plotlines that are centred on romance and relationships.

Characters in this genre are often stereotypical and easily recognised by audiences, but it is acceptable for learners to challenge this convention. The films' narratives are usually related to the protagonist(s) having to achieve an ultimate goal, for example win back an ex. There are many existing examples of film marketing in this genre to consider including, *He's All That*, *The Hating Game* and *Isn't It Romantic*.\*

#### **Print Option**

Learners should independently research marketing campaigns, including posters and DVD covers, to identify the codes and conventions of the science fiction film or romantic comedy genre. There should be clear evidence of a house style across all elements of the brief.

Whilst the requirement is for the images to be 'original and different', it is also important to ensure that there are links between the images and that they are obviously promoting the same film.

#### **The DVD Cover**

- It is essential that learners research DVD covers similar to the film they want to create, paying attention to all elements, including the back cover and the spine.
- Analysis of how the thumbnail images are constructed and are used to create representations and convey meanings through elements of media language will be relevant.
- The blurb should relate to the specified target audience and the film's genre and there should be evidence of understanding that this is part of the marketing of the film. The blurb is an effective way of using language to establish the narrative and film genre.
- Replication of images across elements of the brief is not permitted and all images must be original.

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\* These examples are used to illustrate the conventions of the science fiction and romantic comedy film genre: learners must undertake their own, independent research into products targeting a similar audience to that specified in the brief.

**The banner film poster:**

- This should follow the conventions of a landscape banner poster, including orientation and layout and design.
- There should be clear links to the style of the DVD cover, and it should be evident that the poster and the DVD are for the same film through establishing a brand identity for the film considering for example use of colour and font style.
- Learners are advised to analyse existing landscape banner posters for the specified film genre as part of their research.



## BRIEF 4: MUSIC MARKETING

Learners should be encouraged to use their knowledge and understanding gained from Component 2 to prepare for this brief. Analysing a range of music videos, including the set products, is an ideal starting point for learners, as is studying the artists' websites, prior to undertaking independent research. Learners should pay close attention to the codes and conventions of the specified music genre and how representations are constructed for both video and online elements.

The pop music genre is defined as music with broad appeal distributed to a wide global audience, it tends to have a chorus with a catchy tune and simple lyrics and the music videos often have bright and bold colours.

Examples of pop bands and artists include *Ariana Grande, Dua Lipa, Harry Styles and Little Mix*. However, pop music encompasses a range of sub-genres including electropop and Indie-pop. Electropop describes bands and artists who tend to have an emphasis on its electronic sound. Examples of electropop artists include *Lady Gaga and Maroon 5*. Indie-pop is pop music derived from indie music but incorporating the upbeat, catchy conventions of a pop song. Examples include *Florence and The Machine, Ed Sheeran, and Billie Eilish*.

**The choice of track does not have to be from an existing pop artist or band, although it may well be, but in its interpretation must be suitable for this specified genre and target audience. This will enable the learner to meet the requirements of the brief.**

### Audio-Visual Option

Learners undertaking this brief should 'invent' a new artist or band, for example they might select a track by an existing young artist or band from the pop music genre/sub-genre, but create a new persona for that artist, using a classmate to perform as the singer. The name of an existing artist or band must not be used.

Learners must be guided to produce a video for a song that **does not have an existing official video**. The following **DO NOT** count as official videos:

- A live performance of the song in concert or on a television programme
- A lyric video that is simply the lyrics placed on a plain background
- An amateur/fan video, not created/released by the record label

### Performance footage of the artist or band:

- The music video must include this element, as it is a promotional product and learners are required to construct a representation of the performer that reflects the specified genre.
- However, there is no requirement for learners to film a concert or rehearsal in a studio setting.
- The performance element may consist of lip synching or playing of instruments on location, as part of the narrative, or cut away shots to the artist performing in a different location separate from the narrative.
- Care should be taken to ensure that the narrative reflects the codes and conventions of the music genre/ sub-genre specified.

### Online Option

The website option must include original images and the expectation is that the learner will use these to construct the band/artist's identity, reflecting the specified music genre/ sub- genre.

**A homepage and second linked page to promote the new artist/band:**

- These should establish the music genre/sub-genre and construct an identity related to the target audience through, for example, the style of font and images chosen.
- The second page should link closely to the homepage in terms of visual style and gives an opportunity for the identity of the band/artist and the music genre/sub-genre to be further established.
- The written text should be a means of promoting the band/artist to the target audience; care should be taken regarding the content and mode of address.
- A 'News' page may refer to latest albums/releases, concerts, television appearances, collaborations etc.
- An 'About' page may include an interview with the artist/band, or the creator of a fan site, or a live performance.