

WJEC AS/A LEVEL MEDIA STUDIES FREQUENTLY ASKED QUESTIONS

CONTENTS

GENERAL ADMINISTRATION	4
Where can I find the entry/course/specification/QAN codes?	4
Are there any textbooks for WJEC AS/A2 Level Media Studies?	4
Where can I find grade boundaries for AS and A2 Level Media Studies?	4
Where are the CPD Materials for Media Studies?	4
Is exemplar work available for each unit?	4
Can learners resit individual units for this qualification?	4
EXAMINATION UNITS	5
SET PRODUCTS	5
Where can I access the set products?	5
When will the set products change?	5
UNIT 1 AND UNIT 3	5
What are the recommended timings for Unit 1?	5
What are the recommended timings for Unit 3?	5
Will the unseen resource for Unit 1, Section A always be audio-visual?	5
How many times will learners be shown an audio-visual resource?	5
In an exam response, is it better for learners to explore a small number of points in a lot of depth or to cover a larger number of points in less depth?	5
Which areas of representation do we need to teach in relation to Unit 1, Section A?	6
What products should learners study in preparation for Unit 1, Section A?	6
In the Unit 1 Section A question, should learners only analyse the unseen resource, or do they need to refer to set or other products analysed in class?	6
Should learners refer to theory in Unit 1, Section A?	6
For Unit 1, Section B, is there a specific edition of the set newspapers that learners should study?	6
How recent should the significant news event be? Is there a time limit on the significant news event?	6
Are learners required to study all of the episodes in the set text television crime drama series for Unit 3, Section A?	6
Do learners need to study the full episode or <i>Hinterland: Devil's Bridge</i> as in the DVD or just the first part as was shown on television?	6
Do learners need to study the full episodes of the historical crime dramas, such as episodes 1:1 and 1:2 of <i>Prime Suspect</i> ?	6
In Unit 3, Section B, do learners need to study the paper version of the online magazine?	7
In Unit 3, Section B, do learners need to be familiar with contemporary editions of the historical magazine that they are studying, including any digital content, for example the current website for <i>Vogue</i> or <i>Woman</i> ?	7
In Unit 3, Section C, do learners need to experience gameplay of the set texts?	7

THEORY AND CONTEXTS	7
Do learners need to refer to theory in their responses to all questions in Unit 3 and Unit 1?	7
How much reference to/use of theory should learners include in a response?	7
In Unit 1 and Unit 3, learners need to study industry issues. What should we do if a significant aspect of the industry changes after we have covered the set product?	7
How much context should be taught?	8
How much context is required in the exam?	8
NON-EXAM ASSESSMENT	9
ADMINISTRATION	9
What is the NEA submission deadline?	9
Which version of the coversheet should we be using?	9
How are marks and work submitted for moderation?	9
What work needs to be submitted for moderation?	9
Should I upload additional planning such as mood boards or plot outlines?	10
What should I do if there is an error with the submitted marks?	10
Is there a requirement to annotate work for Unit 2 and Unit 4?	10
How should teachers record evidence of internal standardisation?	10
How should we assess work that is under - or over - the specified limits for length/ quantity?	10
Can the coversheets be completed and signed digitally?	10
I have uploaded a file incorrectly and cannot delete it because the deadline has passed – what should I do?	10
NEA BRIEFS	11
Can learners work in groups to complete Unit 2 and Unit 4?	11
If working in pairs, should learners comment on their own work only or the whole production in the reflective analysis?	11
Can learners star in their own productions?	11
What is an unassessed participant?	11
How long should learners spend on their Unit 2 and Unit 4 production?	11
Can learners create a product in Unit 4 in the same genre as they have studied in Unit 3?	11
Can learners work on the same genre for Unit 2 and Unit 4, for example, they complete the film brief in Unit 2 and create a film magazine in Unit 4?	11
When will the set briefs change?	11
RESEARCH & PLANNING	12
For Unit 2, what should learners consider when selecting products for research?	12
For Unit 2 Research, do learners discuss all three products within the word limit of 600 – 750 words?	12
For their Investigative Research, can learners choose a focus that they have studied as part of Unit 1 or Unit 3, such as representation of gender?	12
Yes, learners are permitted to do this.	12
In Unit 4, what should learners consider when selecting a product for their Investigative Research?	12
In Unit 4, how should learners construct their Investigative Research titles?	12
In Unit 4, should the learner’s investigative research be based on one edition or episode of the chosen product or a range?	12
In Unit 4, should learners analyse products that are linked to both of their productions, or just focus on just one?	13
Should learners refer to critical perspectives in their investigative research?	13
Should learners research a product that is from the same industry context as the one for which they will be creating their product?	13
Can learners research a product that they have studied elsewhere on the course?	13
How long should a storyboard be?	13
Can learners use animation in their audio-visual productions?	13
ADVERTISING AND MUSIC VIDEO	13
Can learners create their productions around existing artists?	13

Can learners create a video for an unsigned artist or band?	13
For the music video option, how important is it that learners find a song by an artist who is signed to the type of label specified in the brief?	14
Learners need to select a song that does not have an official music video; however, can they choose a cover version or remix of a song that has an existing video?	14
What about a song that has a recording of a live performance or a fan video?	14
What about a song that has a lyric video?	14
What if the song does not have a music video that has been released in this country but has released in a different country?	14
If a learner selects and creates a production for a song that does not have an official video but then the record company releases the chosen track as a single with a music video at a later date, what should the learner do?	14
FILM	14
Do the measurements need to be accurate when creating products such as posters, for example?	14
TELEVISION	15
Can learners use any found footage?	15
Does the product chosen for research need to be produced by the institution specified in the brief, or can it simply be produced for the institution? E.g. could learners research <i>The Big Bang Theory</i> for E4?	15
MAGAZINES	15
Can learners create a magazine that is not currently offered by Bauer Media such as men's lifestyle?	15
Are learners able to use templates for print work, for example a magazine cover?	15
Learners are required to create an original title for the magazine – must they avoid older magazines or those produced in different countries?	15
Do learners need to design their own masthead?	15
Do all images need to be original? For example, could learners use found images of celebrities?	15
The briefs stipulate that learners cannot use existing brands. However, if they are creating a magazine that features images of, for example, fashion/clothing or camera equipment, do they need to create their own brand for these products?	15
Does the magazine need to include images of people?	16
Can learners draw their own original images if appropriate to their chosen genre of magazine?	16
ONLINE/ NEWS IN THE ONLINE AGE	16
Do the measurements need to be accurate when creating products such as a website leaderboard and skyscraper, for example?	16
How should learners submit their website productions for moderation?	16
Can learners use software such as Wix and WordPress to create their website?	16

PLEASE NOTE: Although you may have been given a username and password for the Portal website from your exams officer, you may not have been given access to the Resources section. If you cannot find any of the above on the Portal website, please see your exams officer in the first instance.

If you have any queries which are not answered below, please contact us at media@wjec.co.uk

GENERAL ADMINISTRATION

Where can I find the entry/course/specification/QAN codes?

The entry/course/specification codes can be found on page 56 of the [specification](#). The QAN (qualification accreditation number) can be found on page 3 of the specification.

Are there any textbooks for WJEC AS/A2 Level Media Studies?

There are WJEC endorsed textbooks that are primarily designed for those following the Eduqas specification, however some of the content is also relevant to those following the WJEC specification, and there are overviews and helpful indicators throughout which are solely pertinent to the WJEC specification.

All textbooks can be purchased directly from the publisher, [Hachette Learning](#).

Where can I find grade boundaries for AS and A2 Level Media Studies?

Grade boundaries can be found on the [Grade Boundaries Tool](#). Please ensure you have selected all the correct options on the drop-down menus.

Where are the CPD Materials for Media Studies?

The materials from the 'Next Steps' CPD events are available on the [WJEC Portal website](#) under Resources > Subject Specific Support Material > CPD Materials > Media Studies CPD Material > WJEC AS/A Media Studies.

The screenshot shows a search filter interface titled "Options" with a gear icon. It features several dropdown menus: "Subject" (Media Studies), "Level" (GCE), "Type of document" (CPD), "Publication Year" (All), "Language" (English), and "Brand" (WJEC). Below these is a text input field labeled "Enter free text search" and a blue "SEARCH" button. To the right of the button, it says "Records found 6".

Is exemplar work available for each unit?

There are example responses for all units in the CPD materials on the WJEC Portal website. These illustrate work in the different bands. The [online exam review](#) (OER) also gives examples of candidate responses to particular questions from the 2018 series (Unit 1 only) to 2023 along with assessment commentary and statistics.

Can learners resit individual units for this qualification?

Candidates may re-sit an individual unit ONCE only. The better mark from the two attempts will be used in calculating the final overall qualification grade.

A qualification may be taken more than once. However, if all units have been attempted twice, candidates will have to make a fresh start by entering all units and the appropriate cash-in(s). No result from units taken prior to the fresh start can be used in aggregating the new grade(s).

EXAMINATION UNITS

SET PRODUCTS

Where can I access the set products?

The historical set products for Unit 3, Section B: Magazines can be found in the set products booklet on the [WJEC Media Studies webpage](#) under 'Support for Teachers'.

Centres are responsible for accessing the set products for all other units. Details of all the set products can be found in the specification.

When will the set products change?

As stated on page 13 of the specification, the set products for both components will be reviewed periodically and changed where necessary. This does not necessarily mean the set products will change when reviewed; there are no current plans to change any of the set products.

UNIT 1 AND UNIT 3

What are the recommended timings for Unit 1?

Learners are advised to spend approximately 1 hour and 10 minutes on Section A, including studying the unseen audio-visual resource, and approximately 40 minutes each on Sections B and C. This guidance is provided on the front page of sample assessment materials and 2018 exam paper.

What are the recommended timings for Unit 3?

Learners are advised to spend approximately 50 minutes on each of sections A, B and C. This guidance is provided on the front page of the sample assessment materials.

Will the unseen resource for Unit 1, Section A always be audio-visual?

No; the unseen resource might be print or audio visual, as detailed on page 24 of the specification.

How many times will learners be shown an audio-visual resource?

If there is an audio-visual resource in Unit 1, learners will be shown the audio-visual resource **three times**. They will be allowed one minute to read Question 1, and then they will view the resource. The second viewing will immediately follow during which learners are allowed to make notes. Learners will then have a further five minutes to make notes, followed by a third and final viewing during which viewers are allowed to make notes. Once the third viewing has finished, learners should answer Question 1.

In an exam response, is it better for learners to explore a small number of points in a lot of depth or to cover a larger number of points in less depth?

Learners need to address all elements of the question that is set and be guided by the number of marks available. There is no prescriptive approach to an exam question and there are different ways to fulfil the assessment criteria. However, learners do need to address the question in sufficient depth to demonstrate their knowledge and understanding. The SAMs give further indications of the likely responses at the different bands of the mark scheme.

Which areas of representation do we need to teach in relation to Unit 1, Section A?

The focus in this topic is on the construction of representations of gender, ethnicity, age and issues, as detailed on page 18 of the specification.

What products should learners study in preparation for Unit 1, Section A?

On pages 16 – 18 of the specification, information is provided that details how to select appropriate products that learners should study in order to prepare for the analysis of the unseen resource in the examination for this section. Examples of products are provided. The conceptual framework is also detailed, as are the theories that learners should study for this section.

In the Unit 1 Section A question, should learners only analyse the unseen resource, or do they need to refer to set or other products analysed in class?

Learners should focus on their analysis of the unseen resource only. The additional products studied in class provide learners with knowledge and understanding of the form and allow them to develop their analytical skills, but the assessment is based on the unseen resource.

Should learners refer to theory in Unit 1, Section A?

Learners can discuss and apply theories/critical perspectives to the unseen resources if appropriate and relevant. If required explicitly by the question, learners should use critical perspectives.

For Unit 1, Section B, is there a specific edition of the set newspapers that learners should study?

No. However, learners should study one current/recent significant news event, and learners must consider how the event is represented and disseminated across the news media studied. The event must be a 'hard news' item, such as one related to politics, crime, foreign affairs or economics.

How recent should the significant news event be? Is there a time limit on the significant news event?

We recommend that the significant news event that learners study for Unit 1 Section B is from within two years of the start of the course as contemporary relevance is in keeping with the essence of news in the online age.

Are learners required to study all of the episodes in the set text television crime drama series for Unit 3, Section A?

No, learners need to study the set episode in detail, as assessment will be based on this episode. While learners may find it interesting and informative to watch further episodes, for example to discover how the narrative progresses, this is not a requirement. The set episode is given in the specification.

Do learners need to study the full episode or Hinterland: Devil's Bridge as in the DVD or just the first part as was shown on television?

Learners need to study the full episode, which includes both parts.

Do learners need to study the full episodes of the historical crime dramas, such as episodes 1:1 and 1:2 of Prime Suspect?

We would expect that learners be familiar with the whole episodes, which in the case of Prime Suspect, is in two parts. It may be that time restricts centres from showing the whole series, and if that is the case, we would recommend that learners view the episode in their own time to study in class.

In Unit 3, Section B, do learners need to study the paper version of the online magazine?

The set product is the online version only. However, learners should develop knowledge and understanding of magazines as an evolving media form in terms of the relevant textual, industry and audience issues they illustrate (page 36 of the specification). It may therefore be appropriate to look at the paper version as part of the wider study of that product.

In Unit 3, Section B, do learners need to be familiar with contemporary editions of the historical magazine that they are studying, including any digital content, for example the current website for *Vogue* or *Woman*?

The set edition of the historical magazine is the focus of the study, and *Woman's Realm* is no longer published. However, learners should develop knowledge and understanding of magazines as an evolving media form in terms of the relevant textual, industry and audience issues they illustrate (page 36 of the specification). It may therefore be appropriate to look at contemporary editions as part of the wider study of that product.

In Unit 3, Section C, do learners need to experience gameplay of the set texts?

Yes, this is advised so that learners can fully engage with the codes and conventions of video games, construction of the diegetic world and the constructed representations. 'Walk-throughs' are available on sites such as YouTube that make gameplay accessible.

THEORY AND CONTEXTS

Do learners need to refer to theory in their responses to all questions in Unit 3 and Unit 1?

Learners should only refer to theory where relevant and appropriate. The question may explicitly ask learners to discuss a critical perspective, in which case it would be expected that learners focus their response on that critical perspective. However, they can also discuss other critical perspectives if relevant and appropriate.

How much reference to/use of theory should learners include in a response?

This really depends on the question. If a question asks learners to apply a named theory, then this theory should be considered in detail. If a question asks learners to apply 'relevant theories' then learners are able to select the theories they feel are most relevant and should discuss these in detail. If a question does not specify a theory or theories then learners may, of course, apply relevant theories in their response. Indeed, in order to achieve marks in the higher bands, learners are likely to apply theories. However, they may also refer to relevant theoretical approaches, without naming specific theories, to support their points and this is perfectly acceptable. The indicative content in the Sample Assessment Materials gives further detail of how learners might use theory in a response.

In Unit 1 and Unit 3, learners need to study industry issues. What should we do if a significant aspect of the industry changes after we have covered the set product?

Learners will study the set products at a time of your choosing during the course and this will form the basis of their knowledge and understanding. If a very substantial change occurred (for example a change of ownership) then we would expect them to be aware of this as the specification requires them to study the evolving nature of the products; however, they could still discuss the product at the time they had studied it to exemplify the audience and industry issues at that time.

How much context should be taught?

Context is only assessed at A2. Learners need to study the relevant contexts for the set products for Unit 4 as detailed in the specification. We recommend that teachers start from the set product and explore the contexts in which they were produced.

How much context is required in the exam?

This depends on the question. If a question assessing AO1 asks learners to consider, for example, how a context or contexts have influenced a set product (e.g. SAMs Unit 4 Question 1(a) and 1(b)), then context should be a key focus within the response. If a question does not specifically ask learners about contexts, they may still refer to context if it is relevant to the question.

NON-EXAM ASSESSMENT

ADMINISTRATION

What is the NEA submission deadline?

For AS and A Level all marks and work must be submitted online by the 15th May. This date is the same each year and does not change, even if it falls on a weekend.

Which version of the coversheet should we be using?

The correct version can be found [here](#) (A level) and [here](#) (AS level). This is the latest version which makes reference to Artificial Intelligence (AI). Only this version should be used and not the previous which did not mention AI.

How are marks and work submitted for moderation?

Marks for all learners in your cohort must be submitted on the Mark Input System (IAMIS) via the [Portal website](#). Once you have submitted your marks the system will automatically generate your sample.

All assessed work, including the coversheets, for the **sample candidates only** must then be uploaded to IAMIS via Portal.

Please ensure all work is clearly labelled and uploaded according to the specific elements of the unit. Work should be submitted in as few files as possible, e.g. one document for Planning titled '[candidate] Planning'.

For further information on the process of uploading work please see our [Guide to E-Submissions](#) and the [E-Submissions Video Guide](#).

What work needs to be submitted for moderation?

For each candidate in the sample you must submit:

AS UNIT 2	<ul style="list-style-type: none">• Fully completed Coversheet (all three sections)• Research (600-750 words)• Planning (Storyboard for AV productions, draft design per page for print productions)• Production• Reflective Analysis
A2 UNIT 4	<ul style="list-style-type: none">• Fully completed Coversheet (all three sections)• Research Investigation (1250-1500 words)• Development Outline (500 words)• Production• Critical Analysis

Should I upload additional planning such as mood boards or plot outlines?

No; only that listed in the table above can be assessed, and therefore only that submitted. Any additional materials submitted must not be assessed and will be ignored in moderation.

What should I do if there is an error with the submitted marks?

If you notice an error with the marks entered on the Mark Input System once you have submitted them you will need to contact gce@wjec.co.uk. Please include your centre details, the candidate details, the subject and unit, the old mark and the correct mark.

Is there a requirement to annotate work for Unit 2 and Unit 4?

No, there is no requirement to annotate work for Unit 2 and Unit 4. We have moved to the electronic submission of the NEA, and so centres should submit the work electronically using the file formats listed in the e-submission guidance. Detailed comments and examples on the cover sheet to explain the rationale for the marks awarded must be included in place of annotation.

How should teachers record evidence of internal standardisation?

In centres where there is more than one teacher responsible for assessing NEA work, internal standardisation should take place. While we expect internal standardisation to occur within centres as standard practice, we do not require any evidence that this has taken place, however this can be recorded by a brief comment on Section B of the cover sheet. The final marks awarded should be clearly evident.

How should we assess work that is under - or over - the specified limits for length/ quantity?

There is no penalty for work that is under the specified limits for time and length, as this is likely to be self-penalising. There is a 10% tolerance for work that is over the specified limits for time and length. If work exceeds the limits by more than 10%, the teacher/assessor should not mark the additional work submitted beyond this limit, as candidates can only be credited for work that falls within the stipulated limits for time and length. Please see the first page of the Unit 2 and Unit 4 marking grids for detailed guidance on applying the marking criteria.

Can the coversheets be completed and signed digitally?

Yes, both handwritten and typed/digital signatures and forms are acceptable.

I have uploaded a file incorrectly and cannot delete it because the deadline has passed – what should I do?

Once the deadline date for submission of outcomes and samples has passed, centres will no longer be able to delete files that have been uploaded incorrectly.

If a centres whole cohort of files have been uploaded incorrectly (i.e. files that have been uploaded against the wrong subject or unit for all candidates) please email relevant series delivery team to request a file deletion. The request must clearly identify:

- Centre number
- Unit/qualification code/number
- List all files names where deletion is required

If the centre have a small number of files that have been incorrectly uploaded these cannot be deleted. Centres must instead continue to the IAMIS screen and upload an additional file to that candidate and clearly name the file as (NEW/CORRECT VERSION).

NEA BRIEFS

Can learners work in groups to complete Unit 2 and Unit 4?

Learners can work individually or in pairs if creating an audio-visual product. If working in pairs, one learner will be responsible for camerawork and the other learner will be responsible for editing, including sound.

Research, planning, and the reflective analysis must be completed individually. Please see pages 23-24 and 43-44 of the specification.

If working in pairs, should learners comment on their own work only or the whole production in the reflective analysis?

Learners should comment on the whole finished product in the reflective analysis.

Can learners star in their own productions?

We would advise that learners do not appear in their own productions as they should be focusing their attention on construction of their product. Instead, unassessed participants can be used as models or actors. Unassessed participants may operate sound and lighting equipment under the direction of the assessed learner.

What is an unassessed participant?

An unassessed participant is any participant in a production apart from the candidate being assessed, e.g. actors/models etc. Unassessed participants can be other Media Studies students.

How long should learners spend on their Unit 2 and Unit 4 production?

It is recommended that learners complete their Unit 2 production within a time-period of approximately 32 to 40 hours and their Unit 4 cross-media production within 40 – 48 hours. This is to enable an appropriate balance between work for the production and for the examination units.

Can learners create a product in Unit 4 in the same genre as they have studied in Unit 3?

Yes, the specification does not prohibit this. However, learners cannot research a set product that they have studied in Unit 3 for their investigative research, as the research must be the learner's own, independent study.

Can learners work on the same genre for Unit 2 and Unit 4, for example, they complete the film brief in Unit 2 and create a film magazine in Unit 4?

Yes; there are no prohibited combinations. What is imperative is that all of the requirements of the brief are met in terms of industry context, target audience, and so on.

When will the set briefs change?

The set briefs do not change each year but will be reviewed annually. Any changes to production briefs will be published on WJEC's website two years in advance of their first assessment.

RESEARCH & PLANNING

For Unit 2, what should learners consider when selecting products for research?

Learners must select three contrasting products comparable with their chosen production. 'Comparable' means to select products that fulfil the requirements of the brief in terms of form, audience, genre and industry context. Learners should also consider how their selected products construct representations and use media language to ensure that the selected products are coherent with the product they intend to create. Researching comparable products will better prepare them to meet the requirements of the brief in their own productions. Learners should select contrasting products to enable them to consider a range of techniques and styles that they may employ in their own productions. For print and online briefs, learners should select a range of products roughly comparable with the range required by the brief.

For Unit 2 Research, do learners discuss all three products within the word limit of 600 – 750 words?

Yes.

For their Investigative Research, can learners choose a focus that they have studied as part of Unit 1 or Unit 3, such as representation of gender?

Yes, learners are permitted to do this.

In Unit 4, what should learners consider when selecting a product for their Investigative Research?

Learners must select one product comparable to their cross-media production. A 'Comparable' product is one that is similar to their cross-media production in terms of form, audience, genre and industry context. Learners should also consider how their selected product constructs representations and use media language to ensure that the selected product is coherent with their cross-media production. This will better prepare them to meet the requirements of the brief in their own cross-media production. Learners must select products from the industry context prescribed in the brief. For the television brief, learners can select products produced by E4 or by any channel owned by Channel 4, or products produced by BBC1 or any other BBC channel. For the magazine brief, learners must not use the same product as that studied for Unit 3.

In Unit 4, how should learners construct their Investigative Research titles?

When creating the title, we advise that the key guidelines are to keep the title simple. Learners should mention the concept that is being researched, mention the text, and make sure that their focus is narrow enough to allow them to draw appropriate conclusions that they can then use to inform their production. Examples would be as follows: 'A study of the representation of women in the BBC's 'Killing Eve' (episode 1)' or 'An investigation into the use of crime drama conventions in the BBC's 'The Bodyguard' (episode 2)'.

In Unit 4, should the learner's investigative research be based on one edition or episode of the chosen product or a range?

We would advise that learners select a specific edition or episode to focus on, although we would expect that, in the course of their research, they have looked at more than one edition/episode and they might refer to others in brief. However, the close analysis and main focus of research should be more narrow, such as an edition/episode, and in fact it would benefit learners to focus specifically on what they are planning to create (the opening sequence of the TV programme, for example).

In Unit 4, should learners analyse products that are linked to both of their productions, or just focus on just one?

Learners' research should be explicitly linked to their main production; however, their findings may inform both their main and their secondary production option.

Should learners refer to critical perspectives in their investigative research?

Learners must refer to critical perspectives such as those listed in the specification, but may also refer to other appropriate, relevant critical perspectives if they wish.

Should learners research a product that is from the same industry context as the one for which they will be creating their product?

We would advise learners to research a product from the same industry context as the context for which they're creating a product. The concept that the learner will be exploring in their investigative research will be inherently linked to the industry context of the product. Therefore, in order to meet the requirements of the highest bands of the mark scheme that require that the learner demonstrates a highly consistent use of conventions relevant to the specified genre and industry, the learner would benefit from researching a product from the same industry context.

This will prove difficult for learners producing a magazine for TCO London; for those learners, we would expect that they research a product that is from a similar industry context so that they can demonstrate their understanding of an appropriate industry context.

Can learners research a product that they have studied elsewhere on the course?

No; the research investigation must be independent work, and therefore learners must not research a text that they have already studied in class.

How long should a storyboard be?

There are no specific limitations on how long the storyboard should be, however we would expect that, in order for the planning to demonstrate an appropriate level of detail, storyboards should be between 16 and 24 frames in length, and it should detail all aspects of planning such as sound, editing, shot type and duration, and so on.

Can learners use animation in their audio-visual productions?

We advise that learners should not produce animation for their audio-visual productions. Animation tends to be extremely labour intensive and as it cannot be credited anywhere in the mark scheme learners would end up spending a great deal of time and energy on creating the animation with no possibility of it increasing the success of the production from an assessment point of view.

ADVERTISING AND MUSIC VIDEO

Can learners create their productions around existing artists?

No, learners should create their own artists in line with the requirements of the brief.

Can learners create a video for an unsigned artist or band?

Yes, this is acceptable. Learners should research artists/ bands in the same genre to develop their knowledge and understanding of codes and conventions.

For the music video option, how important is it that learners find a song by an artist who is signed to the type of label specified in the brief?

Learners should 'invent' a new artist or band for their music video and it is this video that must adhere to the industry context specified in the brief. However, the chosen song must allow learners to create a video for the specified industry context – for example, a mainstream pop song is unlikely to be appropriate if learners need to create a video for an independent label. While not essential, selecting a song by an artist signed to the type of label specified in the brief is likely to enable learners to conduct appropriate research and create a product that meets the requirements of the brief.

Learners need to select a song that does not have an official music video; however, can they choose a cover version or remix of a song that has an existing video?

No, as it is the song (rather than a particular version of the song) that must not have an official video.

What about a song that has a recording of a live performance or a fan video?

If there is simply a live concert performance of the song that has been recorded but is not an official video then this would be fine to use, as would a fan video.

What about a song that has a lyric video?

If the lyric video contains imagery or animation, it **does** count as a music video and should be avoided. If the lyric video is just text on a screen or over a static image, then it would not count as a music video and would be fine to use.

What if the song does not have a music video that has been released in this country but has released in a different country?

This would still count as an official music video and therefore the song should be avoided.

If a learner selects and creates a production for a song that does not have an official video but then the record company releases the chosen track as a single with a music video at a later date, what should the learner do?

If the learner has commenced the production prior to the release of the video, then they may proceed. The crucial factor is that they should not be influenced by the official video. Please add a comment to this effect on the cover sheet to alert the moderator.

FILM

Do the measurements need to be accurate when creating products such as posters, for example?

We would expect that learners are working to the correct ratios when producing posters. Where this is not possible, such as would be the case with a billboard poster, we would expect that the ratios be accurate but the size of the product be reduced.

TELEVISION

Can learners use any found footage?

Learners are permitted to use 30 seconds of found footage in an audio-visual or online product. Learners can be rewarded for selecting the footage but not for creating it. The found footage must be in addition to the time limit prescribed in the brief.

Does the product chosen for research need to be produced by the institution specified in the brief, or can it simply be produced for the institution? E.g. could learners research *The Big Bang Theory* for E4?

It needn't be produced by the institution; *The Big Bang Theory* would be considered an appropriate comparable product for this brief.

MAGAZINES

Can learners create a magazine that is not currently offered by Bauer Media such as men's lifestyle?

Candidates can produce something that is not currently offered by Bauer Media provided that it is something that could feasibly be produced by Bauer, considering the industry context and the products that Bauer does produce. Therefore, given that Bauer does create magazines targeting men, and does create lifestyle magazines, a men's lifestyle magazine would be a product that Bauer would feasibly create.

Are learners able to use templates for print work, for example a magazine cover?

Learners may use a blank template for outline sizing purposes only. Learners must be responsible for the layout and design of their print work.

Learners are required to create an original title for the magazine – must they avoid older magazines or those produced in different countries?

As far as possible, learners should create a new title for their magazine – they should conduct research at the planning stage to try to establish that there is not another magazine with the same title.

Do learners need to design their own masthead?

Yes. This may mean that they design a new font using software, such as Glyphr Studio, or it may mean that they use an existing font. However, the font used must not be one that has been used for another magazine's masthead; the design of the masthead must be the learner's own and must establish a sense of the magazine's own brand identity.

Do all images need to be original? For example, could learners use found images of celebrities?

Learners are permitted to use one found background image per page of print or online product. All other images do need to be original, so learners should not include found images of celebrities. Learners could 'create' their own celebrities for their magazine work. Non-original images cannot be assessed; learners can be rewarded for selecting the image but not for creating it.

The briefs stipulate that learners cannot use existing brands. However, if they are creating a magazine that features images of, for example, fashion/clothing or camera equipment, do they need to create their own brand for these products?

The requirement relates to brands of media products, so learners should not create their own edition of, for example, *Grazia* magazine; they should create a new magazine. If they feature images of particular products,

they do not need to ‘invent’ a new brand, although if they were to include a feature article with a new young designer for example, they could of course invent a new fashion label.

Does the magazine need to include images of people?

Learners are assessed on their ability to apply knowledge and understanding of representations of individuals, groups and issues/events. They are most likely to be able to demonstrate this ability and access the higher levels of the marking criteria through constructing representations of people (as opposed to cars or food, for example).

Can learners draw their own original images if appropriate to their chosen genre of magazine?

Learners need to adhere to the requirements of the brief which may specify that photographs or locations for photography are included. However, if the brief refers only to ‘images’ and if the research demonstrates that drawn images are a convention, learners may edit their own, original hand drawn images into their production. They should, of course, be mindful of the requirements of the mark scheme to use media language to communicate meanings and construct representations.

ONLINE/ NEWS IN THE ONLINE AGE

Do the measurements need to be accurate when creating products such as a website leaderboard and skyscraper, for example?

We would expect that learners are working to the appropriate sizes and correct ratios when producing products for websites, wherever possible.

How should learners submit their website productions for moderation?

Learners should submit the URL for their website on the cover sheet.

Can learners use software such as Wix and WordPress to create their website?

It is acceptable for candidates to use web design software or templates in the online options of the briefs. However, candidates must be responsible for the design of the website and all content (such as written text/language, images, audio-visual material) must be original.