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**CAMBRIDGE**  
**OCR**

**Sample assessment material**

**GCSE**

# **Media Studies**

**Cambridge OCR Level 1/Level 2 GCSE (9-1) in Media Studies**

**J200/03/04**

Version 1.0 | February 2026  
[ocr.org.uk/gcsemediastudies](https://ocr.org.uk/gcsemediastudies)

## Introduction

**This sample assessment material (SAM) is an example exam paper published alongside the specification. It's designed to show the style and structure you can expect from our question papers.**

As the qualification develops, we may update the question paper template. To make sure you're working with the most up-to-date information, we recommend using the latest set of past papers where possible.

To help you get the most from this SAM, we also provide a supporting resource:

- **Annotated SAMs** – these guide you through the key features of the assessment and highlight the different types of questions students will encounter in the exam.

## Summary of updates

Section	Change	Version	Date

# Cambridge OCR Level 1/Level 2 GCSE (9-1) in Media Studies

## J200/03/04 Creating Media

### Non-Examination Assessment (NEA) Sample Briefs

#### INSTRUCTIONS FOR CANDIDATES

- Choose **one** brief.
- You must not reproduce an existing media product or brand.
- Group productions are not permitted but unassessed learners and others may act in, or appear in, the media production. In addition, unassessed learners and others may operate lighting, sound, recording and other equipment under your direction if required.
- You must submit a Statement of Intent with your production piece giving an outline of your plans for the production and showing how you targeted your intended audience.

#### INFORMATION FOR CANDIDATES

- The total number of marks available for Creating Media is **30**.
- This document consists of **6** pages. Any blank pages are indicated.

## INSTRUCTIONS FOR TEACHERS

### **Immediate guidance or supervision**

Any support that is given to assist a learner should be recorded on the cover sheet, whether this is direct assistance or due to health and safety requirements within the school.

### **What teachers can do**

Teachers may review work before it is handed in for final assessment. Advice must remain general, enabling learners to take the initiative in making amendments.

Teachers may give advice on:

- the suitability of locations
- the technical resources available
- the need for a professional working relationship if the learner is using unassessed learners to support the production
- the appropriateness of production schedules
- health and safety issues that may arise.

### **What teachers cannot do**

Teachers may not give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. This includes intervening to improve the presentation or content of the work.

Further guidance about the nature of advice that teachers can give to learners may be found in the JCQ publication *Instructions for conducting non-examination assessments*.

Magazine	
Brief 1:	Production must include as a minimum:
Create a front cover and a double page spread article for an <b>informative sports</b> magazine aimed at <b>an audience of 10–13-year-olds</b> .	<p>A total of <b>three pages</b> including a front cover and double page spread article. This must include a minimum <b>five original images</b> (photographs, illustrations, art work). Found images are permitted in addition to the original images.</p> <p><u>Front cover:</u>  Original masthead/title  Strapline  Cover price, barcode, price, edition number  Original images: Main cover image and at least two other images  At least four cover lines one of which must link to the double page spread article</p> <p><u>Double page spread article:</u>  Headline, stand-first and sub-headings  Original images: Main article image and at least one other image.  Feature article of approximately <b>300</b> words that links to one of the cover lines on the front page</p>
Television	
Brief 2:	
<p>Create an opening sequence from a <b>children's drama</b> television programme aimed at <b>an audience of 10–13-year-olds</b>.</p> <p>You may use an existing song as part of your opening sequence. The song does not need to be copyright free.</p>	<p>An opening sequence to the programme lasting approximately <b>two minutes</b> (which may include up to a maximum of <b>20 seconds</b> of found footage)</p> <p>A minimum of <b>two filming locations</b></p> <p>At least <b>three characters</b> (including a protagonist and antagonist)</p> <p>Narrative structure including disruption and/or enigma</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots)</p> <p>Use of diegetic sound and non-diegetic sound (including soundtrack)</p> <p>Editing of footage, dialogue and music.</p>

Music Video	
Brief 3:	Production must include as a minimum:
<p>Create an original music video to accompany a <b>dance</b> music track aimed at <b>an audience of 14–18-year-olds</b>.</p> <p>You may use an existing song as the basis of your music video. The song does not need to be copyright free.</p>	<p>A sequence from a music video lasting approximately <b>two minutes</b> (which may include up to a maximum of <b>20 seconds</b> of found footage)</p> <p>A minimum of <b>two filming locations</b></p> <p>Shots of the artist or band</p> <p>Narrative structure including disruption and/or enigma</p> <p>A range of camera shots, angles and movement (including close ups and establishing shots)</p> <p>Editing of the original footage to match the song/genre of music</p> <p>A fictional artist name and song title.</p>
Online, social and participatory*	
Brief 4:	Production must include as a minimum:
<p>Create a homepage and one linked web page for a website for a <b>fictional popular music artist</b> targeted at <b>an audience of 10–13-year-olds</b>.</p> <p>The website must not be based on an existing artist.</p>	<p>A total of <b>one</b> homepage and one additional webpage including a minimum of <b>three original images</b> (photographs, illustrations, art work).</p> <p><b>One</b> working link between the homepage and one other page of the website (either an artist biography, artist news or artist blog)</p> <p>Menu/navigation bar</p> <p>Text promoting the artist and their music (<b>150–200 words</b> in total)</p> <p><b>45 seconds</b> of original audio or audio-visual material embedded into one of the pages (either an interview, a performance/rehearsal or a video blog or magazine article)</p> <p>A fictional artist.</p>

\* Learners are not required to create websites through programming languages such as HTML and can use web design software or templates for the online briefs. Learners must be responsible for the design of the website and all content (such as text, images and audio-visual material) must be original. Learners must acknowledge any software or templates they have used on the cover sheet.

## Creating media (J200 03/04) – NEA marking criteria

In response to the set briefs for print, audio/visual and online, social and participatory media, learners are expected to demonstrate:

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

### Instructions

- Teachers should use the full range of marks available to them and allocate full marks in any band for work that fully meets that descriptor. This is work which is ‘the best one could expect from learners working at that level’.
- To select the most appropriate mark within the level descriptor, teachers should use the following guidance:
  - where the learner’s work consistently meets the criteria for this level, a mark at the top of the level should be awarded
  - where the learner’s work meets the criteria but with some slight inconsistency, a mark below the top of the level should be awarded
  - where the learner’s work meets most of the criteria, a mark above the middle of the level should be awarded
  - where the learner’s work meets some of the criteria, a mark in the middle of the level should be awarded
  - where the learner’s work represents just enough achievement on balance for this level a mark above the bottom and below the middle of the level should be awarded
  - where the learner’s work is on the borderline of this level and the one below, a mark at the bottom of the level should be awarded.
- A Statement of Intent must be completed and supplied by the learner to the teacher with their media product. Where no Statement of Intent is provided by the learner they are limited to a maximum of the top of Level 3.
- Where original footage, images or text are not used, the work is limited to a maximum of the top of Level 2. Where some original footage, images or text are included but it falls below the minimum required by the brief, the work is limited to a maximum of the top of Level 3.
- Where reasonable adjustments and/or access arrangements, including increased assistance, are applied to a learner (see Section 5a), there should be no change to the approach to marking the product, unless otherwise directed by OCR.
- Learners are not required to create websites through programming languages such as HTML and can use web design software or templates for the online, social and participatory briefs. Learners must be responsible for the design of the website and all content (such as text, images and audio-visual material) must be original. Learners must acknowledge any software or templates they have used on the Cover Sheet.

### Over-length work

If work is submitted that is longer than the specified length, only the part up to (and including) the specified length can be credited. Any work beyond this must not be considered for credit against the marking criteria. Teachers should stop watching or reading work beyond the specified length. This means that:

- Brief 1 Any work submitted beyond the 3-page requirement must not be considered for credit. Teachers should mark the first front cover presented and the first double page spread presented only.
- Brief 2 Any work submitted beyond 2 minutes 30 seconds must not be considered for credit.
- Brief 3 Any work submitted beyond 2 minutes 30 seconds must not be considered for credit.
- Brief 4 Any work submitted beyond the 2-page requirement must not be considered for credit. Teachers should mark the first homepage and linked page presented and the first 60 seconds of original embedded audio-visual material presented only.

Work that is shorter than the specified length should be marked against the marking criteria as normal. Such work may not allow learners to access the full range of marking criteria.

<b>Level 5</b> <b>25–30</b> <b>marks</b>	<p>The product reflects <b>excellent</b> application of knowledge and understanding of the media theoretical framework:</p> <ul style="list-style-type: none"> <li>• A sophisticated use of a wide range of appropriate media language techniques, including the use of codes and conventions that communicate meaning, that delivers an accomplished demonstration of knowledge and understanding of the distinctive media language of the chosen media form.</li> <li>• A sophisticated use of representations which create well-selected and highly-developed insights into the portrayal of events, issues, individuals and social groups as appropriate to the chosen media form.</li> <li>• A sophisticated use of content and audience address to express and communicate meaning to the intended audience.</li> <li>• An excellent realisation of the chosen brief that addresses all the requirements of the brief, including all elements of the production detail.</li> </ul>
<b>Level 4</b> <b>19–24</b> <b>marks</b>	<p>The product reflects <b>good</b> application of knowledge and understanding of the media theoretical framework:</p> <ul style="list-style-type: none"> <li>• A good use of a range of appropriate media language techniques, including the use of codes and conventions that communicate meaning, that delivers a good demonstration of knowledge and understanding of the distinctive media language of the chosen media form.</li> <li>• A good use of representations which create well-selected and well-developed insights into the portrayal of events, issues, individuals and social groups as appropriate to the chosen media form.</li> <li>• An effective use of content and audience address to express and communicate meaning to the intended audience.</li> <li>• A good realisation of the chosen brief that addresses all requirements of the brief, includes almost all elements of the production detail.</li> </ul>
<b>Level 3</b> <b>13–18</b> <b>marks</b>	<p>The product reflects <b>adequate</b> application of knowledge and understanding of the media theoretical framework:</p> <ul style="list-style-type: none"> <li>• An adequate use of a range of mostly appropriate media language techniques, including the use of codes and conventions that communicate meaning, that delivers a competent demonstration of knowledge and understanding of the distinctive media language of the chosen media form.</li> <li>• An adequate use of representations which create mostly well-selected insights into the portrayal of events, issues, individuals and social groups as appropriate to the chosen media form.</li> <li>• A competent use of content and audience address to express and communicate meaning to the intended audience.</li> <li>• An adequate realisation of the chosen brief that addresses most of the requirements of the brief, although some elements of the production detail may be missing.</li> </ul>

<b>Level 2</b> <b>7–12</b> <b>marks</b>	<p>The product reflects <b>limited</b> application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> <li>• A basic use of a limited range of appropriate media language techniques, including the use of codes and conventions that communicate meaning that delivers a partial demonstration of knowledge and understanding of the distinctive media language of the chosen media form.</li> <li>• A basic use of representations which delivers partial insights into the portrayal of events, issues, individuals and social groups as appropriate to the chosen media form.</li> <li>• Partial use of content and audience address to express and communicate meaning to the intended audience. In places, communication does not target the intended audience or is ineffectual.</li> <li>• A limited realisation of the chosen brief that addresses some of the requirements of the brief; not all elements of the production detail are completed and those that are may be below stipulated lengths/quantity and/or may be reliant on software packages or pre-existing templates.</li> </ul>
<b>Level 1</b> <b>1–6</b> <b>marks</b>	<p>The product reflects <b>minimal</b> application of knowledge and understanding of the media theoretical framework to create a media product:</p> <ul style="list-style-type: none"> <li>• A poor use of media language techniques, including the use of codes and conventions that communicate meaning, that delivers an inadequate demonstration of knowledge and understanding of the distinctive media language of the chosen media form.</li> <li>• A poor use of representations which delivers little insight into the portrayal of events, issues, individuals and social groups as appropriate to the chosen media form.</li> <li>• Inadequate use of content and audience address which does not communicate meaning to the intended audience. Any communication of meaning is patchy.</li> <li>• A minimal realisation of the chosen brief that addresses few of the requirements of the brief; production details are likely to be incomplete and substantially below the stipulated lengths/quantity and/or may be over-reliant on software packages or pre-existing templates.</li> </ul>
<b>0 marks</b>	<p>No work submitted or work that demonstrates no knowledge and understanding of the media theoretical framework to create a media product or the work does not fulfil any requirements of the brief.</p>

## **Creating media (J200 03/04) – NEA indicative content relating to the Sample Assessment Materials**

The 'indicative content' is an example of valid content relating to the Sample Assessment Materials. Any other valid content produced is acceptable and should be credited in line with the levels of response. The 'indicative content' shown is an example of valid content for the Sample Assessment Materials is not a full exemplar production. It is not expected for candidates to cover all elements of the indicative content.

### **Sample Assessment Material Brief 1: Magazine**

**Create a front cover and a double page spread article for an informative sports magazine aimed at an audience of 10–13-year-olds.**

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 10–13-year-olds
- use of typography appropriate to a sports magazine aimed at 10–13-year-olds to create a sense of variation within a consistent house style
- use of layout appropriate to a sports magazine aimed at 10–13-year-olds to create a sense of variation within a consistent house style across the front page and double page spread, including page size and page design (use of graphics, colour, headings, columns, the relationship between image, copy and space)
- use of language that appropriately addresses an audience of 10–13-year-olds through its vocabulary, register, tone and mode of address
- choice of mise-en-scène in photography appropriate to a sports magazine aimed at 10–13-year-olds, showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- a range of shots appropriate to a sports magazine aimed at 10–13-year-olds including variation in angle, composition, framing and shot distance
- use of representations that are appropriate to a sports magazine aimed at 10–13-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13-year-olds.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 10–13-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of sports magazines or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in sports magazines to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the magazine so it would clearly communicate to an audience of 10–13-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of sports magazines.

They demonstrate adequate use of representations by including mostly stereotypical representations of sports people that are conventionally appropriate to the sports magazine and an audience of 10–13-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the magazine so it would communicate to an audience of 10–13-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a sports magazine and/or an audience of 10–13-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 10–13-year-olds, creating an unintentionally alienating mode of address.

**Sample Assessment Material Brief 2: Television**

**Create an opening sequence from a children's drama television programme aimed at an audience of 10–13-year-olds.**

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 10–13-year-olds
- choice of mise-en-scène appropriate to television drama, the narrative and an audience of 10–13-year-olds showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- variation in shots as appropriate to an audience of 10–13-year-olds, the genre and the tone of the narrative including use of movement and variation in angle, composition, framing and shot distance
- use of editing pace to support the narrative
- continuity editing, with possible use of montage or narratively justified breaks in continuity as appropriate, to attempt to engage an audience of 10–13-year-olds
- use of soundtrack to construct a narrative, establish diegetic continuity, fit generic conventions and create tone to attempt to engage an audience of 10–13-year-olds
- use of representations that are appropriate for a television drama aimed at an audience of 10–13-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 10–13-year-olds.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 10–13-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of television drama opening sequences or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in television drama to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the opening sequence so it would clearly communicate to an audience of 10–13-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of television drama opening sequences.

They demonstrate adequate use of representations by perhaps including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate to television drama and an audience of 10–13-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the opening sequence so it would communicate to an audience of 10–13-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a television drama opening sequence and/or an audience of 10–13-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 10–13-year-olds, creating an unintentionally alienating mode of address.

**Sample Assessment Material Brief 3: Music Video**

**Create an original music video to accompany a dance music track aimed at an audience of 14–18-year-olds.**

Learners are likely to include:

- a narrative that meets the set brief by creating meaning for an audience of 14–18-year-olds
- use of mise-en-scène appropriate to dance music videos and an audience of 14–18-year-olds showing consideration of location, sets, lighting, costume, props, casting, blocking and performance
- a range of shots appropriate to dance music videos including extensive use of movement and variation in angle, composition, framing and shot distance
- appropriate pace of editing for dance music videos
- use of editing devices (e.g. jump cuts) to create a sense of style and match the tone of the dance music
- use of representations that are appropriate for a dance music video aimed at an audience of 14–18-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that attempt to reflect those of an audience of 14–18-year-olds.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 14–18-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of media language that is conventional for dance music videos or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in music videos to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the music video so it would clearly communicate to an audience of 14–18-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of music videos.

They demonstrate adequate use of representations by including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate for a music video and an audience of 14–18-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the music video so it would communicate to an audience of 14–18-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a dance music video and/or an audience of 14–18-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 14–18-year-olds, creating an unintentionally alienating mode of address.

**Sample Assessment Material Brief 4: Online, Social and Participatory**

**Create a homepage and one linked web page for a website for a new popular music artist targeted at an audience of 10–13-year-olds.**

Learners are likely to include:

- content that meets the set brief by creating meaning for an audience of 10–13-year-olds
- use of typography appropriate to the artist and an audience of 10–13-year-olds to create a sense of variation within a consistent house style
- use of layout appropriate to a website for a new popular music artist and an audience of 10–13-year-olds to create a sense of variation within a consistent house style, including page size and dimension, and page design (use of layout grids, logos and other graphics, navigation bars, background, colour, headings, columns, the relationship between image, copy and space)
- a clear structure with easily identified links and, as appropriate, search facilities
- opportunities for audience interactivity and user-generated content and links to social media, as appropriate
- use of language that appropriately addresses an audience of 10–13-year-olds through its vocabulary, register, promotional tone and mode of address
- use of photography with consideration of camerawork and mise-en-scène
- embedded video or audio with consideration of soundtrack, mise-en-scène, camerawork and editing, as appropriate
- use of representations that are appropriate for a website for a new popular music artist targeted at an audience of 10–13-year-olds
- a clear attempt to construct a particular representation
- viewpoints, messages, values and beliefs that support a positive brand image and attempt to reflect those of an audience of 10–13-year-olds.

Learners are not required to create websites through programming languages such as HTML and can use web design software or templates for the online briefs. Learners must be responsible for the design of the website and all content (such as text, images and audio-visual material) must be original. Learners must acknowledge any software or templates they have used on the Cover Sheet.

**Level 5:**

Products achieving the top mark band demonstrate sophisticated use of a wide range of media language techniques by conscious use of intertextuality that might be recognised by an audience of 10–13-year-olds, creative use of codes and conventions, highly effective use of technology, and highly effective choice and combination of media language elements to create appropriate connotations. This may be achieved by technically excellent use of the conventional media language of popular music websites or by creative use of an alternative media language for representational and/or audience address purposes.

They demonstrate sophisticated use of representations by including anti-stereotyping and/or the representation of an under-represented or misrepresented social group in popular music websites to create representations that play with audience expectations, thus applying theories of representation, such as feminist theories, in practice.

They demonstrate sophisticated use of content and audience address by selecting the form and content of the website, including opportunities for interactivity, so it would clearly communicate to an audience of 10–13-year-olds in a manner that meets their needs and interests, creating an inclusive mode of address.

**Level 3:**

Products achieving the middle mark band demonstrate adequate use of a range of media language techniques by mostly appropriate use of codes and conventions, effective use of technology, and effective choice and combination of media language elements to create mostly appropriate connotations. This is likely to be demonstrated by use of the conventional media language of popular music websites.

They demonstrate adequate use of representations by including mostly stereotypical representations of events, issues, individuals and social groups that are conventionally appropriate to popular music websites and an audience of 10–13-year-olds.

They demonstrate adequate use of content and audience address by selecting the form and content of the website so it would communicate to an audience of 10–13-year-olds, though not always in a manner that meets their needs and interests.

**Level 1:**

Products achieving the lower mark band demonstrate poor use of media language techniques by selecting some media language elements with little application of codes and conventions, and some use of technology. Typically connotations will be inappropriate, perhaps due to the poverty of the media language.

They demonstrate poor use of representations either due to the work being short and underdeveloped, or due to inappropriate representations for a popular music website and/or an audience of 10–13-year-olds.

They demonstrate poor use of content and audience address either by failing to communicate meaning or by failing to address an audience of 10–13-year-olds, creating an unintentionally alienating mode of address.

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