

Candidate evidence

Candidate 6 – Zombie Storyboard

N5 Media Assignment: Brief

You are going to storyboard a sequence for a feature length film using the stimulus below. You will need to negotiate your PURPOSE and TARGET AUDIENCE.

PURPOSE

Your purpose should be to hook the audience so they will continue watching the film, and also to entertain as appropriate to the genre you choose (e.g. action=to excite/thrill, horror=to scare etc.)

TARGET AUDIENCE

Your target audience should be appropriate to your genre and your purpose and should inform the choices you will make about your content.

LEVEL OF FINISH

You are being asked to make a detailed story board of 12 shots. You should have clear ideas about how you will use camera, sound, and mise-en-scene to create meaning, and should annotate your storyboard with some of this detail. You will be asked about how you create meaning in the next section.

Stimulus

Long before Sergeant Parks has come up with any kind of a counter-attack, the fences are down.

It's not that it happens fast; it's just remorseless. The hungries that Gallagher clocked in the trees on the eastern perimeter suddenly come out of there at a flat run. They're not hunting anything, they're just running – and the strangeness of that maybe makes Parks hesitate for a second or two while he tries to figure it out.

Then the wind changes and the smell hits him. A rank wave of decomposition, so intense it's almost like a punch in the face. Soldiers on either side of him gasp. Someone swears.

And the smells tells him, even before he sees it. There are more of them. A lot more. That's the smell of a whole herd of hungries. Too many to stop.

So the only option is to slow them down before they reach the fence.

"Aim for the legs," he shouts. "Full auto." And then, "Fire!"

The soldiers do as they're told. The air fills with the angry punctuation of their guns. Hungries fall and are trampled under by many more hungries coming behind them. But there are too many, and they're too close. It's not going to stop them.

(The Girl With All The Gifts, M.R. Carey)

Section 1: Planning

Audience

As part of my research I visited a website called IMDB to find out more about zombie films and what made them good and why people liked them, I discovered that a good zombie movie has to be believable and relatable; it has to engage the audience. I looked at films with a similar genre such as Shaun of the Dead, Night of the Living Dead and Zombieland; although some of these films may appeal to a more female audience I think my movie would also appeal to male audiences. This is because I feel with more action elements and gore more men would like my film. Zombie films are most appealing to viewers aged from 18- 29 but I plan on lowering my age to 12-45 as zombie films are most commonly watched by up to 45 year olds. Although my film is set during an apocalypse I want to include characters stereotypically seen in teen movies. I plan to cast Chloe Grace Moretz as she has been in movies of a similar genre and would appeal to both male and female audiences, I would also cast Douglas Booth as this will attract more female audiences as he is represented as "good-looking" and although he hasn't been seen in any apocalyptic zombie movies he would engage a young audience as it can often be off putting to see a movie with no-one you recognise especially if you are a younger audience. I would use James Wan to direct my film as he is well known for making action packed, exciting films, such as Insidious; this would make more people want to see my film which would improve my viewing figures and revenue for the film.

Internal Institutional Controls

During my research of internal institutional controls I found that the films budget can affect some of the choices being made such as special effects and location. I originally wanted to film in a well- known city such as New York or London but I found that it can be extremely expensive, instead I researched other movies that had not been filmed in such iconic areas that had gone on to be successful such as "the conjuring" which was filmed in San- Diego. By moving to a less expensive area to film it leaves me with more money to spend elsewhere such as on cast and special effects. As my film is set in a zombie apocalypse the special effects will need to be believable and plausible which could increase the budget a great deal. During research into special effects I found out that CG effects can be really expensive compared to practical effects such as fake blood

and makeup wounds, I would use practical effects both because they save money and look better.

External Institutional Controls

I discovered that I would need to be careful about many things when researching external institutional controls such as health and safety and age restrictions. As my film is set in a zombie apocalypse I plan on having substantial amounts of zombies running around chasing humans to create panic among the audience which would require many extras being involved, however I found that by doing this there could be safety hazards so I would need to carry out a risk assessment. I went on a health and safety website (hse.gov.uk) and discovered what precautions to take such as taking the time to systematically look at the activity being done and then eliminate and possible hazards or threats that could injure an extra. Having done this research I found the best way to keep everyone safe and make the shot look realistic was to make sure each individual extra knows exactly where they are running too, to avoid contact or injury with any other person. Another control I would need to be careful about is age restriction; I want to secure a 15 certificate as I will be able to show much more gore and blood than in a 12A certificate. I went on the BBFC website and discovered that I could not use sustained shots of blood and wounds or emphasise on blood or injury which is what I would like to be able to do in my film but if I had wanted to secure a 12A I could use other ways to show gory such as only having quick shots of a back covered in fake blood then I am not dwelling on the injury or wound.

There will be explosives and use of weapons I would need to carry out a risk assessment to assure the cast and crew they would need to remain safe whilst acting/filming. By carrying out some research this has changed my decision to use so many explosions and just use a few small ones with very loud music in the background to emphasise the danger and threat of the situations. By doing this I am not only making sure I keep the cast and crew safe but also significantly reducing the cost of the special effects, which can then go towards another part of the movie.

Language

During my research into languages, I have discovered that many zombie films that have gone on to be successful have had very effective technical and cultural codes, in "zombieland" there are many camera angles used especially close up shots in order to show emotion and danger during different scenes in the movie it also helps emphasise possible wounds and cuts which can make a more convincing movie and by applying this I hope to create a more realistic movie I also found that using lighting to try and create mood and a sense of being was very common in all genres of movies such as in insidious, they use very dark lighting in order to make the audience tense and fear the unknown, it allows the audience to feel as though they are with the character in the movie and experiencing what they are experiencing. A common cultural code that is used in many

zombie movies is the type of clothing that the characters wear; an example of this is in "Shawn of the dead" the zombies are often seen wearing rugged, torn and blood-stained clothing and it creates an effect that the zombies are brutal and fearless, it can also make obvious who the zombies are in the movie and I can experiment with this to try and make realistic but not too gory clothing for my film.

Representation

As my movie is set in a zombie apocalypse I did some research into representation as there are many zombie films around that contain stereotypes and archetypes, such as there is always a 'damsel in distress' and a type of warrior or soldier who thinks he knows more than anyone else. I would like to include the stereotypical soldier but I would also like to break that by adding some humour scenes into the movie for example in "Shawn of the Dead" there are two main characters constantly making jokes or showing body language that can be represented as humoristic, this is only one of the many zombie films that have been done in a non-stereotypical way and although in my movie I want it to include many scary aspects which is what you would expect I would also like to include some humorous jokes especially as many of my cast are known for being in teen TV shows. I believe that by adding a few pieces of humour into my film it will break some tension when watching the film. I will also represent the zombies in a stereotypical way as they will be walking clumsily and heavily to represent the mutational difference between them and the humans, the zombies will also have ripped and blood-stained clothing on to show they are ruthless and nothing alike the humans.

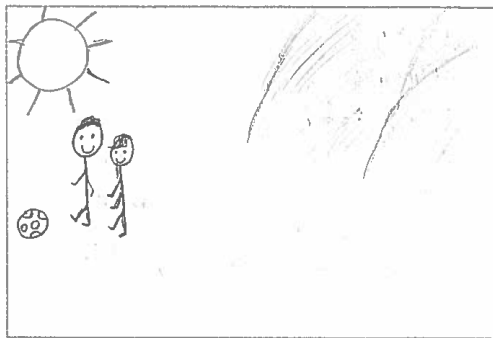
National 5 Media Assignment**Name__****Section 2: Development**

Make your planned media content using media techniques and codes

The work you produce for this step is submitted to SQA for marking.

You should develop your content to the level of finish specified in the brief - 12 storyboards. You are expected to work independently to do this. Remember that you need to ensure that the work is yours, so you need to give clear instructions to anyone assisting you.

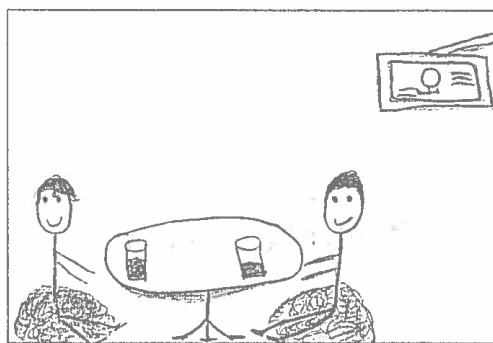
On the next few pages, you will see spaces to complete your storyboards. You can annotate these as you wish. To the side, you will also see spaces where you can explain the sound (diegetic / non-diegetic) that will be heard during these storyboards.

1) Shot type long shot

Sound - quiet, up-beat sound

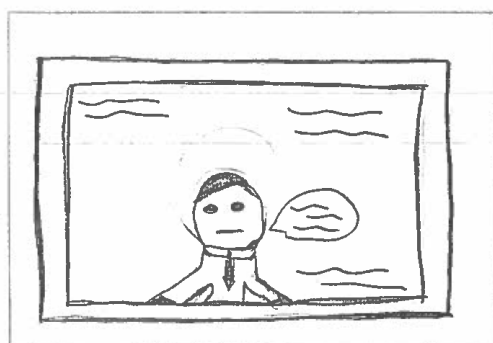
Two friends shown in a long shot in a park/grass area, lighting will be bright and the characters will be wearing casual creased clothing connoting that they are young.

This panel shows there is order,

2) Shot type Mid- Shot

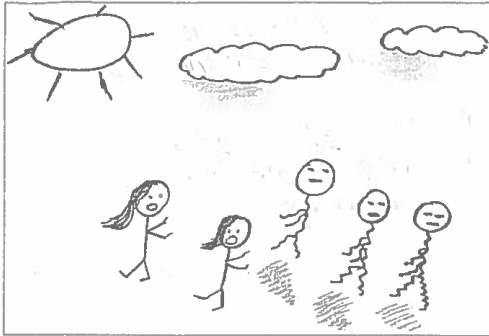
Sound - diegetic sound of speech, others quietly talking to each other.

The two friends in a cafe watching the news, mid shot camera angle to show facial expressions, high key lighting produced from outside.

3) Shot type Close-up Shot

Sound - very civil/serious tone suggesting importance.

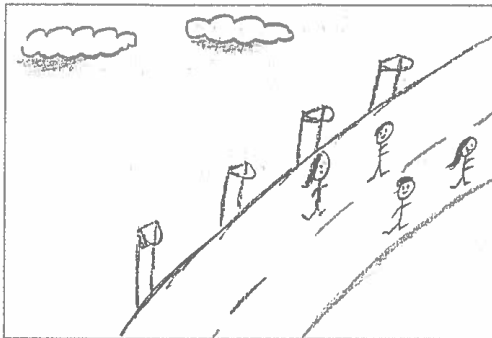
close-up shot focusing in on the news. The man will be wearing a shirt and tie suggesting seriousness and the lighting will be bright (high key lighting)



4) Shot type point of view

Sound - Non-diegetic rapid music as more zombies appear.

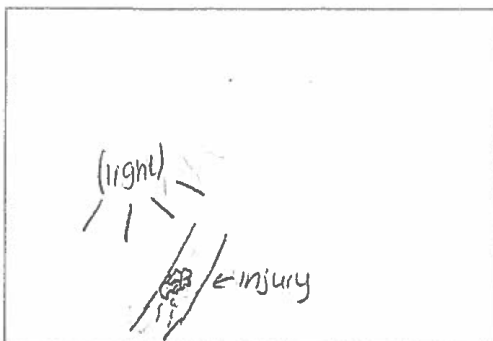
P.O.V Shot so you see what the character is seeing (zombies), the 2 girls fight the zombies, lighting will be low and dull to connote danger (Low key lighting)



5) Shot type pan Shot

Sound - quiet but intense music, the sound of quick running will be heard.

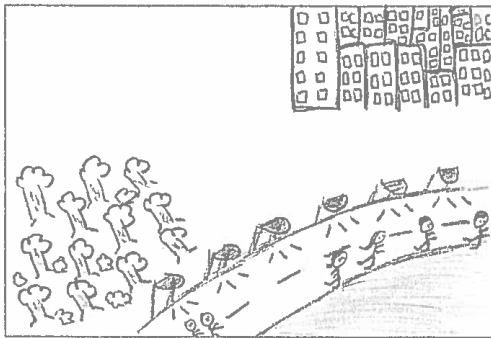
They run away from the zombies to hide, they're clothing will be dirty.



6) Shot type extreme closeup

Sound - heavy breathing suggesting panic and pain.

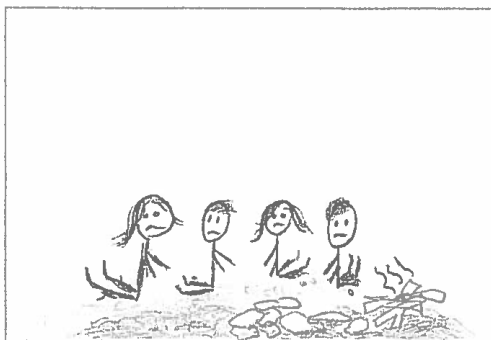
Shot will show an injury from one of the zombies (gory shot), lighting will be produced by a street lamp as it is beginning to get dark.



7) Shot type long shot

Sound - louder music will be played as we are further from the characters

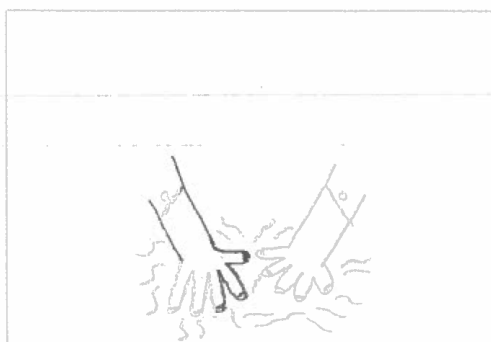
- Dark (shadowy/musky) lighting, it's now night time, they are running from the zombies.



8) Shot type mid-shot

Sound - rustling sound of the characters trying to keep warm and quiet.

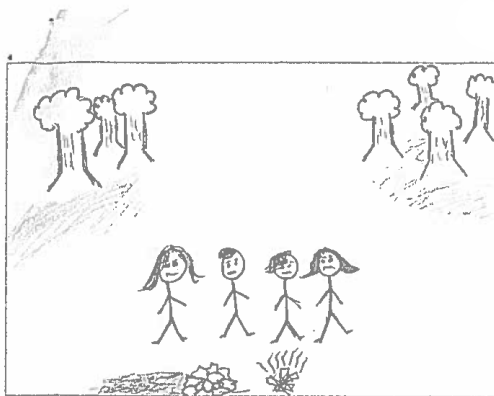
- Characters in a den, dim/ yellow lighting they're wearing torn, blood-stained clothing.



9) Shot type Cut-in shot

Sound - Fast paced but quiet music - agitation/unknown

- Close up of characters hands to show they are agitated or in fear

10) Shot type Long shot

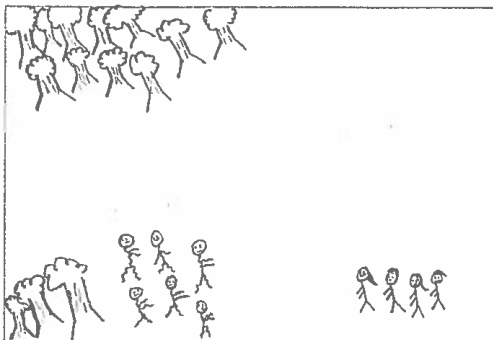
Sound - non-diegetic low quiet music.

Side lighting will be used to show the characters. It will emphasise to the audience fear and create a sense of the situation they are in, and that they are isolated.

11) Shot type Low Angle shot

Sound - quiet and shakely voices speaking over each other (diegetic)

Low angle shot so the audience can see a leader, female leader which will attract the audience. The lighting will get brighter (morning is approaching)

12) Shot type EXTREME WIDE SHOT

Sound - non diegetic, heroic/dramatic music will play.

Lighting will be produced by the morning sun (bright lighting), shows 4 characters fighting the zombies.

Development

- a) **Describe** the techniques or codes you used in each of five examples, and then **explain** in detail the impact or connotations you intended. You can explain this generally, or link to such things as your target audience, purpose or anything else you consider relevant. (5 marks)
- b) **Evaluate** the strengths and/or weaknesses of each of the five examples. You should refer to aspects such as target audience, purpose, production processes, personal performance, potential strategies for improvement or anything else you consider relevant. (2 marks)

Example 1 - Panel 4

a)- 1 have decided to use a point of view shot (P.O.V) to show two females fighting against the zombies; this shot will show both my characters and my setting from the character's point of view. The music will be non-diegetic, rapid and dramatic to suggest danger as more zombies appear, it will start of being low and quiet and build to a more frantic sound as the zombies get closer, this will help the audience feel tense with the characters. The two female characters will be wearing casual clothing such as jeans and a t-shirt so it is clear to the audience they are not experts or professionals compared to the expertise of the military. The lighting will be low key lighting to connote danger to the audience.

b) The POV shot will help to include the audience and make them feel like they are with the characters witnessing the event and this will help the audience feel like they are in an intense atmosphere. Low key lighting is stereotypically used to add dramatic tones to a scene and it helps guide the audience's eyes to where you want them to be, which will make it even more scary.

Example 2 - Panel 11

- a) - in panel 11 I will use a low angle shot of one of my female characters. This will show to the audience a clear leader as the other characters will be looking up to her. In this scene all 4 characters have run away to escape the zombie attack, the characters clothes will now be torn and ragged with blood stains from escaping the zombies, this will show the zombies are powerful and vicious. The sound will be diegetic, quiet and shaky whispers of the characters talking over each other which will suggest panic and fear of the unknown. The lighting will be getting brighter as morning is approaching and the characters must decide what they are going to do; the dawn signals a new start for the characters.
- b) The use of a female will suggest she is in charge and as it is a female taking charge it will appeal more to the female audiences. I think the lighting will show what an ordeal this has been as it has

taken place over such a long time.

Example 3 - Panel 3

a)- In panel 3 I have decided to use a close up shot of a television showing a news reporter. By showing the news this will suggest to the audience that the zombie attack is important and a serious matter as the story has made it to the news. The close up shot will be focusing in on the report of a zombie outbreak, the news reporter will be wearing a shirt and tie suggesting seriousness and formality. The sound will be diegetic as it will be the reporter speaking with a civil and serious tone to his voice, this will help the audience realise that the outbreak is urgent and deadly and the audience will apply that to the danger the characters are in.

b) The close up shot will help me to build tension and guide my audience's eyes to where I want them to be – there is no escaping it for the characters or the audience. The use of the well-dressed and posh spoken newsreader will achieve the purpose of showing he really knows what he is talking about and scare everyone further.

Example 4 - Panel 6

a) in panel 6 I have decided to use an extreme close-up shot to show an injury from one of the zombies, an extreme close-up shot is ideal to use as it shows in graphic detail a disgusting injury. The close-up will show a gory image of the shredded, blood-stained clothing followed by the deep scratches made by the zombie. The sound will be quick heavy breathing to suggest the pain and panic the characters are in to the audience.

b) As zombies are stereotypically horrific and deadly this extreme close-up shot will help the audience easily accept that that the zombies are a real threat and are dangerous to my characters and this will make the audience feel vulnerable. I think I may have gone too far though and my target audience of 12 and above might mean that I have to cut it out.

Example 5 - Panel 12

a)- I have decided to use an extreme wide shot in panel 12 to show my 4 characters running to fight the zombies, this shot will also help me show my surrounding efficiently which will be miles of Forrest and trees. The lighting will be bright as it will be produced by the morning daylight which will connote hope and promise to the audience. Non- diegetic music will be played, heroic and dramatic music to emphasis the risks that the characters are taking by going up against the zombies alone. The surroundings will be bland and musky to suggest that the characters are isolated.

b) the use of mise-en-scene of the landscape will emphasise how vulnerable the characters are which will suggest to the audience that the characters are alone and that their ordeal isn't over. I think my music might be a bit obvious though – I might try out something different, something unexpected that will shock the audience.

Candidate 7 – Film Trailer: ‘The Other Student’

National 5 Media

THE ASSIGNMENT BRIEF

- Your assignment is to plan a **trailer** for a teen horror.
- The target audience for your trailer is teenagers, male and/or female, who enjoy going to multiplex cinema to watch mainstream films.
- The level of finish expected is a filmed trailer between 30 seconds and 2 minutes in length

Planning:

1 - Audience Research

From my survey, I was able to work out the age of the audience for my horror trailer. From there I was able to work out what tropes to use to make it appeal to them. My audience were all aged 12- 15. Therefore, I don't have to make any changes in accordance to their age as this was already my target.

Question 3 allowed me to work out how much my audience wanted to see the villain in the trailer. 70% of those who responded to the survey preferred to see the villain in parts of the trailer, so I will remove the scene where the supernatural antagonist is sitting in the corner of the shot.

Question 4 allowed me to find out what kind of horror film my audience preferred. The majority (50.82%) of those who took the survey preferred psychological horrors so I will make changes that build suspense and tension rather than having blood and gore. For instance I will add suspenseful music and I have chosen to add a shot which will build suspense by having the protagonist walk through a dark corridor and into a room, it will also act as an anti-climax.

Question 5 was used to work out which setting my audience preferred for a horror film. At the time of writing, the majority of those who responded prefer the horror film to be set in a school, as this was already my setting, I will make no changes. A school works well as a horror film setting because schools are usually old buildings with long, dark corridors which are elements that are in most horror films.

Question 6 allowed me to work out what type of villain my audience preferred. Most who responded prefer a normal villain. As a result of this, instead of having a supernatural villain, I have decided to have the villain be a student instead. The original villain I was using was a small toy that would be implemented as the villain because it would be in most of the shots in the trailer, I changed it to a student by having the student in question remain alive during the shots where others were dead and by filming a shot at the end where it zooms out as he is looking through the window.

Question 7 was in case people had any extra comments about their preferences for horror films and any advice for making a horror film. Most additional comments about things I should include in my horror film were about building suspense, so I will make sure to include more tropes to build up the suspense. The main way I will build suspense is by adding ominous music that has a change in pitch at the moment of the disruption. I will also build tension at the end by including a shot where the antagonist is looking out of the window and the camera zooms out.

2 – Internal Institutions

The main internal factor that will affect my film is the lack of budget and funds and as a result I will have to use the schools or my own equipment, this includes any props and editing software I may use.

One of the internal factors on my trailer will be the equipment. However, this will have very little effect as I will be using my own Nikon camera and Sony Vegas which I have used in the past for other school projects. The main reason I am using my own equipment is because I am able to work on it more at home and because the schools equipment and editing software is much more limited it allows me to do more with my trailer in terms of editing.

Another internal factor will be time constraints; I only have a few weeks to do all/most of my filming (February 28th), because of this, I will have to plan carefully which sections I am going to film and I will have to film at every opportunity I have, including after school and at lunch time. I did this by creating a shot list of which ones I was able to film, on which days in order to create the least amount disturbance whilst making the most of the time I had, I also used my storyboards to give the people starring in my film a better idea of what they were doing as a result of which less explaining was needed and therefore increased the time I had.

Further internal factors that will affect my trailer are constraints created by the school. I have limited locations and I will only be able to film at certain times. I will get around this by filming outside of class; I will also have to plan my trailer around the available locations, these locations are classes and corridors as I will have to be careful not to disturb other pupils whilst I film. The front of the school is another location as I am in public.

Furthermore, another internal factor would be actors. The actors I will be able to use in my trailer are my classmates and I could have issues if they are ill. To solve this problem I could reduce the amount of actors in my trailer to one and use more point of view shots.

3 - External Institutions

An external factor that will affect my trailer would be Health & Safety. I am responsible for the safety of the people whom are starring in my trailer and thus I must make attempts to safeguard them on scenes where they might get hurt. An example of this could be if someone in my trailer is getting stabbed, or if there is a shot of someone falling over, I would have to make safeguards such as using a safety mat or not actually stabbing someone and instead making it look like they were stabbed in editing.

A further external factor would be copyright law. I will have to seek permission from the organisation that holds that copyright of any sounds or music I may wish to use. I am going to get around this by using royalty free music which I will find online, the music I am going to use will be ominous in order to build tension in the trailer.

Another external factor would be the BBFC Guidelines. I must try to keep my trailer at an age rating of 12 even if the movie is supposed to be a 15. I have done this by making sure there aren't any graphic scenes in the trailer. I must also make sure there is no overall tone of threat and that violence is moderate. This isn't a problem as my trailer contains no violence or threatening behaviour. The reason I don't need to contradict the BBFC guidelines and why they don't affect my trailer is because it relies on suspense and atmosphere in order to appeal to its target audience.

Furthermore, an external factor that would affect my trailer is advertising law; I will have to make sure that my trailer doesn't encourage illegal, unsafe, or anti-social behaviour. This isn't a problem as no part of my trailer portrays any doing such things.

4 - Narrative Research

One thing I found out about the narrative structure of most horror trailers is that the equilibrium phase usually begins with various friends getting together to do something, this may be them preparing for prom (Prom Night) or going on a trip (Cabin in the woods). As a result of this, I have decided that my trailer will now include a scene where the main characters are walking through the corridor to their next class; this will act as the equilibrium phase of the narrative.

Furthermore, I have discovered that these trailers follow a smaller version of the Todorovian narrative structure apart from the new-equilibrium, which obviously isn't included because it would spoil the ending. However, as having the characters realise that there is a killer wouldn't fit the tone of my trailer I have decided to only apply the Equilibrium and Disruption phases to my trailer. The disruption in my trailer occurs when the students and teacher are in the classroom and the music changes pitch at the same time the shot switches to another where all of the students and the teacher are dead apart from the antagonist.

Trailers also create enigmas that will be answered in the film and to make the viewer want to watch the film to find out; in the trailer for 'Unfriended' one of the first enigmas that is set up is "Who is Billie227?" the characters even ask each other who the mysterious user is. As a result of this, I have decided to include an enigmatic scene at the end of my trailer where the main antagonist looks out of the window as the camera zooms out to cause the viewer to wonder who he is and why is he doing it. This will act as a "convincer" which will make the audience want to go and see it, this is a key feature of Julie Green's narrative structure for trailers.

I have also discovered that these trailers use binary opposition to show which characters will be set up as the protagonists and antagonists; these include good vs. evil, safety vs. danger and hero vs. villain. In my trailer I have decided to use a change in lighting to create the contrast of good vs.

evil as darkness is traditionally associated with evil.

Trailers also use music at the point of the disruption; this is especially obvious in the trailer for 'Cabin in the woods' where someone pulls a lever and the music changes. I have decided to use music that moves up an octave at the point of the disruption in my trailer to build tension.

5 - language Research

Most trailers have a change in lighting at the point of the disruption for example, In 'Prom Night' someone turns out the lights to the building, this is when we know that the killer is inside. As a result of this, I have decided to film my disruption scene again but with the lights off, or just dimmer light.

In terms of editing, trailers usually have moments where they fade to black in between clips for example, in 'Prom Night' it is used after most shots as the characters are preparing and it changes to jump cuts after the disruption. I will have multiple moments where it fades to blank in order to transition into the next clip. This will help build tension in the trailer as the viewer begins to anticipate something after each time it fades.

Horror trailers also use the angle of the camera which is usually canted when bad things are happening, or they purposely make it look like the camera is someone following them around for example, in 'Prom Night' when one of the characters is hiding underneath something to escape from the killer, a canted angle is used, she is then dragged out from under the bed. I have decided to change one of my shots to a canted angle because of this; the shot is the disruption scene where the students and teacher are dead.

Horror trailers also use sound, or sometimes the absence of it to build tension. For example, in the trailer for 'Cabin in the Woods' when two of the characters are going down a lift, it goes quiet and we can only hear them breathing. However since I will have music throughout my trailer to build the tension I don't feel like it would be necessary therefore I won't make any changes in terms of sound.

Horror trailers usually aren't bright and colourful for example; in 'Unfriended' most of the shots seem de-saturated as the characters are supposed to be using webcams. As my location is a school, it doesn't have many bright colours therefore this doesn't affect me. I have also turned the lights off for one of my shots as the darkness helps build tension but it also created a contrast with the previous shot.

Development

- a) **Describe** the techniques or codes you used in each of five examples, and then **explain** in detail the impact or connotations you intended. You can explain this generally, or link to such things as your target audience, purpose or anything else you consider relevant. (5 marks)

- b) **Evaluate** the strengths and/or weaknesses of each of the five examples. You should refer to aspects such as target audience, purpose, production processes, personal performance, potential strategies for improvement or anything else you consider relevant. (2 marks)

Example 1

a) My trailer follows the first two steps of the Todorovian Theory of Narrative Structure; the equilibrium phase starts off with an establishing shot of the school and then cuts to pupils entering their classroom to begin their lesson. The disruption phase occurs when the students are in the classroom, the lights are off and some of the students and the teacher are dead. Finally, we see a shot of the antagonist standing in a window as the camera zooms out. I followed the first steps of the Todorovian Narrative Theory as it gave my trailer structure without spoiling moments from the final film, it also tied into my research as I discovered that most film trailers follow some form of narrative structure.

b) I think this worked well but it is maybe a bit clichéd as lots of modern commercial trailers now play with narrative to create enigmas. My trailer would be improved by creating more enigmas. I also feel that a traditional approach may bore my target audience of 12-15 year olds who might think it's old-fashioned.

Example 2

a) The Disruption scene in my trailer (0:18) most demonstrates the various techniques I have used. For example, the change in lighting acts as a pointer to the viewer that something has happened, the same thing goes for the canted angle and the change in music. The change in music also helps build tension. It also sets up the enigma of who is the student still sitting there which would make the viewer want to see the film in order to see it resolved. The canted angle suggests disorientation and that there is something wrong, something unusual has happened. All of the elements of this shot tie into the fact that it's a disruption, the camera work, the sound, and the mise-en-scene all drastically change from the previous shot.

b) Most of the elements in the disruption scene are there to build tension for the audience as this is one of the few scenes in which the antagonist is present. This ties into my audience research where the results show that they would only like the antagonist in parts of the trailer.

Example 3

A) The end of my trailer is a shot of the antagonist looking through the

window in a door as the camera zooms out. It mainly strengthens the enigma set up in the previous scene. But the camera movement and the act of zooming away from the antagonist builds tension. This shot also highlights the expression on the antagonist's face which we couldn't really see in the disruption scene. It also makes the antagonist appear ghostly and unhuman. The use of a jump cut instead of fading from the previous shot shows how disruptive it is and it acts as a change as all of the previous ones faded to build tension. Fading to black at the end also suggests finality and that the trailer is now over, the music also slows down at this point.

B) I am really pleased with this shot. My target audience of 12-15 will find it scary but not too terrifying because it is more creepy but not violent or gory. They will want to know what happens next, and go to see the film. It creates emphasis on the fact that the antagonist is still lurking inside the school, and the story isn't over and this will act as a 'convincer' and they will make the trip to the cinema.

Example 4

A.) The sound throughout my trailer is royalty free music found online, I chose it because it is ominous and builds tension at pivotal moments in the trailer such as the disruption scene with the change in key and the very end where the music slows down as the writing disappears from the screen. I decided to only use music and no other sound because it brings focus to the visuals and other elements of the trailer, it also means that everything is done through visuals; exposition, representation, etc. It also means that I didn't have to rely on the abilities of the people in my trailer as actors since they weren't speaking. An example of this occurs in the disruption scene I had one of the people collapse after the others to connote that they were in fact all dead. This was obvious without dialogue.

B) The exclusion of diegetic sound also meant that I had to be clear about what was happening in certain shots in order to avoid confusing the audience in an unwanted way and I think this was not always successful because some camera shots were not as clear as they could be. For instance in the final shot it would have been more effective if I had made the close-up of the antagonist last longer, as in my finished film the camera moves too quickly and the music alone is not enough to anchor the meaning of the scene.

Example 5

A) The representation in my trailer applies to various different elements such as the villain and the school itself. The representation of the school mainly occurs at the beginning of the trailer up to the disruption scene, it isn't presented as overly supernatural or ominous however, the shot where the students are walking into their classroom takes place in a dark corridor and the camera appears to follow them, this foreshadows the next scene

which is the disruption. The villain is also represented as a normal person up until the disruption scene where we see the students and teacher have just been killed by him. He is represented as normal because he is going to school and walking with the other pupils and he is wearing a school uniform. The final shot where the camera zooms out as he stares out of the window in the door also represents him as ominous and imposing. It also tells us he is still at large in the school.

B) I think next time I would make better use of chiaroscuro lighting to create more scary shadows and represent the school as threatening to the audience. I could do this with torches and could bring in lamps but this might cause health and safety risks as my actors could trip over leads so I would need to be careful.

Candidate 8 – Vapes Print**For Candidate Use**

Give details of your brief in the boxes below or attach your brief as a separate sheet.

Your instruction/stimulus

- ~~Print advert for vape starter~~ Create a Print ad
- Campaign to sell Espiro Vapes & e-liquids cartridges

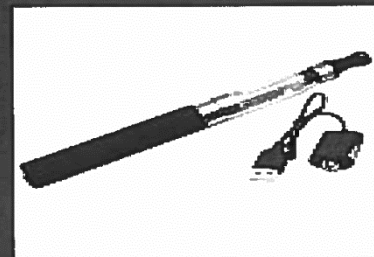
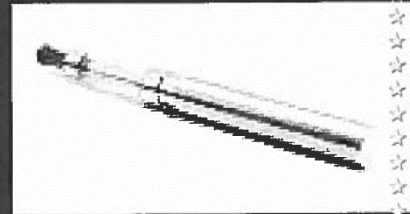
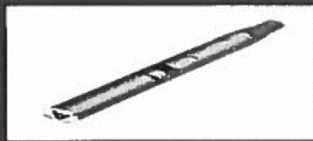
Your target audience

Male & Female 25+ smokers C2DE

The level of finish expected

1 print advert in colour suitable for magazine

Espiro Vapes



LONG LASTING BATTERY LIFE

COMES IN DIFFERENT FLAVOURS AND NON
NICOTINE VARIANTS!

**MADE OF ALUMINIUM FOR A LIGHT,
SLEEK DESIGN**

British American Tobacco 'Espiro' vaporisers

Company Background

British American Tobacco is a British multinational company. It is one of the world's five largest tobacco companies. In the cigarette market, its largest selling brands include Dunhill, Lucky Strike, Pall Mall and Benson & Hedges. In recent years, as the full extent of the damage caused by smoking has become dear, the company has come under attack for promoting a deadly habit while withholding information about its dangers. In 2012, the company was sued by smokers in Canada - the largest class action lawsuit in Canadian history. If it loses, the company faces a potential payout of \$27bn.

Specifications

BAT is expanding into the e-cigarette market with Espiro, a new brand of vaporiser. Then vaporiser is a pen-shaped device which works by gradually heating a cartridge of 'e- liquid' (containing nicotine and flavourings), causing it to be vaporised, releasing the nicotine and flavourings into the air as a vapour that can be inhaled.

E- liquids cartridges are available in a wide range of flavours including strawberry, mango, melon, candyfloss, cola, mint and traditional tobacco flavour.

Objective

Create a print advertising campaign to sell Espiro vaporisers and e-liquid cartridges.

Target

Male and female, 25+
Smokers
C2DE

Brand Identity

Sophistication
Variety
Value for Money
Innovation



Planning:

Audience Research

- I created a survey with 5 questions to find out more about what my audience wanted from their product. I found out that the thing that was very important to them was that they wanted a nice flavour to smoke. Because of this I will include information on my poster that tells my target audience that the vaporiser will come in a range of flavours.
- The second question I asked was what flavours they would want. By asking this question I found out that the most popular flavour was mint. Because of this I will include an image of a mint leaf on my poster to emphasise that this is one of the flavours available.
- The third thing I asked was about the vaporiser's colour. I discovered that the most popular colours were black (9 votes) and silver (11 votes). Because of this I will include an image of both a silver and a black vaporiser on my advert.

2: Internal Constraints/Factors

ICT Restrictions/Time

- I looked into the school computers and the programmes that we have in school. I found that there are no fancy programmes available to me as I don't know how to use the Serif Draw that is on the school computer. Because of this I will create my poster on Microsoft Word. I know that it will be basic but, I don't have time to learn how to use the other programme so therefore I will try and make it as advanced as I can on the basic school programme.
- I researched images that I liked and that I would be able to use on my product. I found some black and silver vaporisers that I liked but they had the brand embossed onto them. I decided that I would use Serif Draw to get the logo off the product by airbrushing. However, during this time, I realised that I couldn't use it very well as I was more used to using Photoshop. This means I will only be able to edit basically - erase the logo - and my finished image will not be as professional as if I used Photoshop.

Budget

- I found out that I would have no budget for my advert. This means that I don't have any money to create my advert. Because of this I will not be able to download fonts from a website that costs money. I tried to change my idea and download from a free website <http://www.1001freefonts.com/decorative-fonts.php> but because of the school firewall blocking me I couldn't. Due to what I found my font choices will be limited however I will use a San Serif font that is clear to get my product noticed.

3: External Constraints/Factors

- I found from the government website www.gov.uk/government/publications/proposals-for-uk-law-on-the-advertising-of-e-cigarettes/publishing-20-may-not-yet-complete that I cannot advertise my product anywhere that I want and that there should be no information that is not completely true. Because of this I will only include facts on my advert -how much it costs and what the product will be made from.
- I looked at the CAP code online and found out that it doesn't allow "the advertising of unlicensed, nicotine-containing electronic cigarettes (e-cigarettes) in certain media." As I wanted to include a lot of different flavours in my product - one being nicotine flavour -I will now not do this but will only include fruity flavours like the mint. I will also make sure that I do not include any information that says there is nicotine in my product.

4: Key Aspect - Categories

- I did research into Categories and as my main purpose was to inform the audience that the product was worth the price and also to persuade my audience that it is trendier to use a vaporiser rather than smoke a cigarette. Because of this I will include the cheap price and also show an image of a trendy character smoking a vaporiser.
- I researched lots of adverts for vaporisers and e-cigarettes and found out that the adverts tend to have very dark colours in them. Colours such as black and grey that make me it sophisticated. However, I also discovered that there is usually a bright colour of font, logo or somewhere on the poster. For example the 'bluecigs' have a sky blue font and the 'Gamucci' have red and yellow. Because of this finding I will use bright colours too -purple and yellow. Purple to show the tone of wealth and strength, then yellow to show happiness (If you smoke the Espiro Vaporiser it will give you a feeling of happiness). But I will include the black background to make the tone sophisticated like other adverts.
- Most adverts had sans serif fonts that were big and bold making them easy to read. As this is something that I want to have in my advert to show it is a trendy and modern product, I will include a bold title at the top that is centred as it is the first thing that the audience will look at.
- I found that vaporisers tend to be quite 'dapper' and 'laddish' and this tone is created through the use of a slogan. A 'bluecig' advert has the slogan "Rise from the Ashes" Underneath there is a question "I have made the switch, will you?" This helps to appeal to the target audience of men. I will change this slightly for my product "We must all rise with the flames". This will show that my product is related to other vaporisers but is different and encourage woman to buy it as it

5: Key Aspects - Representation

- I looked at adverts for vaporisers and saw that there is usually a young, dapper, muscular, handsome man on the adverts. These men tend to be wearing a suit or be in a tight t-shirt so that you can see the shape of their muscles. This makes the product look modern and trendy too. Therefore because I want to attract both men and women to buy my product, I will include a female and a male character in my poster both smoking the vaporiser to create similar associations for my product.
- As the company want me to market this product to both males and females over the age of 25, I studied other adverts that were aimed at the same audience such as alcohol adverts. From this I found that they appealed to their audience by including a setting that was trendy and sophisticated and the people are always smiling looking like they are having fun. To represent this I plan to show a male and a female in a fancy car on their way to celebrate a 30th birthday. This will show how this product is not only aimed at males but also can be enjoyed by trendy females too.

Development

- a) **Describe** the techniques or codes you used in each of five examples, and then **explain** in detail the impact or connotations you intended. You can explain this generally, or link to such things as your target audience, purpose or anything else you consider relevant. (5 marks)
- b) **Evaluate** the strengths and/or weaknesses of each of the five examples. You should refer to aspects such as target audience, purpose, production processes, personal performance, potential strategies for improvement or anything else you consider relevant. (2 marks)

Example 1 - Colour

- a) The colour that's first seen in my poster is yellow which was supposed to act as a link to how my product stands out on the market. As the usual vaporiser advertising on the market tend to use one bright colour such as blue or red I used yellow grey and the most important is yellow and the least important stuff is grey. I used grey for the slogan for my advert this relates to the 6 key aspects specifically language were the use of colour on the poster being the same as those in the brand logo positioned at the bottom
- b) I used purple in the background to make it stand out and it suits well.

Example 2 - Tone

- a) Tone falls under the key aspect of categories a slandered vape pen advert is quite impossible to attract my target audience therefore I decided the tone for my advert was VERY serious and did not contain any jokes I have professional pictures of the product.
- b) Because the pictures are professional the audience will take the product seriously and this will entice the audience to look again, making the vape advertisement look more interesting

Example 3 - Font

- a) I used two different fonts in my product the font I used in my headline is Ariel black in capital letters in black writing I thought this would attract my target audience. I picked this because it is a nice sleek looking font.
- b) I used different fonts in my product the font I used in my headline is Aerial Black I think this will attract my target audience which are 25 and over and it's a more modern audience font.

Example 4 – Character

- a) The young male sitting in the car is wearing cool, modern clothes sitting in a car which makes him seem like a cool guy. Therefore these images can make the audience look again and make the vaporiser a more interesting product.
- b) The cool looking man is hard to see because the image is blurry so the next time I would choose a clearer image.