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## **Assignment – National 5 Media**

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### **Candidate 1, 2, 3 and 4 Evidence**

**Candidate 1**

## N5 Assignment: Section 1 - Planning

You are going to storyboard the opening sequence for a feature length film using a stimulus from the options below. You will need to negotiate your Purpose and your Target Audience, and indicate which stimulus you will use.

### Purpose:

Your purpose should be to hook the audience so they will want to 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 8-12 shots. You are not required to produce a finished film, but you should have very 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 also be asked to write about how you create meaning in Section 2.

### Stimulus 1:

He felt a mixture of irritation and excitement. It was annoying to be followed in this amateurish fashion. Just before Chiswick Bridge he wrenched the wheel round to the right. This time he judged the line well. He checked his mirrors once more, and felt a tremor of anxiety. There was not one but two motorbikes—big BMWs—and no car can out sprint a bike. The riders put their heads down and twisted their right wrists. The roar of their tyres filled the quiet street. In a few moments, the bikes were either side of his Bentley.

Now he had to take them seriously. Before he could take the gun from its holster, there was a shattering roar as the glass of the front passenger window was broken by a bullet.

[Adapted from "*Devil May Care*" by Sebastian Faulks]

### Stimulus 2:

#### Eye-witness report

Suddenly there was an uproar and a solid wedge of riot policemen faced the crowd of protesters. One man kept trying to get himself and his girlfriend out of the way. He was holding on to her and trying to protect her and himself.

But somehow in a surge of bodies she got torn loose from him. He struggled after her but he was caught between the two groups and he was struck to the ground from where he looked on helplessly. He lifted his eyes to see his girlfriend being taken away by the police.

[Adapted from "*Tuning*" by David Antin]

Once you have negotiated with your teacher, make a note of your TA, purpose and which Stimulus you will use.

1. During my research I visited the website IMDB to find out what type of audience my film will/should appeal too. I looked at the common audiences for films with the same genre such as Fast and Furious and some of the Bond movies as they are similar to my movie. I found out that these type of movies appeal to male and female but mostly male. I also found out that they are most appealing to viewers aged 18-29 but are very commonly watched up to the age of 45. As my film is similar to this film I will target a similar audience, but lower the age as there isn't as many violent scenes (12-45). As I want to cast actors such as Vin Deisel and Megan Fox I looked up films such as Triple X and Transformers to look at the type of audience these actors appeal too. When I looked up Triple X which Vin Deisel is in, I found at that this film appeals to mainly the male audience aged 18-49. I also looked up the main audience for Transformers since Megan Fox plays a role in this movie and found out this movie also appeals to the male audience aged 18-49. As these actors appeal to the same audience I am making my film for I will cast them in my movie. The male audience should really enjoy this movie as I am using the actors Vin Deisel and Megan Fox.

2. While researching institutional factors (internal) I visited the website uic.edu where I found out what safety measures I would need to carry out and how to stop someone from getting hurt. As my stunt is a car going through a building window with people in the vehicle, a lot of safety procedures have to be carried out. Since it is a public building I have to make sure the building and the surrounding area are clear of pedestrians so nobody is in danger of being injured or if I want people around I have to make sure they are professionally trained stunt men. I will replace the actors in the car with dolls or stunt men who are trained on how to survive a crash so the actors are not injured or even killed during the stunt. I will also have to make sure there is access to emergency equipment and transport on site and have fire and ambulance vehicles at the ready in case of accident. As these are the precautions needed in my stunt, I will do all this while making my movie. By doing this I will minimise and control the risks in my stunt so nobody is injured or if injured are treated to straight away, hopefully making the stunt a lot safer.

3. While researching institutional factors (external) I decided to find out how I would get a famous song into my film. I decided to visit the website entertainment.howstuffworks.com where I found out that to get a song into my movie I would have to contact the music producer who is the owner of the song and reach an agreement. This can be a hassle as there can be loads of owners for the one song. The producer should sign a synchronisation or a broad rights license which will give me the rights to do what I need to do with the song for a certain amount of time (couple of years). I also found out that it could cost around £10,000 to £75,000 to have an owned song in my film, depending on how much of the song I use in my movie, where I use it in my movie, what kind of movie I am making (big or small) and various other factors. I also discovered if I was to use something with copyright without getting permission I could be fined millions of pounds as it is illegal. I decided on the song

"tsunami" by DVBBBS and Borgeous as it is a song which builds a lot of tension and will be very appealing to the younger generation of the audience, making whatever scene I use it in more exciting. After taking my research into consideration I have stuck with this song as I have a big budget for my film and will be able to afford this at any part of my movie and as it not a massive hit. As I am making my film an age 12 certificate I went on the BBFC website to find out what sort of violence I can use. I found out that moderate violence is aloud but there should be no emphasis on injuries or blood, because of this I have decided that in my movie when the car crashes into the building I will not show the characters while the car is crashing or crashed, I will just show the car.

4. During my research I looked at examples of the genre thriller/action that would be good in my movie. I came across lots of different car chase scenes from various different films such as all the James Bond movies and Blues Brothers which all had very exciting and dramatic chases throughout the movie. While watching these clips I looked at the type of camera techniques the producers used during the car chases. Most car chase scenes always seem to cut from one car to another constantly as it gives it drama and builds tension. I also found out that there is a lot of close ups of the actors in the cars, they do this to see the expression on the actors faces. There is also usually shots of cars coming up a road at high speed from a distance and they do this to show the speed and power of the cars. In my film I will have my camera cut from one car to another as it is common and shows the audience that they are watching a car chase. I will also have different close ups of the girl and boy in my movie who are main characters and long shots of the cars and the motorbikes to build the drama and tension in my film. I will also have lots of loud sounds in the backgrounds of my shots such as beeping horns, revving engines and crashing noises to add effect. I decided to use loud sounds as in most car chase scenes in films it is very common and helps to make the scene more exciting.

5. While doing my research I searched for examples of representations I could use in my film. I looked at the James Bond movies and found out that the men tend to be wearing suits and are dressed very smartly. Because of this I decided to have one of my main characters wearing a suit and tie to look like a 'bond' sort of character, this will be the actor who is driving in the black BMW x5 series being chased. As I have the character being chased in a suit and tie I have decided to have the guys who are doing the chasing look like tough bad guy biker characters as they are riding Harley Davidson Motorbikes. I decided to have my bikers look like this as while I was doing my research I came across the film Torque. To fulfil this look I will cast actors such as Vin Deisel to play this role as he is very muscular and tough looking. I will have him covered in tattoos and have him wearing white strappy vests in some parts of my movie. While looking at representations in the Bond movies I found out that they usually cast an attractive girl to play a main part, so I have decided to cast a girl with long black hair who will always be wearing red lipstick so she stands out. I will cast Megan Fox.

## - Media Assignment Section 2

### 1. Shot 1

By using a close up of an actor as my opening shot this tells the audience that this is the main character or an important character. The character has bright red lipstick on which is the colour of energy, passion and action suggesting that she is a bold character. She also has long black silky hair which suggests to the audience that she might have something to hide, a secret. The lipstick and the hair draw our attention to her immediately as she is very attractive. As the shot is a close up we can just make out that the girl is sitting in the leather back seat of a car, as you can just see a part of the back window. The seat is beige leather which suggests to us that the girl is being driven around in an expensive car, as cars with that colour interior don't tend to be cheap. In the background you can hear loud revving engines which suggests that things are speeding up outside the car. The loud revving engines create tension as an opening shot as we straight away want to know why they are there.

### 2. Shot 2

This shot will use a medium long shot of two motorbikes approaching a car. The medium long shot focuses on two motorbikes coming up the back of a big black BMW. During this shot you can still hear the loud revving engines. The BMW suggests to us that this must be the car the girl is in as it is quite expensive and very close to the loud noises. The bikers are wearing all black which suggests they are in disguise as black relates to the hidden and the unknown. The bikers are also wearing black helmets which have 2 red stripes down them suggesting evil to the audience as red is the colour of the devil. The helmets also have an circle symbol in the middle of the stripes, this is a symbol which represents unity, wholeness and infinity which makes the audience wonder why the red stripes and the circle symbol. The bikers license plates are also the exact same, just with one number different. This suggests to us that they may be working for an organisation as you would not commonly see 2 identical bikers with identical license plates driving down the same road together. As the bikers are basically identical it excites the audience as this is strange and is probably a hint to something bad.

### 3. Shot 6

This shot uses a close up of the wing mirror of the BMW, in the shot the driver is watching the two motorbikes which are at the back of the car. This shot draws the audiences attention as there is a crack on the top right hand side of the wing mirror. This shows us that the car may have been in some crashes and bashes in the recent past and whoever is in the car may be in some trouble. This suggests again that the car may be in the middle of a chase or trying to get away from trouble. As you can see the motorbikes in the wing mirror you can begin to make out that the bikes are expensive as you can ever so slightly see a Harley Davidson badge at the front of both bikes. This type of bikes tell the audience that the bikers

must be rough and tough experienced bikers as you usually see men who drive Harley Davidson's look like a typical biker. This shot also puts us in the point of view of the driver as we see what he sees in the mirror. Tension is created in this shot as the bikes are closing in.

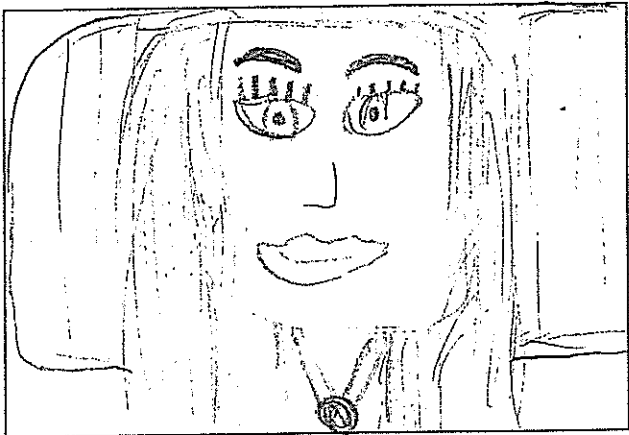
#### 4. Shot 7

This shot uses a medium close up of a guy in a car. By using a close up you can make out that the guy is wearing a dark grey silk suit and a pair of black Ray Bans. This shows that the driver is of some worth as these both look like very expensive items. We know the guy is in a car as we can see his hands on the top of the steering wheel. As the guy is driving a car it suggests to the audience that he must be driving the car for the girl from the opening scene, we start to know this as you can see that the car seat is the same colour as the one the girl was sitting in. The driver has a very serious straight face at all times during this shot and the shot is in complete silence. This suggests that the guy is here to complete a job and is very serious about doing so. The silence shows the audience this and builds interest as to why there is silence. This shot also makes you wonder who the girl is and if this is the car she was in.

#### 5. Shot 12

This is the last shot. This shot is a long shot of the car crashed into the building which then pans into a long shot of the motorbikes driving off in the distance. I used this shot because it shows the audience that the motorbikes must have wanted the car to crash into the building. As the shot starts off with the crashed car it makes the audience think that the people in the car could be dead or very badly injured. When the shot pans into the shot of the bikers driving away it makes us think that the bikers think that the people in the car are dead as well and everything is fine. At the end of the shot as you see the bikers drive away you can hear the girl moaning in the background which lets us know that the girl is alive. This makes the audience want to keep watching the film as they want to find out what has happened to the girl and what is going to happen next.

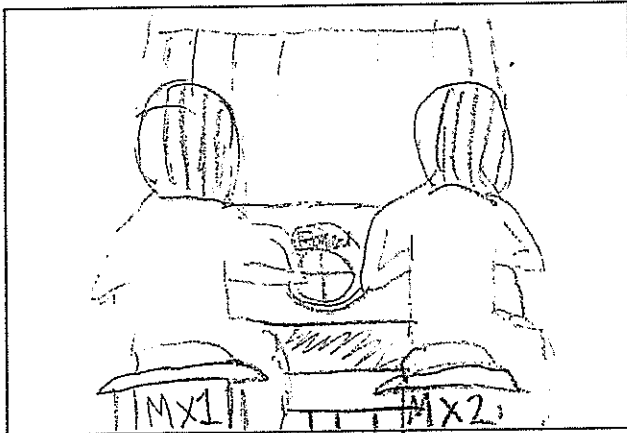
name:



1) Camera: Close Up

Notes (inc Sound):

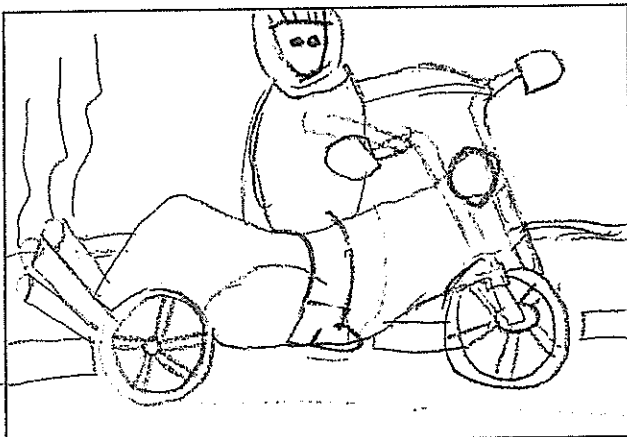
- girl has very long silky black hair
- nice neat makeup
- red lipstick
- black of black leather car seat
- can see back window of car
- loud revving engines in background getting louder and louder.



2) Camera: Mid Shot

Notes (inc Sound):

- black bmw x5
- licence plate scraped off
- black out windows
- 2 motorbikes with bikers looking identical.
- 2 red stripes down helmets
- matching licence plates

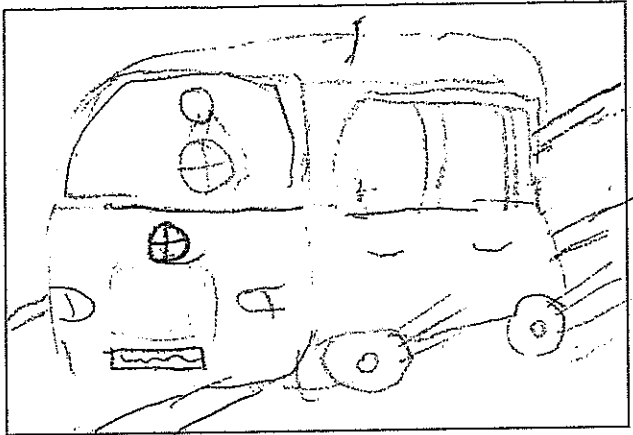


3) Camera: Long shot

Notes (inc Sound):

- Blue Harley Davidson motorbike
- biker wearing all black
- loud traffic noises in background.

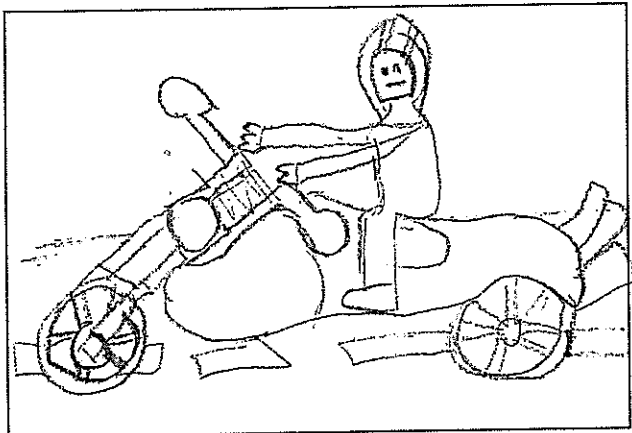




4) Camera: long shot

Notes (inc Sound):

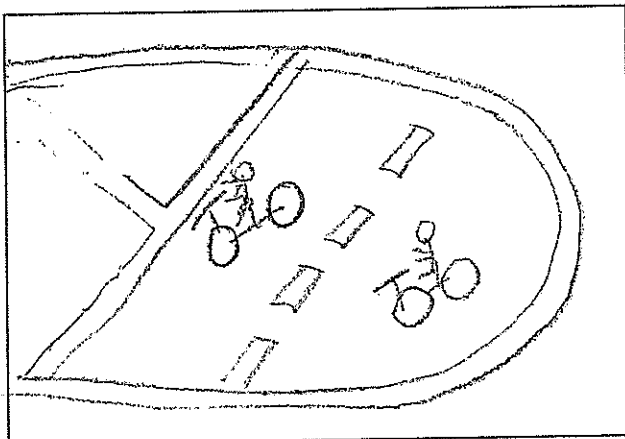
- black bmw xs
- wheels smoking up
- guy driving has very serious face.
- loud car sounds.



5) Camera: long shot

Notes (inc Sound):

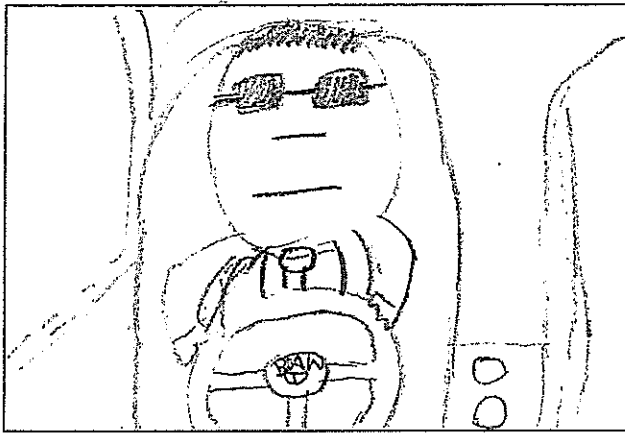
- Blue Harley Davidson motorbike.
- Biker wearing all black
- loud car sounds.



6) Camera: mid shot

Notes (inc Sound):

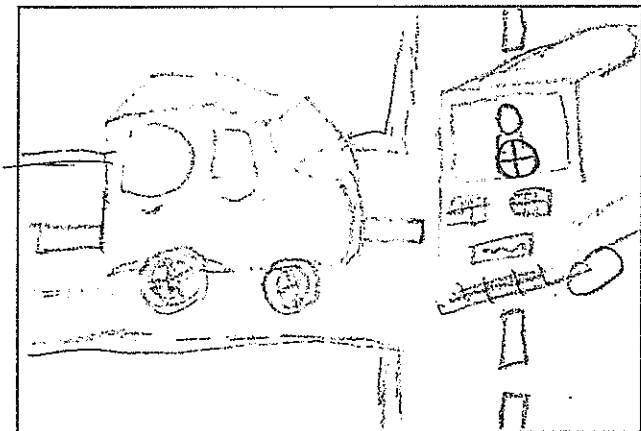
- shot of driver spying on bikers through wing mirror.
- clear blue sky background.
- speeding car sounds.



7) Camera: Mid Close Up

Notes (inc Sound):

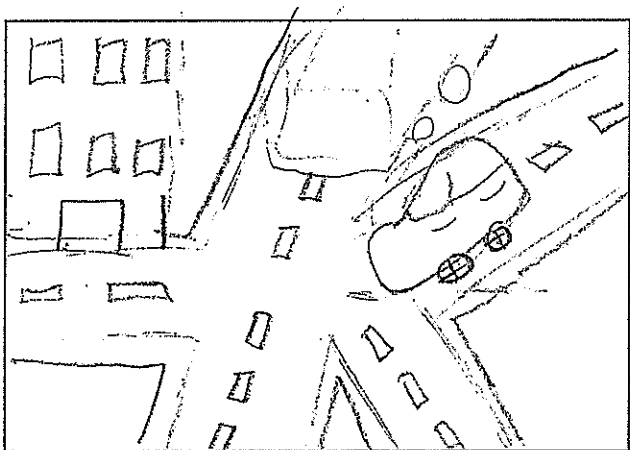
- Driver wearing silk grey suit and black ray bans.
- very serious face
- complete silence
- BMW badge on wheel.



8) Camera: extreme long shot

Notes (inc Sound):

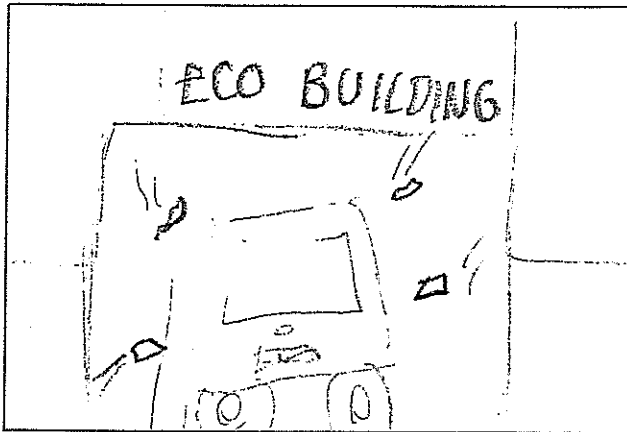
- shot of car about to drive into a truck
- bright red truck
- black bmw x5
- loud horns beeping
- song 'tsunami' playing.



9) Camera: birds eye shot

Notes (inc Sound):

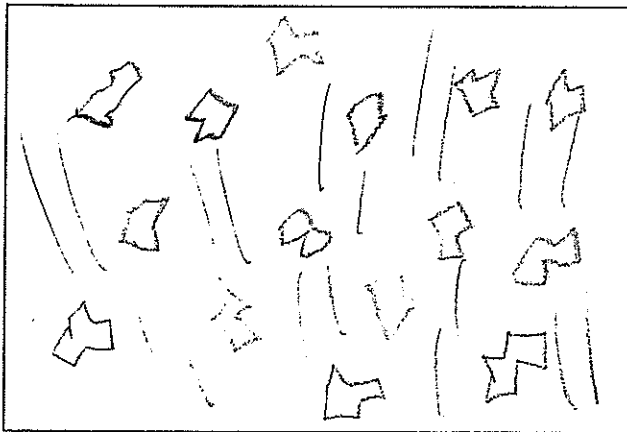
- shot of car swerving truck heading towards a building
- song 'tsunami' playing
- very loud busy street



10) Camera: long shot

Notes (inc Sound):

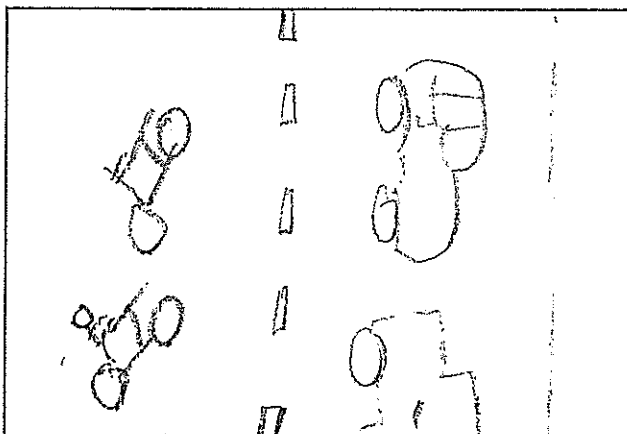
- shot of car crashing into a glass building
- crashing, smashing sounds
- bright lights



11) Camera: mid shot

Notes (inc Sound):

- shot of glass flying everywhere.
- can hear breaking glass.



12) Camera: long shot

Notes (inc Sound):

- shot starts with crashed car but pans to bikes driving away.
- loud, fast motorbike sounds
- girl moaning in background.

**Candidate 2**





"Amazing!"

James Rooney - Manchester Rovers

"Love them"

Kristian Ronaldo - Ral Mudrad

Prices Start from £30.00



LOOKS  
GREAT, FEEL  
GREAT.  
THE NEW  
POWER  
FORCE 2'S ON  
SALE NOW

## Media Assignment

1. Describe what you discovered during your audience research, and explain how this influenced your plans.

During my research I found out that my preferred audience is football fans; at a push sports fans. I also researched football magazines such as the Rangers FC magazine "Follow Follow" and "The Celtic View" to find out ways that other football boots makers advertise their boot. I saw that most advertisements have a close up of the boots showing it off as much as possible. They also included a slogan such as "score with every shot" and so on. I also found out that bright eye-catching colours attract people to football boots, as young people who play football want to be like their role-models in football, and wear bright flashy boots and mimic their heroes. This swayed me to making the main colours of my boots red and blue, as originally I was going to make them jet black as that is my kind of football boot. But that wouldn't be useful as only a certain majority of the football audience would like my boots. I also changed my one priced boot idea to a range of prices in quality of the boots. This appeals to a wider audience, as every class from B to D, but not A it would be expected that they would play a game like rugby or cricket which is considered a gentleman's sport.

2. Describe what you discovered during your research into **internal** institutional factors, and explain how this influenced your plans

During my research I found I never had the resources to fully achieve my finished advert. To finish my advert to the highest quality, which I had hoped to achieve, I needed a lot of time. But this was not possible, we only had 4 or 5 periods to finish my advert which decreased the quality. It decreased the look of my boot, as I could have added a lot better and more vibrant colours, by painting it etc. The overall look of my advert looks very basic because of the lack of time I had at my disposal. I also didn't have professional equipment either. I wanted to add pictures of me and other people to make them the footballers quoting the boot. But another Media class had the camera's and media equipment. I also would've preferred doing a T.V advert instead of a still image as I am not very good at drawing and feel I am better at doing a moving image. I also didn't have a budget to work with, we weren't able to go and buy things like props and cameras; we had to use what was available in the school, like paint, word, scanners and comic life, which are very basic programs. Also the look of the printed advert wasn't the best quality as we could only use printer paper. We couldn't use the laminators either to make it a more professional finish.

3. Describe what you discovered during your research into **external** institutional factors, and explain how this influenced your plans.

Originally I hoped to have added testimonials of real professional footballers on "how they loved my boots". But this wasn't possible because if I would have done this and my advert was published I could be sued for copyright, which would cost a lot of money. To avoid being sued if I was going to use real life footballer's quotes, I would have needed to



offer money which unfortunately I don't have. It was also made even more difficult having to create my own boots to advertise instead of using a picture of a real pair. As the company who made the boots (Adidas, Nike, Puma) would have me prosecuted for copyright. I also didn't include any false information, such as making my slogan "score with every shot", "no-one will take the ball off you!" I have not included anything that would harm or offend anyone such as race, religion, gender, social standing and disability. If I had included something such as "only for the rich" or "males only" this would discriminate people because women's football is on the rise. To also stay away from copyright I had to create my own logo and name of my company

4. Referring to one key aspect of media from categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans

Categories:

Tone - The tone of my advert is upbeat, serious. It features the bright colours of my boots, surrounded by the light coming from the floodlights of the pitch. It has a serious feel as there is darkness surrounding the boot but there is a beaming light shining down on the boot.

Form - At the start I would have hoped to have done a moving image advertisement, but unfortunately this was not possible as we didn't have the resources or budget to do so. All the cameras and recording equipment was being used by other people and also as I am advertising my boots with footballers quotes on it, if it was a moving image I would either have had to not include the quotes or pay a lot of money for these people to star in my advert which would cost a lot of money.

Genre - My advert comes under the genre of sports and athletics. It also comes under retail as I'm trying to sell my product to an audience. My advert comes under sport and athletics as it would mostly feature in sports magazines, and other sports sections. It also comes under sport as it includes sporting apparel, testimonials from professional athletes and a football pitch. It includes big (fake) football stars.

5. Referring to a second key aspect of media from categories, categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans

Representation - I am trying to sell my product to an audience so this also comes under retail. I am trying to keep all the attention on my boots on nothing else, that is why my advert is quite bland and the biggest thing you can see is the boot so it stands out. I have also made my quotes a considerable size so people can see that the top pro's like my boots. I have also made the

price of my boots a decent size so that people know that these boots are a reasonable price and this will persuade the customer.



1. a. Camera shots and angles.

b. In my print advert it includes a medium-close up of my boot. My boot is completely centre and in full focus of the audience. It is also a close-up shot. I added my boot by drawing it and scanning it on to the computer in my spare time.

c. I did this to drive attention to the boot and nothing else. It also gives the viewer a look at the quality and value for money. This shows all the stitching, the quality of the material. It also gives off the image that this is the boot that everybody is interested in not the quotes in the background or the price. The first intention is to look at the boot.

2. a. The background of the image

b. In my advert my boot has spotlight beaming down on it, and all round about it there is darkness. I picked a background picture from Google images and saw the spotlight beaming down and thought it would be really good to use. This is risky though, because if the person who owns the rights to the picture could use the copyright against me.

c. This creates the image that all the fame and attention is on the boot. That this is what everyone is talking about. It also creates the image that this is the boot that everyone wants. It also drives even more attention to the boot.

3. a. I have placed the price

b. I have placed the price right beside the boot, I did this by using a text box and moving it directly beside the boot, to comply with CAP rules and regulations.

c. The boot is the main feature, but some people will be interested in the price of the boot and how cheap it is. That is why I have placed the price right beside the boot. These boots are really cheap and good value for money and I will want people to see this. The fact that all the attention is on the boot people will see this and be surprised at how cheap the boot is and maybe persuade them to buy it.

4. a. The Logo

b. I have placed my logo right above the boot, I also did this on paint and used a circle shape and placed it above the boot. I then used the spray can to add waves flying behind the ball.

c. When people see the boot they will soon realise the logo of my company. If people like my boot then they will see my logo and this could persuade them to buy more products from my company. Also if they like my boot they can submit reviews about my company and it will get noticed

5. a. The footballer quotes

b. Placed to persuade

c. Younger people who play football are heavily attracted to products that their heroes and idols like. If some of the biggest footballers in the world appear on my advert, younger people will become interested and want to copy their idols. Sometimes they even copy their haircuts etc. Also people will realise that the big players in the game like my boots and that they must be good if they do.

## **Candidate 3**

## National 5 Assignment

### Explain Your Planning

1. During my audience research I discovered that, to be able to make a good teen film they have to be relatable to teenagers and older children. I wanted to include the stereotypical characters such as: the normal boy having a party unknown to him, pretty girl who the normal boy fancies and wild party goers. Most teen films are made to be like a teenager's everyday life: at school, at parties or just being with their friends but I decided to set the trailer inside the school but make it look more like someone's home. For the party scene we went to the basement to make it darker than the school itself so it seemed more like a party. People like to see drama, humour and action as the main themes which I would try to include in my trailer. Other people preferred to watch a film with good relationships between the characters and how they are represented, as they found it more relatable to themselves. I used relationships between Jamie the main character and the girl he likes to create enigmas throughout the trailer to make the viewers think they will start dating. I also found out that people think that teen films are very easy to follow, entertaining, have interesting characters and are very fun to watch. I would make my trailer easy to follow by using a simple storyline with lots of enigmas which will make people want to go to the cinema to watch the film. This influenced my plans as I needed to include some funny elements that the audience would enjoy and I also needed to make our film relatable, so teenagers could understand the film easily. I also found out that people like to see other stereotypical characters such as: the jocks, the popular princesses, the geeks, the odd ones out and the criminal which I would try to include in my production.

2. For our production we have a budget of £0, so we have to source our own props from home. If we need costumes they will have to be brought in from home as there are no costumes that anyone can use in school. There are three people in our group so there might not be enough people to act in our film and work with the camera at the same time so we might have to use the help from other groups. The weather could affect our film, because if we are filming outside one day and ran out of time, the next day the weather may be different so the shots would look different and we would have to film from the beginning or wait for the weather to be the same as what it was the day we filmed. If it is raining it could also have damaged the camera or other equipment we were using. We are only allowed to film inside the school which prevented us from filming in certain locations seen in popular teen films such as: the shopping centre, cinema or the beach but I would use rooms that don't look like a school, such as a room with lots of sofa's to act as a living room. We are only allowed a certain amount of time so we have to create it as quickly as we could and we have to planned so we are wearing the correct clothes for each day and each scene we will film.

3. I had to consider the BBFC ratings to make sure everything in our film would be allowed to be watched by teenagers and older children. I wanted my filmed to be classed as a '12A' which must not contain inappropriate scenes unsuitable for children or anything they would find disturbing. Discriminatory

language must not be used as anybody could find it offensive or discriminatory behaviour would also not be acceptable. Anything to do with cruelty of animals is illegal so should never be shown on film ever. During our production no one should be put at risk and I had to follow health and safety rules to make sure nobody would get hurt. Our film should not have copied any other films as we haven't asked permission, its copyright and is illegal. If I used any sort of music we must reference it as it is not our own and is also copyright.

4. Referring to the key aspect of language I researched the content research on 'The Breakfast Club' and 'Mean Girls.' Some of the technical codes that are used was the happy cheery music near the beginning of the film to make people want to watch on, most of the camera angles are wide shots or close ups to show everyone in one scene or show one person in particular and to show their emotions. The lighting throughout the school was very bright and cheery, to lighten up the mood. The way the characters were dressed got everyone to guess their backgrounds and there personalities. The 'princess' was dressed very smartly with fresh clothes on compared to the 'criminal' who was wearing old ripped clothing. We can also guess there background because of their speech, the 'jock' spoke about football of the time while the 'criminal' spoke with lots of slang words. The technical codes used are: African music to show where she lived before and how much she misses it; wide camera shots and angles to show everyone in one scene; close up camera angles to show one persons facial expressions and the lighting is mainly all bright apart from a shot taken at night but street lights were used to emphasis where they were. All the clothing that was used was to show each stereotypical group which also helped us guess their backgrounds. It also shows us there social class by where they sit to eat their lunch. So for my film I planned to have everyone dressed appropriately to their role, such as the main character dressed like every other school kid, jeans and a hoodie. I also wanted to use specific angles to the film, such as in the party scene we could film by panning across to see everything that is happening in the shot and to see every character.

5. For my second key aspect I chose narrative to do my research on. 'The Breakfast Club' follows a classic narrative structure and the medium/form or specific structure is film and the conventions are that the film ends in a cliff hanger and leaves us thinking about what might happen next as when they leave the school the 'jock' kissed the 'kook' and the 'princess' kissed the 'criminal', they enter their cars and we never see them again. My personal point of view is that it's a really good film with a very clear narrative structure. At the beginning of the film everything seems reasonably stable, stability, half way through the film we see all of the teenagers smoking and running wild around the library and discussing what they think of the parents and how they feel towards each other, conflict. At the end of the film, everyone leaves detention happy and feeling better about themselves and knowing they have become friends for a day with the people in school they never thought they would be friends with, resolution. This film follows the classic narrative structure, stability, conflict, resolution. The plot – in the beginning everyone arrives at detention and refuses to speak with one another and is told by a

teacher to write an essay by the end of the day. Later on they start talking to each other, smoke and run wild. At the end of the day they all leave detention, kiss and leave never to be seen again. This film is loved by many people so we tried to include great friendships in our film as this is one of the most popular parts to the film. In 'Mean Girls' the conventions are that it ends with a proper resolution as Cady Heron (the lead actor) gets the boy and the 'plastics' becoming better people and treat everyone equally but as the credits roll up we see the junior 'plastics' which makes us think it will happen all over again. I think that is a very good and successful film with a great classic narrative structure played by very good actors. The plot – at the beginning of the film Cady Heron starts at her first ever school as she has lived in Africa all of her life. She makes two friends and this becomes the stability of the film. The conflict begins when Cady becomes friends with the 'plastics' and is told the boy she fancies is off limits so she plans against them. Cady finds out about the burn book, where they write about all the people they hate and Cady decides to join in. Regina (one of the 'plastics') hands in the burn book accusing Cady of writing it to get her into trouble and Cady ends up being grounded because of this. Then Regina walks out in front of a bus and everyone makes up because of this and everything makes up and this is the resolution. In our trailer I planned on using a non-linear structure to create enigmas and make the film unknown to our audience to leave them guessing and wanting to watch the full film.

### Explain your use of Media Techniques and Codes

1. Final scene, setting – I chose the setting for the final scene which can be found from 1 minute 1 second to 1 minute 5 seconds through our media production. I chose the setting for the final scene – opening the door but not knowing who was on the other side – because it was one of the only places in the school with a door outside and looked most like a house. I chose to set the scene there because the place seemed more homely than the rest of the school and also the door was quite large so it got the audience thinking how wealthy he and his family could be and how he was represented. I think this scene was very effective as it created many enigmas such as why he was hiding, who was on the other side of the door and what this boy has really been doing.
2. Setting for arrival of party goers – I choose the setting for the scene where the people for the party start arriving which can be found forty three seconds through our media production. I chose to set this scene in a building in the school grounds because it had stairs that were very similar to a normal house but as Jamie (the main character) is represented he is seen to be quite wealthy because of the setting of the house and the door. I think this was a very effective scene because it implied the wealth his family have because of the house they own and how he is represented as not acting how his family want him to act – not going to parties and drinking, he would be staying and doing his homework like a perfect child. Throughout the whole trailer this hadn't come through as strongly as I would have liked.
3. Final scene – I chose for the scene to be very enigmatic as we see a glimpse of Jamie (the main character) opening the door which can be found at 1 minute and 1 second through the trailer. I chose to film the scene from a slightly lower angle than Jamie (the main character) to show the fear in him and he was higher up to show it is his house but once he realises who is at the other side we don't see anymore of the scene to leave the audience thinking. I think this was a very effective scene because it left the audience guessing what would happen and why he was slightly scared to open the door. He also took his time to open the door which also made the audience think he was worried about who could be at the other side of the door now.
4. Filmed the car scene – I was chosen to film the first scene – Jamie's mum leaving in her car – which can be found six seconds into the media production. I chose to film the scene in the car park to add more to the idea of him being wealthy and unlike many other children at school because there were many cars and the school behind which may have been thought of as Jamie and his parents' house. During filming I decided to pan across the car park to see Jamie's mum leaving and him waving to his mum implying something bad might happen.
5. Narrative structure – for my media production I decided that if it were a whole film it would follow the classic narrative structure – stability, conflict, resolution but in the trailer we had to use a non-linear structure to create many enigmas and not give the film away. Another member



of the group edited the film with the non-linear structure, jumbled up scenes, to create more enigmas and leave them wondering what will happen. I think that the use of a non linear structure throughout the trailer was very effective because it helps to create enigmas and keeps the audience guessing and makes them want to watch the real film.



**Candidate 4**





Starving.



## Media Assignment section 2

Setting - A) The setting is the place in which I decided to use for a particular shot, in this case the film's poster, the setting can be found in the background of a poster or product, in my case a print advert for my movie. This applies to the whole content as the setting covers the majority of the movie advert. The setting is the main focal point of the advert, it takes up all of the space, in order to set the place and time of the movie. The setting is the most important factor as it has to go with the main idea of the film storyline, in order for it to make sense and to let the audience know what the film's going to be about. The setting sets the tone for the movie, as if the setting was a bright, colourful place it would let us know that the film tone was going to be happy and cheerful.

B) I used different codes to complete the posters setting to make it look the way I had in mind. I took in account the codes, camera angles, lighting, props etc. The camera angle for the setting is an eye level shot. I used this shot in order to set the scene of the poster and as a way to show the setting and also the 'actors' more accurately. The lighting for the setting is low key, it is quite dark and dull. I chose to use this lighting as it connotes that something sinister is going to be taking place within the movie and that the four girls are somehow a part of it. In the setting I used some props to set the scene of the movie. These props I used were pupil's art work, to let viewers know that the movie is set in a school with high school pupils, and class room utensils, to show that the setting is a school's classroom.

C) The connotations of the setting (school) which I intended was that it is supposed to be a safe environment, so this might make the viewers wonder why a murder has taken place there, and make them curious and want to watch the film to find out. Also the connotation of the school is that it is somewhere where you can feel protected and safe. It is stereotypically known as boring and uneventful, which may strike interest in teenage audiences as it will make them wonder what exciting things could be taking place in a school.

Font - A) Font is the style of lettering used in the advert, for the film adverts necessary details. Font can be found by looking at typography, and the font is chosen to represent a particular feeling and theme within the narrative. The font doesn't apply to the whole content because the typography isn't used for everything in the advert, only a certain part including title tagline, actor/creator as mentioned before.

B) In order to create a particular feeling in the viewers about a particular matter using font I had to use codes and techniques. I had to take in account the colour, size and style of the font. The font I chose to use for the posters title is 'Edwardian Script' in size thirty six in the colour red. I did this in order to make it bold and eye catching, as it is the part that I want viewers to look at first to make them view the entire product, I also used this font as the font looks like the type of typography used in old letters, and the words 'Yours Truly' is what you would put at the end of a letter. For the tagline I used the font 'Franklin Gothic Black' size twenty two in the colour white. I used to

make it shown that it is important but not as important as the title of the movie, I also wanted it to stand out over the dull, dark background. I used 'Freestyle script' for the additional information' in size twenty six and in the colour peach. I used this font as it looked feminine and elegant, I wanted this to represent the female characters of the narrative, it also looks like it was written, also suggesting the letter theme. I chose this colour as it stands out against the background and because it is eye catching to viewers.

C) The connotation of the font which I intended to put across is that it is feminine and elegant. It is the typography used in old fashioned letters. This may interest the female audience as they might wonder what a female has to do with the murder and wonder if it was one of the dominant female characters in the advert that was responsible for the crime in the movie. The connotations of the colour red, used for the movie's title, is that it is the colour of blood and evil, this may interest crime fans as they may want to know how the crime within the movie is going to be played out. The colour white, used for the tagline, connotes innocence and purity, which may make audiences wonder if one of the female characters in the poster is really innocent of the crime.

Costumes -A) Costumes are the clothes with an actor are dressed in, in a production. Costumes can be found by looking at the clothes the characters in the advert are wearing. Costume would apply to a certain part of the content as it only applies to the characters. The costumes, in this case school uniforms, also sets the setting and ages of the characters, school and teenagers. The costumes also have an impact on the characters personalities, for example if a character is fully dressed in school uniform (shirt, tie, school trousers and school shoes) we would think of them as smart and ready to work.

B) I wanted my characters to appear in a certain way to represent character types. I did this by using codes and techniques. I chose to dress my characters up in school uniforms, to reinforce that the movie is going to be set inside a school at school hours. I chose to make their uniforms different to represent their personalities. For example I chose to dress one character in a jumper, jeans and high tops. This makes us think that she has a casual and laid back personality, and that she doesn't take things too seriously.

C) The connotations for costumes which I wanted to put across were all different. I wanted the first character to look girly and elegant, which might suggest that she is a bubbly stereotypically girly character, which may appeal to a girly audience as she will be able to relate more with this certain character. I wanted another to look kind of rebellious and outgoing, which may suggest that she has a bad side to her, which will appeal to a more outgoing audience as they would like her attitude in the movie and the way she presents herself. I chose to have another dressed smart, which connotes that she may be focused and intelligent, her character will appeal to a more straight laced audience. I chose to have the last girl dressed in a more casual uniform, connotating that she is doesn't take things too seriously and is an easy going character, and her character would appeal to a more laid back audience.

Layout - A) Layout refers to the structure and design on paper, it also includes the positioning of graphics, and takes into account such things as print ie. type size, and style. This applies to the whole content because everything in the content is laid out in a particular way for a particular reason (to make the viewer feel a specific feeling within the content).

B) In my advert I wanted things to be positioned a certain way in order for the viewers to question why things are set these ways and for them to be curious as to what it means. I chose to have three of the girls standing next to each other to show that they have a closer bond and chose to have another standing at the top of the table on her own to show that she is somewhat out of the group and is knows things the others don't. I chose to have one of the girls smirking, to show that she may be in on something and may know something about the murder, I wanted another laughing, to show that she finds the death of the subject amusing and almost as if he had it coming (possibly the comic butt?), I chose to have another staring intensely at the 'body' with a blank expression, so that we don't really know what she is feeling about the situation, finally I wanted the last girl to be covering her face, to show that she doesn't want to see what is happening or that she feels upset, possibly guilty, about what happened.

C) The connotations for the layout of the advert which I intended where that because three of the four girls where standing closely next to each other on the same part of the table connotates that they have a more profound bond and that they do not know much about the murder and the victim. Only one of the four girls is standing at the top of the table, next to the victims head, which connotates that she knew the victim well and that she is hiding secrets from the other girls which may have dragged her further away from the group. She may know more about the murder than the others do. This will interest the audience as they will want to know what she is hiding and why she is keeping it a secret from the other girls.

Camera Angles - A) Camera angles is the way a camera is positioned for a particular shot. For example there are high angle shots (which look down on the subject, giving it a sense of power over something/someone) and low angle shots (which look up at the subject, giving it a sense of vulnerability). The camera angles can be found within the advert. The camera angle used in my advert (medium) is used to show a whole setting, expressions and positioning within the advert.

B) In my advert I wanted the camera angle to be a certain way. I accomplished this by using techniques and codes. I chose to use a medium (eye shot) angle to show the viewers the entire surrounding of the poster, I wanted to do this to create enigma within the viewers (Why is there a body in a school?) so that they are curious as to what may happen in the movie. I also chose this angle to show the way the characters are positioned and their facial expressions, so that this also creates enigmas within the viewers (why is a certain character looking a certain way?).

C) The connotation of the camera angle used in this advert (medium/eye shot) that I intended is to make them equal with the audience, it gives the audience a clear view of the characters. This angle connotates that the characters are likeable and friendly, which may be the case for them. This might interest the audience as they will want to

get to know the characters so that they can make their own decision of who committed the crime, based on the characters personality within the film. This angle also connotes that the audience could somehow make themselves part in the girls situation, as the camera angle is eye level, which makes them feel as though they are part of the situation themselves. The audience may enjoy this as they will like the excitement of figuring out for themselves, along side the characters, who committed the crime.