***Nat 5 Assignment SQA score 49/50***

*Media Studies – Section 1*

1. ***Audience Research***
* From my Audience research I was able to decide who to aim my Army ad at. I wanted to include an idea to inspire fear in my Target Audience in order to encourage enlistment because fear is a powerful motivator.
* A type of fear relevant to our current Western society is the spread and threat of terrorism, for example, the terrorist attacks on the old World Trade Centre September 2001 and also the more recent Charlie Hedbo attacks in Paris, and so I have planned to include this theme in my advert.
* From asking around, I found that most people were more afraid of ISIS than any other terrorist groups in this current time period. So not only is my advert to recruit for the army, but also to defend our country against the threat of Islamic extremism and ISIS attacks.
* From my questionnaire, I was able to see that most females, my primary target audience, watched T.V on Weekend Evenings. This allowed me to put the advert after 9P.M. – The Watershed – Allowing me to be able to show things on the more evil side of what ISIS were doing, for example; showing more blood and gore which is important because it enhances the feelings of fear and terror I am trying to illicit from my viewers.
* From my research, I noticed that my target audience – Females – are stereotypically more prone to look away at the sign of death, horror or sudden frights. This forced me to change how much I was to show of the evil ISIS was doing, so I removed the dead corpses I had planned to display on the ground. However, I left in the blood stained clothes on live characters and on walls to enhance a sense of violence.
* My research says that females are now not wanting to see the attractive, strong man to save the woman in peril. They want to see strong, independent, confidant women defending themselves. This is why I have included and emphasised a confident mother in the text’s narrative, more so than the father role, to please my TA.
* The main character of my text is a little girl, this is because my audience research suggests that the target audience is more engaged to the text if there was a girl main character, rather than a boy main who might be harder for my TA to relate to. This helps me as my target audience will pay closer attention to the advert’s narrative if they can bond with someone they can relate to for audience positioning.
* My audience research says that people are more concerned about the crisis if they were targeted in their own town/country which was under attack rather than another country which is not their own. This made me change my plan of a setting from the desert in the Middle East to a common, normal area which looks like a stereotypical town in Britain.
1. ***Internal Factors***
* I researched rules applying to my centre, Balerno, and discovered that wearing school uniform is compulsory to all students at Balerno. I used this to my advantage as if there were many school children in my advert they could be easily identified this way through recognisable costume such as this.
* I used the students in Balerno uniform costume in and around my advert in various scenes, in the background. This is desirable because my female TA would clearly see them as children and therefore more defenceless against attack. This will create sympathy in my TA which is ideal because it will motivate them to join the army and help defend the defenceless children.
* I also researched rules regarding health and safety at Balerno, and found out that the school does not allow anyone on the roof, therefore I was not able to use the roof to film an aerial shot to record people running away from the school, in a panic or in a terror state of mind. I needed to remove this part of the advert as a result of this rule.
* I also discovered that Balerno’s health and safety rules prohibit filming on the road. This affected my plans because I was not able to record a Lothian bus coming towards the camera, then stopping close to the camera, as this would be dangerous and against school rules of health and safety at Balerno. Instead I changed the shot to film the bus going by, from the pavement which was safer for me and still captured the drama of a speeding bus.
* Health and safety rules also stopped me from burning some small pieces of paper for an aftermath warzone effect, even though it would be controlled and safe, it was still against the rules of the school. So I removed that idea all together as this is thought to be anti-social behaviour. I replaced this with special effects in post-production to give the same effect as flames falling from the sky but no danger to health and safety this way.
* Another Internal constraint from Balerno is for the pupils to remain calm and behave peaceful and politely. This meant I wasn’t allowed to make people running around, screaming as they are scared for their life inside the school which is a scene I originally planned for, this rule forced me to make people do that outside the school so instead I filmed this off-school premises and didn’t have to sacrifice this scene as a result.
* I was not allowed to take people out of class to film my advert, so I needed to do it at break time and lunchtime, this was time consuming as it took more time than I hoped it would take and there was the added disadvantage of the people who did not take part, who walked peacefully and calmly. And then those who waved at the camera and made faces. This was a setback.
1. ***External Factors***
* UK Broadcast Advertising Codes (CAP website), Section 05, paragraph 5.5 declares that *“Advertisements must not portray or represent children in a sexual way.”* To follow this law, I needed to change my advert’s ending scene, the man was originally meant to come into the room and wipe away the girls tears, however, I realised afterwards that this may be interpreted in a sexual manner if differentially decoded. So, I decided to remove that part all together to cut away any chance of confusion.
* Section 04, Harm and offence paragraph 4.1 states that *“Advertisements must contain nothing that could cause physical, mental, moral or social harm to persons under the age of 18.”* This made me change the end scene, I originally put in the child being shot and killed. However, due to this advert, I was forced to change it by taking this visually violent scene out and using forced restraint methods and suggesting the violence instead of outright showing it, as I explain in Section 2.
* Under section 32, Scheduling. Requires me to show my advert after the watershed due to the violent themes and nature of the ad. This is due to the ending scene, where you get the sense of the child’s death. This is also beneficial for me, as my Target Audience are most likely to be up, watching T.V at this time, as their children are asleep. Making them pay full attention to the T.V.
* Section 04, harm and offence paragraph 4.11, proclaim *“Animals must not be harmed or distressed as a result of the production of an advertisement.”* As a result of this, I removed all animals from the advert, I originally was going to have a dog who is killed as a result of the fighting, but 4.11 made me change that to show no harm came to animals and focussed the violence on humans instead, still very powerful and moving.
* Section 10, Prohibited Categories section 10.3 says *“Advertisements must not promote smoking or the use of tobacco products.”* Although my advert was to have an ISIS member smoking and then for him to put it out on the girls teddy bear. I felt this might be promoting smoking of cigarettes as a way to harm others, so I removed that part as to not be in violation of code 10.3
* Section 17, gambling indicates *“suggest that gambling can provide an escape from personal, professional or educational problems such as loneliness or depression”* In the background, people were street gambling as they are depressed; as they’re homeless and in a war, I needed to change this so avoid any violation in this law so instead people are simply running away or gathering with family member in the background – still depressing and hard-hitting shots to create the my intended effects.
1. ***Representation***
* The area where the family lives in, I got the idea from the 1998 film, ‘The Trueman Show’ they live in peace and harmony. They are represented as a community which stick together, everybody knows everybody. I put this representation in the advert as it would give my TA a sense of joy, and of them envying the area, a preferred reading would be that the TA would want to be that family.
* I decided to represent ISIS as patriotic to Islamic State. They wear black dressing with an ISIS flag on their arm, as an armband, this stereotype is used in many places, such as the American T.V series; ‘Homeland’ The representations are carefully places and constructed to emphasises that ISIS are brutal people who think what they’re doing is for the right reasons. They treasure their flag because of this. It gives them support because no one else will as they’re hated. My TA should have a preferred reading of disliking how the terrorists act.
* As seen in the Children in Need’s 2014 *“If London were Syria”* advert, the little girl is wearing her school uniform, this is to show her just like everyone else. She does not stand out in any way. We see her with normal shoes, normal haircut, a hair clip and shoes with a pink flower on it. This all together shows her in the light of a good girl persona, which my TA would stereotype a school girl to be.
* The mother, standing at the kitchen sink, doing the dishes is represented as a stereotypical modern day house wife. The mother shares most characteristics with which Ellen Brody owns, from the film *‘Jaws’* Both characters are wearing makeup, a low cut top and doing the *‘job of a female’*  My TA should have a preferred reading to this. Even though it’s interpreted as ‘Sexism’ We’ve lived under the impression that this is how it should be for approximately 75 years
* In popular American Hollywood blockbusters such as ‘Jaws’, I have discovered that stereotypical American families are represented as happy, loving, caring people who are selfless, they live in a nice house, on a nice street. This has affected my plans because I was originally intending to have the family living in a poor area, surrounded by graffiti & littler. I changed this as I discovered that
* The room in the last scene is represented as a hellish place to be, the idea came from the scene in the 2014 film *“Lucy”* – Lucy is chained in a room in Taiwan, however my scene is a lot more violent – This room is meant to contrast against the first scene’s house. It’s in an area which has recently had fighting, explosions and war tear through the landscape. Nothing is alive apart from the fires which are still burning the wreckage of what’s left. This is meant to represent them and the people in it as in life threatening danger. My TA will feel fear and anxiety for the girl and should want to help her.
1. ***Narrative***
	* Enigma’s codes – I studied both foreign and domestic army ads and discovered the use of enigma codes are effective because it keeps my TA hocked and focused on the screen and I used this in my own product with the daughter’s death in the end, when you only hear the gun shot and see the blood splatter. This creates as sense of uncertainty about the welfare of the child in the advert so my TA does not know if the girl is alive or dead. This helps to persuade my audience to come to the rescue by enlisting in the army.
	* Binary opposition is used to show the contrast between Islamic State and the British public. I have shown this by dressing ISIS members in pure black, and stereotypical ‘terrorist’ clothing. The British public and the family wear modern day, branded clothing. Their clothing has colour, this helps give the sense of normality. ISIS, who are wearing black, have the sense of unease and a difficult personality. The black gives a feeling of all the life has drained out of the person, the humanity of the human no longer exists.
	* My advert starts off with a short Todorovian equilibrium scene, this is where the family are in their house, and they act and seem normal. The lighting is High Key, everyone is smiling, giving the scene of normality within my TA. I have done this so that my TA can relate to the scene, just like in *‘Jaws’* on how Amity Island is show as a utopia and that all audiences which are watching Jaws want to live on Amity Island. My advert uses this, so that my Target Audience want to be living in this area, so naturally the TA imagine this. They put themselves right into the narrative which helps me hook the audience when I move into the disequilibrium phase.
	* Researched suggests that the disequilibrium in the more audience attraction texts – The Horror genre. – have the longest disequilibrium phase. For this reason, I made it so that the Disequilibrium phase is the longest lasting and has as much action as possible. We see this pro-longed disequilibrium phase technique demonstrated in the film *‘Misery’* however, in my advert the characters and TA are aware of the disequilibrium simultaneously.
	* From my research into media text which are the most likely to grip the audience, *‘Saw’* was one of the texts which I studied. I noticed that *‘Saw’* so many other Horror Films do NOT end in a New Equilibrium. They end on an enigma, so I decided to copy that idea and make my advert end on an enigma. I have used this idea because I DON’T want to create a sense of happy ending so that the Target Audience feel the need to join the army to prevent any of the actions portrayed in the advert to the best of their ability. I feel with my not showing the death of the girl, I accomplish this and my TA wanting to help the girl would be the preferred reading.