**Section 2: Development**

**Task 1 - make the film trailer using media codes and techniques** (remember the examiners will take your film into account when marking your written work – the better the film, the more likely you are to do well).

**Task 2 - evaluate the development process**

**Task 2 - evaluate the development process**

a**) Evaluate how effectively you developed your finished media content given the opportunities and constraints of your institutional context. Try to give at least four developed points of evaluation.**

 **You should refer to the final content and/or elements of the development process to support your evaluation.**

(10 marks)

**b) Evaluate how effectively you used media codes and/or techniques to achieve your creative intentions in the finished content. Try to give at least five developed points of evaluation**. (15 marks)

**Task 2 a):**

a**) Evaluate how effectively you developed your finished media content given the opportunities and constraints of your institutional context. Try to give at least four developed points of evaluation.**

 **You should refer to the final content and/or elements of the development process to support your evaluation.**

You need to make:

* Developed points about the nature and implications of institutional contexts
* Ideas should explore the relationship between the product and institutional contexts and/or the process and institutional contexts
* specific and detailed examples from film trailer given to support evaluation points.
* The finished product should match the evaluation.

Think about:

* Points on finished content: - key aspects of content / technical finish- particular examples - anything else relevant
* Points on the process:- production tasks- roles- responsibilities - anything else relevant
* Points on opportunities and constraints:- legal and voluntary controls- professional practice, roles, responsibilities - health and safety- technology and equipment- school factors: time, resources, budget- any other appropriate factor

**Examples: Task 2 Part a)**

*First Step: Organise ideas using basic flow chart style to plan how you will develop your evaluation*

*Budget and Resources*

*No budget = had to rely upon resources at
hand*

*Volunteers = no expense*

*Volunteers plentiful but I was constrained by
class schedules*

*Specific Example(s) of how this impacted development of
product*

**Task 2 b)**

**b) Evaluate your ability to use media codes and/or techniques to achieve your creative intentions.**

* Five or more developed points of evaluation
* specific and detailed examples from film trailer given to support evaluation points (x5)
* examples should be MORE than the description of one code and its connotations
* combination of evaluation and finished content conveys highly creative, technical or theoretical understanding of how to use and combine a range of codes and/or techniques to achieve creative intentions

Evaluative comments might be in terms of:

* Media codes and techniques to / ...
* Convey meaning
* Create **representations / ideologies**
* **Target an audience / create mode of address / create preferred reading**
* achieve a **purpose**
* Create **narrative structures, codes, conventions**
* Create a **tone**
* Fulfill **genre conventions**
* They might also relate to professional practice/content
* Or anything else appropriate

**Section 2 Task 2 Exemplar 1**

**Overall SQA Score – 48/50**

**Section 2**

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**Task 2 A.**

Budget

I feel that my completed film trailer was done to a high standard considering the constraints that were in place. As this media product was assigned to me as an academic assessment I was given no budget. This caused my creative intentions to be impossible therefore I had to rethink my ideas and change scenes and actors.

Although by having no budget it made me in need for volunteers to star in my film trailer as well as help be a part of the film crew, as it would be impossible for me to produce my film trailer with only one person. By having volunteers it cut the cost of hiring a professional film crew and cast, which would have been expensive, which is what would have occurred in a real film-producing environment. By not having to pay actors/actresses/film crew it was a clear advantage yet it meant the quality of my film trailer could be amateur like.

I had planned to film my trailer in a forest as that is a conventional setting of horror and can create a creepy eerie atmosphere, seen in films like ‘Mama’ and ‘Yellow Brick Road’. This caused me to have to wait until a school holiday where enough volunteers would be available to come to my house and venture out to the forest at night. This meant I had to plan out every scene that I would be filming and create a schedule so I would be able to get all the scenes I needed done in the allotted time frame. Filming at night proved difficult as being without a professional film crew, I relied on torches that weren’t strong enough to light up the whole scene and thus had to adapt to little lighting. This did end up creating a creepier technique, as the audience is unable to see what is around the characters and thus installing fear into the horror fans that would expect a jump-scare.

Resources

I decided to shoot my film trailer using handheld video camera, which was easier to edit in postproduction. By using handheld camera it produces a reasonable picture quality and can give the effect that the characters are filming it theirself, which is common, is many horror films like ‘REC’ and ‘The Blair Witch Project’. It was important to have good picture quality in horror so that the gore looks realistic as without that the audience could break away there focus from the film if it is just clearly fake. Scenes of blood and gore needed the high quality especially such as, 27-28 seconds where the actresses clawed cheek is on display, 33-34 seconds where the ‘loner’ characters was seen walking through the woods. Quality was necessary here to produce frightening scenes where the characters would scare the audience.

This camera was also ready accessible to me as it was my own, due to insignificant funding I was unable to gain access to a better quality camera so I had use what was available to me. I used this in my favour to purposely produce a film that have the shaky amateur camera convention that many horror films go by.

By using a lightweight camera, small size camera did provide me with an opportunity. As I was able to film fast pace running scenes through the forest to simulate the character being chased, which occurs at 26 - 27 seconds and 29 - 31 seconds where two different characters smeared with blood are chased through the forest with bright lights are the end of their run. It was easier to film these scenes with a lightweight camera and create a shaky point of view camera shot.

This would appeal to my target audience especially the horror fans as they would be used to this conventional camera technique and will expect it in a horror film. It would make it more likely that they would want to see the film due this convention. Additionally the use of digital video is better suited for TV, which would be exposed to a board, mass audience. Through research I have been able to gather that 95% of UK homes have digital TV’s and watch an astounding average of 3 hours and 52 minutes a day. By having this amount of contact with digital television it increases the probability of my audience viewing my trailer.

Limited Time

As I was on a tight time frame it made it put a lot of pressure on me to plan and produce a good quality product. This caused me to have to plan out my ideas intensively so when it came to the filming I was ready and understood my film trailer and could explain to my volunteers what I needed them to do. This made everything run smoothly as I was prepared and prepped.

Although due to limited timing I was unable to create prosthetics that I wanted to for my actors and actress to wear to create a gory film trailer, which would help make it reach the ‘15’ age rating status. Instead of creating cut limbs and broken bones I made smaller prosthetics. I created a clawed check on my female actor seen at 28 and 44 seconds, it was easier to make a smaller prosthetics in the limited time frame while also making it realistic and creepy. It would lead to the audience to have enigmas, of how did she get the marks? What attacked her? By doing so it makes the audience want to see the full film to have their questions answered.

Roles and Responsibilities

For my film trailer I worked individually, which meant all the roles and tasks when down to me alone. This put a lot of pressure on me and led to me to do roles in the production of the film trailer that I have not been experienced with before. It made it difficult to manage a large group of volunteers on my own in the dark, which if it were in a normal filming workplace these problems would not occur as the roles would be delegated to different professional employees.

Script writing was not something I was entirely comfortable with, therefore I had some of my volunteers who took drama improve a couple times of what they were going to say in the tent scene from 0 to 11 seconds. I then created a script, which I divided up with my volunteers who would be acting. I wanted to create an establishing shot, where the viewer would see the silhouettes of the actors and hear them as well. I had them talk rudely about another character so the audience would be able to relate this group in the tent as stereotypical popular high school students due their bitchy manner, which is seen in ‘The Final’ where the less popular students are bullied by the popular ones and then take their revenge.

**Task 2 B)**.

Achieving a scary tone

As the genre of my film was horror I had to make sure to accomplish a scary and creepier tone in order to set the tone for the film. To achieve this it was necessary to brief my actors on their facial expressions and how I would like them to act in every scene. To avoid it from being seen as a joke I made sure there was little smiling in the scenes of disequilibrium. This is shown at 14 - 17 seconds when the blonde victim is suspicious of someone watching her, the actress has a fearful look as her jaw is trembling and her eyes dash for side to side.

Creating Ideologies

I decided to create an ideology through my trailer by having the group of adolescents say cruel things about someone and find it funny before having them be misled through the forest and be tortured by themselves. I did this to show that those who are cruel to other and enforce bullying (which they do by laughing at the unkind comments) will get their comeuppance, that their nastiness is punished. This would help enforce no bullying as it shows what could happen to someone if they do bully others. This scene is the introduction to the trailer and occurs at 00 - 11 seconds.

Gore and Jump Scares

I feel I have effectively satisfied the horror fans by including a jump scare as well as some gore, so that both sides that enjoy one or the other, or both can be satisfied. This means that they are more likely to go and see the film as by satisfying the audiences needs they will be more likely to be persuaded to see the film, thus achieving the purpose of my trailer. The jump scare occurs at 19-20 seconds as it quickly goes from a piece of text with hissing quiet music to a loud violin in minor key, which matches up well with the hand going across the woman’s face. This provides a jump scare, as the audience are not expectant of the hand and loud noise creating an effective jump scare.

I have included gore into my trailer through the use of prosthetics I have created. There is a clawed cheek on an actresses face at 27-28 and 43 - 44 seconds where the bloody claws marks are visible. There is also a wound on another actress’s face that is visible at 31-32 seconds where the face is slightly blurred yet the wound is clearly shown. Another example of gore used is on the two running actors and actresses where there faces are smeared with blood at 26-27 and 29-30 seconds. I didn’t include prominent wounds on all the characters to show that only some were targeted, the smeared blood gives an indication that something bad must have went on though for that to occur.

Narrative Structure

For my film trailer I wanted to stick with a simplistic narrative that could be understood by all so viewers would be able to know what was happening to gage if they would like to see the film or not. I used The Tordorvian Theory of Narrative Structure; the equilibrium is created at the start of the trailer through mise en scene, as the illuminated blue tent surrounded by the quiet dark forest creates a calm yet creepier atmosphere. The blue tent connotes safety and peace, as the colour blue is calming. When they characters are inside the tent and their silhouettes are cast it represents their safety but upon leaving the domain they are faced with fear and horror. The equilibrium occurs from 00 - 11 seconds. The music is a calm quiet piano, which sets a happy scene and the dialogue from the tent further the sense of peace and normality. This creates an effective equilibrium.

Representations

I use an extreme low angle to suggest that a character is a villain, as he is constantly seen to be watching in the background, but really he is a strange character who is just known to always watch over people. He is the witness for all that goes on in the film and the audience will be led to believe that he is the killer when he is just the witness. I do this to create a plot twist to cause shock to the audience and satisfy their needs. By using an extreme low angle at 46 - 47 seconds where the alone character walks away it makes the audience believe that he is a man of power and could be the villain of the film.

Upon creating the peculiar loner character I decided to use a common stereotype for the character, which is the ‘loner type’, inspired by Tim Burton’s ‘Edward Scissorhands’. I did this so that my audience is able to understand what type of a character he is. This is enforced by the dark makeup, where I used a light foundation to whiten the face to give off a ghost like look and then defined the cheeks and darkened the under eye area so that the character would look creepy. This generates the ‘loner’ stereotype as it makes the character look ‘emo’ like due to the pale tired face and dark clothes. Audiences can look to this stereotype as a target as the villain.

Setting

I used the forest as my location for my setting as the dark forest is a common representation of the feared elements within. It is usually a place where our fears our and monsters live within. I am using it to convey the characters collected fears and create a scary atmosphere as it is a dark unknown place and that can often feel like it is closing in on you due to the never-ending trees. The forest can be used to reflect upon parts of us that aren’t tamed that are usually chaotic and nightmarish. This is why I am using the forest, as it is an important part in revealing characters fears and installing fear into the audience.

Text

Throughout my film trailer there are 4 different storyline triggers of textual information, there is also the name of my film trailer, ‘Deluded’ and ‘Coming Soon’ at the end. The 4 different texts are used to break up the trailer, building up tension and changing the mood. The first text states, ‘Don’t trust what you see’, it occurs at 18 seconds and is used after the actress looks around in panic, this conveys to the audience that it isn’t what it seems like at first glance. It makes the audience question the character and what she is panicking about. The text breaks up the calming piano music and introduces a swoosh sound that leads to intense drumming music that is played throughout the rest of the trailer. I use the dark red for my text as red conveys blood and danger, giving an insight into what the film ‘Deluded’ will consist of.

I decided on the name ‘Deluded’ as it creates the idea that the characters will be misled and tricked. Although the audience will be tricked as well, as they are led to believe that the peculiar character of the gothic boy is the potential villain when it is the characters themselves as they lead themselves into destruction. As they will imagine there is a person hunting them down for the bullying and cruel actions they have done (insight to the bullying occurs at 0-11 seconds).

**Section 2 Task 2 Exemplar 2**

**Section 2**

1. **Institutional Constraints**

An institutional constraint that affected my film was the budget. I had many constraints that affected my film. Even though I had many restraints to consider I still managed to finish my film to the standard I wanted it. We received no budget in order to create our film as the assignment was assigned to us as an academic assessment. I considered using a small budget of my own money but I didn’t have the time to go and purchase the props I needed so I managed to compromise and borrow the necessary props from Teacher’s such as The USB stick used in my film. The glasses and fedora The Teacher character wore in my film are mine. Using props I already owned and asking to borrow a USB Stick saved me time and money and I was still happy with the final cut of the film. My budget being non-existent I couldn’t purchase the props I wanted to feature in my film such as fake guns and a more modern USB stick. In the planning phase I intended to produce my film with a more serious tone which would be more adjacent to the action genre however due to having no budget and various time constraints I needed to take into consideration I decided to instead use elastic-band guns as I owned one and my friend owned one. This however became a problem when I realised after filming a few scenes it was hard to take my film seriously as the band guns changed the tone of my film entirely so I used this to my advantage. Since I couldn’t achieve the tone I wanted I decided to change my film from an action film to an action-comedy film. I thought it would best suit my film as it would in turn explain why the characters are using wooden guns that fire elastic bands. This would affect the preferred reading of my film so I used this to my advantage. Complications arose when I realised I’d need to change most of my films script and storyboard. Ultimately I decided to dispose of my films script. This meant there’d be no speaking whatsoever so I used other methods to create my ideal preferred reading of my film and my characters. To make my film seem more comedic and less apparent that I had modified it I decided to have the actors in my film make funny faces during the first few scenes to emphasise the funny, comedic tone. I decided to create the preferred reading of my characters through their, actions, body language and expressions for example changing my characters expressions from serious, angry and confrontational to funny, silly and smug, demonstrated throughout the majority of my film. Since I had no budget I asked my friends to star and help me shoot my film. The 3 out of the 4 friends I asked to help me need me to help them. In return for their help I helped them by starring in there film and helping them edit there films.

I had limited resources. The majority of props featured in the final cut of my film were personal possessions that belonged to me and my friends. For example the fedora, sunglasses and the Teacher’s band-gun belonged to me we’re as the Student’s band-gun and the Nerf gun belonged to one of my friends. The USB stick featured in the film belonged to my teacher. I hoped to use a more modern one but due to having no budget I had to compromise and ask to borrow anyone available to me. I did however use my iPhone to film. It was frustrating to film at times due to the short battery life however the plus sides such as being able to edit my film at home and being able to achieve more intricate shots meant I managed to produce my film the way I wanted to. Whilst the short battery life of my iPhone did add to the time constraints being able to edit at home helped make up for a large amount of time lost as I didn’t need to use the schools iMacs. When it came to shooting my film with my iPhone it was very useful, achieving many things the school iPads couldn’t do, some examples being filming specific complex scenes such as the Teacher withdrawing his gun from the cupboard and capturing a higher image quality than of my phone. This scene was shot the way it was to pay intertextual homage to Quentin Tarantino’s shot in Pulp Fiction of Jules and Vince taking out guns from the boot of the car. Although my iPhone was great filming certain scenes, others it wasn’t. Particularly scenes which involved my camera man holding the camera steady. Many scenes I wedged my phone between books and boxes in order to get the shot I wanted. One scene in my film is a close-up of the USB itself. The scene itself represents what the Student is looking at. I was filming this scene I couldn’t hold my phone steady, nor could my crew so I had to use the shots I had which I wasn’t pleased with due to the low quality because of being so close to the USB and unsteadiness of my iPhone. Other than that scene in particular most of the scenes I shot I managed to get them how I wanted them to be.

We had limited time to produce our films. Overall there were many time constraints that ultimately affected my film. One of these includes the short time we could film in school. I had limited time to film in school as I only have one period of Media Studies every school day. I couldn’t film everyday though due to my friends needing me to help them in some form. Helping my friends was a constraint in itself. Filming and Acting in 3 of my friends films was time consuming as well as helping two of them edit. This meant I had limited time to film which was a challenge which meant a lot of camera shots were improvised. The availability of the schools iMacs wasn’t a problem as I was editing on my phone. Occasionally one of my friends forgot to bring in one of the band-guns. This meant I couldn’t film for that entire day which lost me a lot of time. Due to these time constraints I chose not to include a specific scene. The scene would play out as follows: The student exits the classroom having stolen the USB, the Teacher in pursuit. The Teacher would’ve been shot in the leg and as a result he’d have limb to a shortcut in order to catch up with the Student. It switches to the Teacher’s point of view as he falls down a staircase, desperately trying to stop the Student. It then switches to the Students POV as he jumps down stairs and eventually finds an exit to the school. As he gets up and slowly starts limping it changes to a shot of the Student running around a corner only to come face-to-face with the Teacher, leaning against a wall, covered in a small amount of blood. Even though I chose to remove this scene due to various time constraints I still incorporated many aspects from it into various other scenes such as the Student jumping down stairs and eventually finding an exit plus the Teacher leaning against a wall outside when he and Student come face-to-face.

Throughout my film I had various Roles and responsibilities. I was essentially the director; producer, I acted in my film, shot some of the scenes and edited the whole thing. I told my crew what I wanted in each scene before shooting it. They gave their thoughts and ideas as well and contributed to the basic ideas specific scenes were based around. I played the Teacher character in my film as I knew exactly how I wanted that character to be played on screen. The scenes I did shoot did feature my character in them and included a few parts from the first scene, most of the chase scene and parts of the Standoff scene. I edited the entire film by myself as I was editing at home, when complications arose whilst editing it took me long to get around them as I didn’t have access to my teacher or friends who I could’ve asked for help.

I had the responsibility of making sure my actors didn’t injure themselves during various scenes such as the chase scene where one of my actors who played the Student had to run through doors, jump down stairs and leap over a rail. I did injure my arm through during a scene where I had to fall onto the ground but the injury was very minor. Apart from that no one was hurt.

**b) Achieving Creative Intentions**

The Action in my film is mild but effective. This is what I aimed for. Having no budget meant the action in my film would have to be significantly scaled back. I knew from the start that I couldn’t achieve the type of high-budget action I envisioned such as realistic gun battles, explosions and more graphic violence. This however worked in my favour as editing these during the post-filming stage would take a significant amount of time I simply didn’t have and it would be difficult to achieve as I’m inexperienced with editing software other than iMovie. Also including more realistic gun battles and more graphic violence meant my film could’ve potentially been classed as a 15 or even an 18 meaning I’d have to make my film more appealing specifically to an older audience. I originally planned for the chase sequence to be more realistic by having the Teacher pursue the Student outside and both characters using prop guns but due to having no budget to by fake guns and having to change the rating of my film discouraged me from making the chase sequence in this manner.

The comedy or comedic side of my film was more apparent in the beginning of my film. My film transitions from more of a light-hearted comedy to slightly more serious action film takes place roughly around the 1:30 mark. The reason for this is I wanted to emphasise the action oriented parts of my film to my audience as they were more significant to the plot in turn making the action more effective. Although the more funny-comedic side of my film was featured more in the first minute or so of my film I had ‘funny snippets’ featured past that point, an example being The Good, The Bad and The Ugly theme music playing during the standoff scene and the reveal of the picture of the Mysterious Man featured on the USB stick. The films tone changes when the music itself changes becoming more sinister and when the Teacher shoves a stack of papers off his desk in rage. It becomes even more serious when the Teacher manoeuvres over to the cupboard to retrieve his gun and peruse the Student.

In the final cut of my film I managed to create the two main tones I wanted. As previously mentioned I changed my film from just an action film to an action-comedy. I needed to create two tones for my film which was challenging as neither tone was consistent. In order to create my funny-comedic tone I undercut the serious-action tone I had throughout parts of my film. For example when the Teacher catches the Student looking at his USB stick his over exaggerated expression is funny and hard to take seriously. There’s also the Standoff scene where the Teacher is suddenly distracted and tranquil music starts playing. The Student then proceeds to shoot the Teacher creating a funny tone as the Teacher is killed in a stupid way.

The Narrative Structure of my film stayed nearly identical to how I planned it. The structure changed slightly as one scene was removed but it didn’t jeopardise my narrative structure. The structure of my film goes as follows; the Student and Teacher are in the same classroom working away (Equilibrium). The Teacher notices that the Student is looking at his USB (Disruption) and glare at him until he stops. The Student hands in his work and swipes the USB without the Teacher knowing, the Teacher then realises after the Student exits the classroom (Recognition of disruption). After the Student escapes he manages to get outside only to be met with the Teacher. They engage in a standoff (Attempt to repair the equilibrium). The Teacher is then distracted by something and the Student takes the opportunity to swiftly shoot him. The Student kills the Teacher, heads back into the building and accesses the USB and finds an image of the Teachers employer, the Mysterious Man (New equilibrium).

In my film I used representation fairly often. I wanted my audience to know who the protagonist was and who the antagonist in my film was however this became difficult due to no speaking in my film. I wanted my ‘protagonist’ to seem like more of an anti-hero at first, so I had him steal the USB in a sly manor, taking it when he cunningly distracted the Teacher, tricking my audience into thinking he’s cowardice and naive through making him fear the Teacher in the first few scenes in my film. I wanted to make him seem more like a hero later on. I achieved this through two different factors. The first being he has the most screen time out of both of my characters. The reason being so my audience would care about him and root for him throughout the film. I also created his hero-like representation through his clothes, expressions, his props and actions. His clothes are simple compared to the Teacher’s. I want my audience to assume the Student is the hero by default as the Teacher’s clothing is slightly different and more sinister looking. In the first part of my film his expressions vary. For example he looks somewhat worried and surprised when he notices the Teacher is staring at him, again this tricks my audience into thinking he’s weak. During the chase sequence his expression is more focused representing him as a cool and heroic. During the standoff sequence his expression is surprised then calm as he is met by the Teacher again. In this scene he’s represented as confident and calm not only because of his expression but through his stance too. He has his arms straight down by his side for most of the scene. The way that he walks towards the Teacher also reinforces this. Even though he’s under threat he remains calm and focuses. I wanted to create this particular representation for the Student because I thought this would best suit his character. I aim to satisfy my audience’s needs by making the protagonist become more heroic throughout the film as he overcomes the main obstacle, the Teacher.

When it came to the Teacher I created his representation through various means, again since I made the decision that there would be no talking this made creating the Teacher’s representation tricky. I wanted to represent the Teacher as angry yet sinister and mysterious. I achieved his representation through the same means as the student: His clothes, expressions, his props and actions. The Teacher’s clothing in the final cut makes him seem sinister and mysterious. He wears similar basic clothing to the Student, a shirt, tie and a jumper but he also wears sunglasses and a fedora. I wanted this to simultaneously create the sense he’s evil yet he’s mysterious. The Teacher’s expressions differ a lot as well. In the first scene he’s quite board then when he’s starring at the Student he seems annoyed and frustrated. After the Student steals the USB his expression becomes worried. I wanted to capture the Teacher making an angry expression however the camera-man didn’t capture during a particular scene. I could’ve re-shot the scene but ultimately I chose not to as my audience can realise the Teachers angry when he violently shoves his papers off his desk and I was pressed for time. The props both of my characters use, specifically the elastic-band guns create different representations. I wanted to reinforce who were clearly the protagonist and antagonist in my film. I achieved this though the manner in which my characters find their weapons. The Teacher gets his gun from a dark, dusty wooden cupboard in his classroom. The gun is also made from a dark brown wood; it’s rigid and heavily modified. This again reinforces the Teachers evil character as he’s willing to kill the Student to get the USB back. The Student on the other hand finds his elastic-band gun in a light orange, wooden rack beside some foliage and a potted flower. The gun is made from a light wood, it’s smooth and refined. This reinforces the Students heroic character. I wanted the guns to represent the characters they’re used by, the Students being smooth and refined where as the Teacher’s is rigid and modified. As previously mentioned I decided to shoot a specific scene due to time constraints. Overall I think this worked in my favour as I wanted my Student to have the most screen time so my audience would root for him throughout my film. Even though I wanted my audience to clearly know who the Hero and who the Villain I was frustrated when I noticed people could argue or theorise that the Student is in fact the Villain and the Teacher is the Hero. This is due to the Student stealing the USB in the way he did and him killing the Teacher in the Standoff scene. I first realised this in the latter stages of editing. I wanted to change the story slightly by making the Teacher a hired assassin by the Mysterious Man with intent to kill the Student right from the start and the Student would be aware of this so he naturally wants to find out who wants him dead which explains why he stole the USB, why he killed the Teacher, who the face is of on the USB and who the Mysterious Man is in the final scene of the film. I simply didn’t have enough time to go back and shoot more footage and edit it into my film though however I was still happy with the final product.

In my film I created a specific ideology. For example in my film I challenged the stereotypical student – teacher relationship by having the Teacher attempt to kill the Student. Not only does this challenge the typical student-teacher relationship it also creates humour through its absurdity due to the Teacher attempting to kill the Student in the manor that he does.

In the final cut of my film I eventually managed to get access to everywhere I wanted to film. For the first scene I asked if I could have access to a particular classroom which I knew was vacant. I originally planned to use my media studies teacher’s classroom however I quickly scrapped this idea as it was almost never vacant. The classroom I picked to film the first scene in didn’t have a main desk for the Teacher character but we could rearrange chairs and desks so I improvised and used a regular desk. This worked in my favour as I could position the desk right next to the door making the scene where the Student needs to quickly exit the room more convenient. I intended the second scene or the chase scene to be filmed in 2 or 3 corridors. I managed to access to 2 corridors and a part of the school with two stairs and a door. Despite having access to the corridors I needed they usually had people in them. We tended to shoot the majority of my film after school however the corridors we needed to film in were usually being cleaned so we needed to wait for them to finish. I managed to get the all the shots I wanted to. Outside there was no distractions which was ideal. We didn’t need to ask for access to the school grounds and we managed to film the entire Standoff scene in one session due to the lack of distractions. We were pushed for time due to the various time constraints so filming in one session helped a lot.

In my film text is used at various points. All of the text in my film was edited in the post-film stage. I chose the style of font I did because I thought it would fit with the comedic tone of the first minute or so of my film when the text is featured. In the first few seconds of my film the title pops up. The title is simply ‘THE USB’. A few seconds later the scene transitions to a scene with two characters sitting across from each other and the text “AUGUST 15TH, 2015” pops up. I didn’t film during that period. The date holds no real importance or relevance to my film but it’s an Easter egg I incorporated into my film, it’s actually Alfred Hitchcock’s birthday .The last on screen text is when time is passing. After the Teacher stares at the Student when he sees him looking at his USB stick the scene transitions slightly differently, fading instead of cutting to the next scene. The text “3 HOURS LATER” then pops up because I want my audience to know immediately that a significant amount of time has passed since the last scene. I originally didn’t feature any text during the scene just after the transition however I worried a few people wouldn’t pick up on it so I added some text. The 3 is a reference to the number of different versions of the USB, the 3rd being the final cut my which my assignment write up is based on. The text is also deliberately picked to fool my audience into thinking my film will be just a pure comedy, I wanted the surprise twist where the Teacher becomes more violent and pulls out a gun to have more shock value. The credits are of the same font except the music in the background is more suspenseful and sinister. The credits and the music are synced so as soon as text pops up on the screen a beat in the background music is heard.

My friend who played the Student in my film made a sequel to the USB. He made it alongside the creation of my film. The sequel answers questions such as “Who is the Mysterious man” and “What became of the Student” fulfilling my audience’s lingering questions.

**Section 2 Task 2 Exemplar 3**

Media Assignment
Section 2

2 a)

Institutional constraints

Budget
I feel that my completed film was done to a higher standard than I expected it to in such a short timescale. The brief stated that I would have no budget for my film as this is an academic assessment assigned to me. This caused me to rethink my strategy and creative intentions. I had to use any props or costumes that I already possessed. I had decided that I was going to use fake blood that I had at home with my Halloween make-up but my mother had thrown it out with her Halloween decorations, so I asked the art department in my school to be able to use red paint to create the blood. It still creates the effect that I wanted it to on the screen, but I had to play around with the saturation, contrast and brightness of the clip in I-movie as the ‘blood’ looked too fake on screen.
This also meant that I had to borrow volunteers for filming. This cut the cost of hiring professionals, which would have been incredibly expensive. Arran Parkes, Lewis Sutherland, Hamish Gray and other students were quite happy to be in my film which I was thankful for. I had also planned to use multiple public locations in my film, which would have been impossible as not many people were available after school hours to help me with filming.

Resources
Initially I had planned to use my own equipment to film my assignment, but due to technical issues, I couldn’t. I had intended to use my I-pad to film as I would have been able to edit outside of school time, but my I-pad is of the older generation and therefore would not take the software I use to edit. As I am an experienced filmmaker, I decided to use the skills that I already know and I borrowed a school HD camcorder which I was able to use to film most of my work in the school building. Using a school camcorder was also a good idea as there is a clip in my assignment where the camera was placed in a drawer to watch a key being taken out. Arran Parkes also generously let me use his I-phone to film one sequence outside of the school grounds. The only downside to this experience was that after I had put the clips onto the school server, someone had deleted all of my footage off of the camera. Unfortunately, the clips had been transferred onto the school server as the wrong file and so for about a day I was thinking that I had to reshoot all of my sequences, but Mr Smith (my media teacher) took three hours of his own spare time to convert the files on his own macbook from an MTS file to an MOV file which I cannot thank him enough. I used my I-phone to be able to record my voiceover to add to the film at the end of my editing process. If I had the chance to record it again then I would due to me stumbling over my words and the chair creaking.

Limited Time
Being a helpful person, I helped my peers film and edit their assignments (because they were crashing higher media and have never had previous experience filming or editing using the Mac), but this was meaning I was leaving my filming and editing to the last possible minute, which was alright in the end because editing comes naturally and quickly to me. Filming was a more difficult task for me as the only week I was able to film was during my sponsored silence week to raise funds for my year abroad. I managed to film with the help of a whiteboard so I was able to communicate with my friends.

Copyright Law
For music, I used “Sad Day” by Ben sound to emphasise the upsetting tone. This music was copyright free so I was able to use it. This piece is played from 00:00:04 till 00:02:17. I then used excerpts from “Eyes Wide Open” by Tony Anderson throughout the rest of the film. This music is copyright to I contacted the YouTube channel “MrSuicideSheep” about the copyright and asking permission to use it in my film but I haven’t had a reply.

Health and Safety
In the self-harming sequence, I was planning on using a blade to fake cutting into my skin, but I was not allowed to due to A) carrying a sharp object in the school building and B) health and safety. I am usually accident prone and so I thought if I was to bring a blade in, I may have an accident. So instead of using a sharp blade, I used my house key as I had no time to organise anything else. It still creates the same effect I wanted it to. What I also found effective was the editing cut. I had managed to ‘cut’ the sequence just before the main character cut themselves which is quite shocking.

2 b)

1. Achieving the right tone
As the genre of my film was a PSA, I had to make sure that I accomplish the right tone to bring the story across in the correct way. I did this using music, use of camera and voiceover. I knew that at the start of my film, I wanted the tone to be upsetting/shocking/emotional for the person watching. I achieved this by recording a voiceover which I wrote the script for. I used lots of powerful words and imagery to create the story. I also used some of the words to relate to the survey in my audience research. (“Bruises like words tattooed into my skin in blue and black ink.”) I also decided to use one piece of diegetic sound throughout my film. Starting at 00:01:28 the running water is quite prominent in the sequence. I used this to show the main character washing away the pain/hurt/troubles. I used “Sad Day” by Ben Sound to emphasise the sad atmosphere and progressively turned up the volume building up this atmosphere to the climax and then turned down the volume to let the running water become more prominent. The sound then fades out and then the shift from the emotionally distressing tone to the more uplifting tone by using “Eyes Wide Open” by Tony Anderson. I started the piece halfway through because it’s more heart warming. The sense of hope and love builds up with the music as more instruments are added to the piece and it ends with vocal sustain. I also like how at the start of the film, the camera focuses on one central character for the sad tone and then when the tone shifts, the camera opens up in a sense by allowing other characters into the shots. They laugh, giggle and goof around on the screen which shows how heart warming and happy her life is now that she’s got the right friends.

2. Narrative
I managed to use the “Hero’s Journey” theory to create the intensity on the screen that I wanted it to by using only the last few stages of the cycle to shock my audience, but I noticed whilst editing and watching the final product that my film also follows the basic Todorovian structure of Equilibrium, Disequilibrium and New Equilibrium. The opening sequence follows the Equilibrium stage introducing us to the main character and her normal life of depression and self-harm. The middle section shows the Disequilibrium of how the main character “washes away the pain” and finds friends that love her for who she is. The marker of the Disequilibrium was the inspiration quote on the screen. It was my encouragement to get better. The ending sequence is the New Equilibrium when the main character falls in love, ‘gets the guy’ and walks off into the sunlight as if they are both walking into a brighter future. It’s a classic cliché but I love how it works in my film. The film also creates certain enigmas. Some of them are resolved. For example, when I watched the final product, it made me think “will the main character be okay at the end of the film?”, and that is resolved by the two lovers walking away into their brighter future. Some enigmas created were not resolved at the end of the film. For example, “Why did this happen to her?” and “Will she continue to be happy?”

3. Representation
I wanted to be able to use my film to challenge a stereotype. A lot of people associate self-harm and depression with an ‘Emo’. The definition of Emo is “a fan of emotional music, especially a person who is overly sensitive and full of angst or adopts a certain style characterized by dyed black hair, tight t-shirts and jeans, etc”. This does not mean that an Emo self-harms or suffers from any mental illness. So, I challenged this stereotype by making the main character an ‘Emo’. Yes, this character self-harms, but let me justify my actions. What others assume is that if a person they meet is an ‘Emo’, they will never get over whatever they have. So the way that I am challenging this stereotype is to show that the main character gets better and can move on. I also used isolation to add to the ‘Emo’ effect. I did this by presenting my main character alone in a room. Due to accidental framing, the jigsaw on the board also helps to represent the present state of the main character. At 00:01:12 you can clearly see a faint incomplete jigsaw on the board behind the main character. This foreshadows the main character trying to complete the jigsaw of her life by washing away her pain and finding friends.
I also represented the self-harm quite different to other PSA’s as well. Instead of making it as though it’s a way of stress release, I’m making it look more like a ritual/routine unable to be cracked unless the person doing it wants to crack it. I represented this through the use of my key cutting into my arm, the paint used as fake blood and the use of voiceover (“I remember every bathroom sink surgery…”).

4. Mode of address
I think the way I created the mode of address was clever in the sense that it was a strange combination of both direct and indirect. This is created through the use of the voiceover. When watched the first time, I’d expect the audience to think the voiceover is directly speaking to them, but when they watch it again, they should notice that the voiceover isn’t speaking to them directly, but instead it is the character addressing themselves and the audience is listening to the thoughts in the main characters head. So the mode of address can be interpreted by the audience as both direct and indirect.
The voiceover also helps to anchor preferred reading not only by the content of the letter being written, but also the way in which it is being delivered to the audience. The content of the letter is very dramatic/powerful/emotive, using poetic tones to emphasise and anchor the story. The way in which it was delivered was even more so. The audience would be able to hear the emotion in the characters voice and this in a way is anchored by the stuttering stumble at 00:02:10. The preferred reading is that life can get better if you reach out to somebody. The onscreen depiction of events also helps to anchor the voiceover and the preferred reading. An example of this would be at 00:02:28 when the voiceover compliments what is shown on the screen. The voiceover delivers the words “My friends that I have come to know and love, love me for who I am” and on the screen it shows three friends goofing around. This is really effective as it confirms what the voiceover is speaking and in turn is displaying the preferred reading in action through smiling, laughter and goofing around which is the complete contrasting image of the start of the film with no smiling or happy thoughts.

5. Film Language
In terms of film language, there are a lot of different topics I could focus on. There are some great camera framings, lighting, colour and mise-en-scene points.
At 00:00:19 there is the wide shot of the main character sitting at the desk writing a letter but there is a crumpled ball of paper in the foreground. This is what I wanted the audience’s attention focussed on because I used the paper to symbolise the main character’s failed attempts at trying to tell her story and get better. The low-key lighting in the shot helps accentuate this and add to the dark/upsetting tone. I used an old classroom that is never used to emphasise and portray the main character’s isolation and loneliness.
At 00:01:18 there is the slow motion shot of the blood trickling down the main character’s arm. I think this slow motion close-up shot was a really effective creative decision because it’s a lasting image that will stay in the audience’s minds throughout the rest of the film which helps induce emotions in the audience. I’m not happy with the way the blood looks like on the screen as it doesn’t look realistic. If given the chance, I would’ve used fake blood and make-up to make it look more realistic.
Washing the blood away in the sink is also very effective as that is in slow motion as well. The only difference in this sequence was that I played the clip backwards. I did this to make a gut wrenching impact in my audience that the pain will be there, but if you keep your head high, you can wash it away.
I also think the accidental lens flare in the ‘walking into the light’ ending sequence is very effective as well. This can be used to emphasise the symbolism of the characters walking into their brighter future. This clip is a little blurry so if I had the chance to, I would reshoot it. I would also use a different transition at the end of that clip as I think a ‘fade to white’ transition would be more effective than the ‘fade to black’.

**Section 2 Task 2 Exemplar 4**

Section 2

**Task 2A**

Budget

I believe I have made my short film to the best standard I could considering my constraints. Due to this being a school project I had no budget, which caused problems in making my film as some of my creative intentions, wouldn’t be possible without a small budget. For example I wanted to use a top that had writing printed on it but this would require a small budget to buy a top and write on it. Due to this I had to change my idea and instead used post it’s with words on them to stick on to my actress which caused some problems as the post its kept falling off as she walked so I had to film for less time and then slow the video down so that I had enough film to use to put the facts in between. I think this made my film less effective as the post its look less professional and if I had a printed t-shirt with bold writing the ideology may have been more powerful.

I also didn’t have any money to hire actors/actresses so I had to ask other classmates to help me and be a part of my film. By not having professional actors/actresses it caused a few problems during the filming of my film as the volunteers weren’t as efficient as professional actors/actresses as this was the first time they had starred in a film and sometimes they would muck about which made the process take longer than it would have with hired actors/actresses. Also due to not having professionals it meant the quality of my film wasn’t as polished as I would have liked it to be. Because all of my actors/actresses were still in school it was difficult to get a time where everyone could film which was challenging as there are some bits I would have liked to film again such as 2:28-2:39 but due to my time restraints and not everyone being able to make it I couldn’t. I would have liked to film this bit again as there is a teacher in the background who ignores the girl and doesn’t act in character which isn’t the idea I’m looking for as the idea I wanted to put across was that the teachers would help you if you have been bullied. I think this made my film less effective as it didn’t give the representation that I wanted.

Resources

During my planning stage I decided to use an I pad to film my fictionalized documentary, due to this the picture quality was acceptable but in some parts of the film it was a bit fuzzy and the picture quality wasn’t as good as I would have liked it to be for example between 45-53 secs the picture is fuzzy and when I filmed the phone to see the comments it doesn’t focus so you can’t see exactly what the messages say. Due to this I had to film an extra shot at 1 minute of the girl holding her phone straight so that you can see what these messages say as they are a big part of the film.

However using the IPad did have its advantages, as IMOVIE was very accessible and easy to use. It allowed me to add facts easily meaning the editing took less time than expected. Due to me using my own IPad it gave me freedom to film my short film whenever I wanted. However it didn’t allow me to add credits so I had to do this on the Mac, which was a bit more complicated as I had never used a Mac before. I am satisfied with the way this looked but I think it would be better if the names scrolled over the screen slower as you can’t see exactly what they are saying.

In my planning phase I planned to use dull lighting when the girl was walking through the corridor but due to the space I had I had to use a corridor which had very bright lighting at 1; 38 secs meaning I couldn’t create the mood I wanted to. I had to use this corridor, as it was the longest corridor so I could get the length of shot I wanted by using this space but I couldn’t get the atmosphere so I compromised the lighting to get the right space. If I had longer time I may have been able to find a way to edit the lighting to be darker but this wasn’t an option of IMovie.

Also because I didn’t have professional equipment when I used a tracking shot or a shot where I walked towards someone for example between 1; 12-1; 18 secs the shot looked quite shaky making the film look amateur. By having a resource that allowed the camera to move with it I think I would have been able to get a better shot as at 1:16 the camera cuts of the heads of the two actors which doesn’t make the shot as effective

Limited time

Due to this being a school project I didn’t have much time to plan and create my film, which again affected the quality of my film. Due to my limited time I found it hard to find appropriate music that was copyright free. Due to my limited time I didn’t have enough time to email musicians to ask if I could use their music so in the end I ended up using a loop on garage band. This affected the quality of my film as the same sound was repeated making it very repetitive in the first half of the film from 00:00-00:51 seconds. However I also found very appropriate music for the second half of my film that was copyright free, which created the atmosphere I was looking to achieve.

Also due to limited time I couldn’t add the websites from where the facts came in the credits to give them credit for where the facts came from. I forgot to do this in the first draft and then didn’t have time to change this. This may mean that I would not be able to screen my film publically on the internet as I haven’t credited where the facts came from so I would only be able to show my film for educational purposes which means I wouldn’t be able to get my point across to large numbers on the internet as I may run into copyright issues.

Roles and Responsibilities

During this process I filmed and edited my short film alone. This was the first time I had ever made a film alone, which caused my film not to meet all my creative intention. I had never edited a film on a Mac before so this took up a lot of my time meaning I couldn’t make my film as professional as I wanted it to be as I was still trying to learn how to use the Mac. This would have also been improved if I hadn’t had a limited time. This made the overall finish of the film not as effective and strong as I would have liked it to be.

I also found it very hard to control all the volunteers I had as sometimes they would muck around so it took longer for me to film, due to this I made conscious decisions and took people out of the filming so that I could get through the filming quicker as I was on a tight time scale. I took people out of the filming between 1:36-2:21secs which I think made this scene less effective as I think by having more people it would have made the girl who was being bullied look more isolated which would of made my preferred reading more strong showing that people who are being bullied feel very alone and don’t feel like they have anyone to turn to.

**Task 2B**

Setting

To make my film relatable and realistic the ideal setting to use was a school and a girl’s home. I used these settings as I found in my audience research that most cyber bullying happens between the ages of 10-18 and this is school age so I thought it would be more realistic to do it in a school than all based at home. I also thought that due to my target audience being school age filming in a school would be more relatable as this may be something they have seen, been the perpetrators of or the victims of. By making the film relatable these people may realise that it is wrong and do something about it or stop doing it and this setting would appeal to my target audience. I used the front of the school to establish the setting and then I followed the girl home to her house where she received the hurtful messages; I believe this was an effective setting for her receiving the messages as most people get cyber bullied when they are home as this is what cyber bullying is being bullied online and not to your face. I then used a long corridor in school for the girl to walk down with the post it’s on her which I believe could have been more effective if the corridor had been darker as it would have created a more emotional tone however by doing this part in school I think it was effective as even though bullying happens at home people feel alone at school.

Dramatic tone

As my film was about a serious issue I believed that the music should be emotional but strong and dramatic at the same time. To achieve this I had to find appropriate music. The music I found for the second half of my film starting at 00; 50secs starts with a noise that sounds like wind showing that the film is about to change its atmosphere, which happens just as the girl gets a text from the bully which draws your attention to it and shows that this is the disruption of the equilibrium. The music continues to set a dramatic and emotional tone throughout the rest of the film as it is very soft, slow and uses minor chords on the piano, which makes us feel that something upsetting is happening. The chords that the piano plays fade in and out and are different volumes throughout the film, which again creates a dramatic tone.

Narrative structure

For my film I decided to use the Todorovian Narrative Structure to make sure that the audience understood the meaning of the film. I started the film with the equilibrium of the girl living her daily life shown as she walks out of school and into her house from 00:21-00:34 secs There is a disruption of the equilibrium when the girl gets a text; the disruption is obvious through the change of music, which tells the audience that the mood is about to change as the music is more serious showing that this is a serious issue. The disruption is also obvious when there is a close up of the phone with the cyber bullying on it at 1:00. The recognition of the equilibrium happens through mise-en-scene as the costume of the girl is covered in post it’s with horrible comments on them such as “slag” and “weird” which create the idea that this girl is being bullied and that bullying isn’t something that just goes away it is something that stays with the person for a while. I think this was effective as it shows to people straight away that bullying stays with people as it is shown that it is physically stuck to this girl.

Representation

 I wanted to create the ideology that bullying is a hurtful, shocking and is something that stays with people for a long time. To create this ideology I used different shots, costume and non-digetic sound. I used a close up of the text and the girl sounds shocked at 1:00secs which creates the ideology that she was shocked and hurt by the messages and that they affected her. By using the close up it showed to the audience exactly what cyber bullying is and that it can be very hurtful. By giving an example it showed this. I also showed that the girl is hurt in the scene where the girl is sitting alone at a different table from a group of people. We can see her looking toward them as if she wants to join them at 1:28secs. We can see that in this shot she looks very upset and depressed which shows what affects bullying has. I also created this ideology through the mise-en-scene; I used lots of post it’s with horrible comments on them which created the ideology that the words you say to people stay with them for a long time, this is visually shown at 2:38secs. By showing literally that words stick this creates the idea for the audience that they should be careful what they say as they can affect people.

Achieving a purpose and text

My purpose was to entertain an audience while informing and educating them about cyber-bullying. I did this by using facts throughout my film that I researched previously online. Through my audiences research 43.75% of my film said that having facts in a film would help them to understand cyber bullying, due to this I broke up my film by using facts for example at 00:55secs which inform my audience about how many people are cyber bullied achieving my purpose to inform about cyber bullying.

I used the text “focus” on IMOVIE to create this purpose and make it look more serious and professional. I believe that this text had a formal look and by using a font that is formal it creates the idea that this is a serious issue.

Codes and Techniques to Convey Meaning

I used many different camera angles throughout my film. I used a mid shot of the girl at 00;34. I used this to establish that this girl is the main character. I then followed the girl as she walks past the camera to show that we are going to follow this girl’s journey. I then used a close up of the words stuck on the girl at 02; 38secs this shows the audience all the hurtful things that have been said and shows to them that bullying sticks to people forever. I used dark lighting in the shot at 00;49secs to create the atmosphere that something bad is about to happen and that this girl is upset.

Preferred Reading

The preferred reading of the short film is that bullying is a bad thing that has consequences and that people remember bullying for a long time. I showed this through using stickers on the actresses to show that bullying is something that hurts people and not something they forget. I also used facts to create the preferred reading to show that bullying is very common and many people don’t get help. I think the preferred reading could have been more prevalent at the end if I had zoomed in on the door before the girl walks in at 02;29secs to show that this is the guidance base as if you don’t go to my school you would not realise this and by zooming In on the guidance sign on the door the preferred reading that you should ask for help if you are being bullied would have been clearer.