



# GCSE (9–1) Eduqas Teaching Pack

## for Component 1, Section A

Fifth Edition, April 2025



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# Teacher's Introduction

This resource is relevant to teachers intending to carry out *Component 1, Section A: Exploring Media Language and Representation*, of the new Media Studies GCSE 9–1 Eduqas specification.

For many students this is the first taste of Media as an academic subject. This pack is compiled in a way that introduces the main concepts or media frameworks relevant to this section which have been outlined by the Eduqas specification, while incorporating the specific set products alongside other relevant examples. Care has been taken to introduce the necessary frameworks in a relatable manner for students to understand. However, for a more general introduction to each theoretical framework you can use ZigZag Education's short but comprehensive six-lesson introductory resource ([zzed.uk/8304-Intro-Pack](http://zzed.uk/8304-Intro-Pack)).

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

All **the set products** for **assessment from 2027** are covered across the resource.

Pages from this resource which are relevant to the set product for assessment in **2025** and **2026** can be found in the appendix at the end of the resource.

Each lesson for this resource has been crafted to slowly build a base of knowledge for the students in a relevant and creative way. The theoretical frameworks (media language, representation) and media contexts (historical, socio-cultural and political contexts) are introduced in a rational manner in the first few lessons. The subject matter *gradually* progresses and delves into more detail as the pack continues. By the end of this resource, students will have gained a familiarity with the terminology and subject matter relating to media language and representation before moving on to audiences and industries in Component 1B. It is worth noting that this resource only addresses film from the perspectives of media language and representation. An in-depth review of *No Time to Die's* relation to film audiences and the film industry is addressed in the resource for Component 1B.

All 26 lessons come with a structured lesson plan. Each lesson plan has clear timings of the activities and full instructions for those activities for ease of use. Every lesson also comes with a corresponding PowerPoint presentation on CD-ROM. Accompanying presentations are provided to allow for activities which require a degree of interactivity. Tasks that require answers of a specific or an indicative nature can be found in *the* answer sheets located in the answer section at the back of the resource.

Class-based activities found in this pack will help the teacher gauge the level of knowledge students have gained on a particular subject or media product; this will allow the educator to better estimate the depth and dedication needed for that topic. In addition, activities such as gap-fills and match-ups have also been incorporated into this pack with the aim of facilitating easy definitions for important terminology and to keep students engaged with the content.

The *set* products laid out by Eduqas have been incorporated into this resource, as have other relevant media texts. This is to allow students to consider the broad aspect of the media landscape and not limit their perception of the subject to the set products presented by the examination board. Nevertheless, each media product *tackled* comes in a self-contained set of lessons which culminates in two exam-focused lessons, aimed at preparing students to answer questions in exam-style format. Where relevant, suggested differentiation methods have been advised. As the resource has been written with limited specimen assessment materials, we have had to make educated estimations on question types that have not yet been exemplified by the board. In these circumstances, special attention has been given for questions to be constructed in the most likely way that they would be featured in an examination context.

Homework suggestions are also provided with the intention of keeping students thinking about the theme of each lesson in a creative or practical way. Homework suggestions are designed to allow students a certain amount of liberty to view the subject matter of each lesson from a broader perspective, while the lesson-based activities are *aimed* at preparing each student to successfully answer Component 1 Section A of their Eduqas GCSE Media Studies examination (9–1 specification).

Lastly, the order of the resource has been compiled in a way thought to be most engaging for students. However, each media form has been compiled in its own self-contained format. The aim of this is to give teachers the *flexibility* to teach each of the four forms in the order they feel best suits their students.

April 2025

**NOTE!** Please be advised that the Lesson 4 starter contains a link to a video which starts 23 seconds in to avoid graphic content of a shooting which may not be suitable for young viewers.

Fifth Edition, April 2025

This resource has been updated in line with specification changes to set products for exams from 2027.

Lesson Overview				
Lesson	Lesson Theme	Lesson Aim	Specification Reference	Resources
1	Introduction to magazines	Familiarisation with magazines and terminology	General intro to subject	Worksheets 1.1, 1.2 Answer Sheets 1.1, 1.2 PowerPoint Lesson 1
2	Applying context to magazines	Introduction of magazine codes and conventions	Understanding of magazine conventions	Worksheets 2.1, 2.2 Answer Sheets 2.1, 2.2 PowerPoint Lesson 2
3	Magazines and media language	Application of media language to magazines	Defining media language; ML elements and how they create and communicate meaning	Worksheets 3.1, 3.2a, 3.2b Answer Sheets 3.1, 3.2a, 3.2b PowerPoint Lesson 3
4	Magazines and representation	Application of representation to magazines	Forms of representation found in magazine set products (gender/ethnicity)	Worksheets 4.1, 4.2 Answer Sheets 4.1, 4.2 PowerPoint Lesson 4
5	Magazines and media language (exam focus)	Examination preparation for magazine-related media language question	Consolidation of spec; exam prep	Worksheets 5.1, 5.2 Answer Sheets 5.1, 5.2 PowerPoint Lesson 5
6	Magazines and representation (exam focus)	Examination preparation for magazine-related representation question	Consolidation of spec; exam prep	Worksheets 6.1, 6.2 Answer Sheets 6.1, 6.2 PowerPoint Lesson 6
7	Introduction to newspapers	Familiarisation with newspaper and terminology	Definitions and terminology	Worksheets 7.1, 7.2 Answer Sheets 7.1, 7.2 Information Sheet 7.1 PowerPoint Lesson 7
8	Applying context to newspapers	Introduction of newspaper conventions and set products	Tabloids vs broadsheets	Worksheets 8.1, 8.2 Information Sheet 8.1 PowerPoint Lesson 8
9	Newspapers and media language	Application of media language to newspapers	Different levels of meaning; different ML elements found in set product	Worksheets 9.1, 9.2, 9.3 Answer Sheets 9.1, 9.2, 9.3 PowerPoint Lesson 9
10	Newspapers and representation	Application of representation to newspapers	Forms of representation found in newspaper set products relating to gender/ethnicity	Worksheets 10.1, 10.2, 10.3, 10.4a, 10.4b Answer Sheets 10.1, 10.2, 10.3, 10.4a, 10.4b PowerPoint Lesson 10
11	Newspaper and media language (exam focus)	Examination preparation for newspaper-related media language question	Consolidation of spec; exam prep	Worksheets 11.1, 11.2 Answer Sheets 11.1, 11.2 PowerPoint Lesson 11
12	Newspaper and representation (exam focus)	Examination preparation for newspaper-related representation question	Consolidation of spec; exam prep	Worksheets 12.1, 12.2 Answer Sheets 12.1, 12.2 PowerPoint Lesson 12



Lesson	Lesson Theme	Lesson Aim	Specification Reference	Resource
13	Introduction to advertising	Familiarisation with advertising and terminology	Definitions; terminology; set products	Worksheet Answer Sheet PowerPoint
14	Advertising and media language	Application of media language to advertising	Generation and communication of meaning; structured meaning	Worksheet Answer Sheet PowerPoint
15	Advertising and semiotics (media language)	Application of semiotic theory to advertising	Connotation/denotation; signifier/signified; icon/index/symbol	Worksheet Answer Sheet PowerPoint
16	Advertising and narrative (media language)	Understand how narrative works in creating meaning; applying it to set product	Elements of narrative; Propp's character theory	Worksheet Answer Sheet PowerPoint
17	Advertising and gender (representation)	How gender is represented in advertising and how that reflects social/historical period	Stereotypes; gender-related issues	Worksheet Answer Sheet PowerPoint
18	Advertising and representation (general)	How/why representation is practised in advertising	How groups, etc. are portrayed in advertising and effect on contexts	Worksheet Answer Sheet PowerPoint
19	Advertising and media language (exam focus)	Examination preparation for advertising-related media language question	Consolidation of spec; exam prep	Worksheet Answer Sheet PowerPoint
20	Advertising and representation (exam focus)	Examination preparation for advertising-related representation question	Consolidation of spec; exam prep	Worksheet Answer Sheet PowerPoint
21	Introduction to film marketing	Familiarisation with film marketing terminology and conventions	Terminology, film poster conventions, other forms of film marketing; introduction to set products	Worksheet Answer Sheet PowerPoint
22	Film marketing and intertextuality (media language)	Understanding the concept of intertextuality and applying it to film marketing	Use of intertextuality in film posters and how they help reinforce the genre	Worksheet Answer Sheet PowerPoint
23	Film marketing: genre and narrative (media language)	Understanding how genre and narrative play a part in film posters to help sell the film	Enigma codes, and their use in narrative and genre to promote films	Worksheet Answer Sheet PowerPoint
24	Film marketing and representation	James Bond and gender	How choice of representation factors into film marketing and how that reflects film and its audiences	Worksheet Answer Sheet PowerPoint
25	Film marketing and media language (exam focus)	Examination preparation for film-marketing-related media language question	Consolidation of spec; exam prep	Worksheet Answer Sheet PowerPoint
26	Film marketing and representation (exam focus)	Examination preparation for film-marketing-related representation question	Consolidation of spec; exam prep	Worksheet Answer Sheet PowerPoint

# Magazine Content

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<b>Lesson 1</b> .....	
Worksheet 1.1: Starter Task – Defining Magazines .....	
Worksheet 1.2: Intro Task – Circulation, Readership and Terminology .....	
Student Info Sheet 1.2: Intro Task – Circulation, Readership and Terminology .....	
Worksheet 1.3: Task 1 – Application of Magazine Terminology 1 .....	
Worksheet 1.4: Task 2 – Application of Magazine Terminology 2 .....	
Worksheet 1.5: Introduction to Magazines .....	
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Worksheet 2.2: Main Task – Circulation and Conventions .....	
<b>Lesson 3</b> .....	
Worksheet 3.1: Starter Task – Defining Media Language .....	
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Worksheet 3.3b: Main Task 1 – Vogue's Media Language Explained .....	
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Worksheet 5.3: Main Task – Media Language: Exam-style Question .....	
<b>Lesson 6 (Exam Focus)</b> .....	
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Worksheet 6.2: Main Task – Representation: Exam-style Question .....	



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
# Lesson 1

## Introduction to Magazines

### Lesson aims

- ✓ Understand the definition, uses and functions of magazines
- ✓ Understand the different terminology of magazines
- ✓ Apply that terminology to actual examples

### You will need

-  PowerPoint Lesson 1
-  Presentation software
-  Worksheets 1.1, 1.2, 1.3, and 1.4
-  Computers/Internet
-  Exercise books



### Starter

#### Defining Magazines

Give students **Worksheet 1.1**. A number of statements, which are all true, are given. Students are asked to create a definition for magazines. Students will be able to go over each definition that suits them. A suggested definition has been provided.



#### Learning Activities

##### Introductory Activity: Circulation, Readership and Terminology

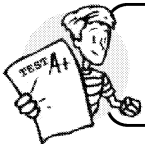
This Chinese-whispers-style activity is intended to teach students the difference between circulation and readership. Students arrange themselves into four groups, and select a group leader. Each group has a minute to write a short film review based on the suggestions listed in **Worksheet 1.1**. When finished, the leaders swap their reviews among themselves so that each group has a review (circulation). Group members must read the review once until it is understood (readership). The first group to finish wins. After the activity, illustrate which activity corresponds to circulation and which to readership. Explain how readership is generally much higher than those for circulation. Answers for the activity are in **Worksheet 1.2**. Once this activity is concluded, distribute **Student Info Sheet 1.2**, which is needed for this media form.

##### Task 1: Application of Magazine Terminology 1

Individually or in groups, students use hints on **Worksheet 1.3** to complete the **Student Info Sheet 1.2** may prove useful. Answers can be found on **Answer Sheet 1.2**.

##### Task 2: Application of Magazine Terminology 2

Students are required to apply magazine terminology to the cover page of *Empire*. As a class, students use **Worksheet 1.4** to label the cover page. The top of the worksheet. **Student Info Sheet 1.2** may be used for further information. **Worksheet 1.4** lists all the labelling. **PowerPoint Lesson 1** also features the labelled cover page.



**Differentiation:** although envisioned as a class activity, Task 2 may also be done with lower-level learners working individually and higher-level learners working in groups and sharing findings together as a class.



### Plenary

#### The Importance of Thirds

**PowerPoint Lesson 1** asked students, as a class, to discuss the importance of thirds. Students are asked to visually represent the important role thirds play in magazine design. Other elements discussed in the lesson.



### Homework

Next time you are somewhere that sells magazines, take a photo of the display. Lay it out. Make a list of how well/not the display gives an indication of the display and your own personal interest, express which magazine you like and why. Students may use **Worksheet 1.5** to help structure their answers.

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## Information

### Suggested Definition of Magazines:

Magazines are **periodic publications** (generally monthly or quarterly) that are typically based on age or gender), by featuring **lifestyle-related content** that target groups would find interesting.

### Difference between Circulation and Readership:

**Circulation:** the number of people, in printed copies of the magazine, that the numbers are compiled through subscription figures and over-the-counter sales.

**Readership:** the number of people who read the magazine. Not all those who have purchased the magazine; some may have picked it up at the doctor's office. Readership figures are calculated through surveys or highly complex equations.



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## Worksheet 1.1: Starter Task – Defining

The following statements are all true of magazines. They are presented to you joined together to create a definition of what a magazine is. By using the statements, create your own personal definition of what a magazine is...?

Feature lifestyle-related content  
(articles and advertisements)

Target specific demographic  
based on age or gender

Feature interesting content for those  
groups of people

Periodic publication  
monthly or quarterly



*I would define magazines as...*

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## Worksheet 1.2: Intro Task – Circulation, Readership



### Student Information:

The task is carried out as follows: split yourselves into four groups. Choose a group leader in each group.

Your group leader has to write a film review of approximately 80 words **under one minute**. The review should be about the last film they saw at the cinema. The review must include as much (but not necessarily all) of the following information as possible:

- Film title
- The cinema where the film was seen
- Actors, and thoughts on performance
- What you liked: explain
- What you didn't like: give recommendations on improvements
- Overall thoughts on film
- Would you recommend this film to others? Why / why not?

When the minute is up, the group leaders must exchange their reviews with someone else's review. Every group must form a closed circle and the review is read aloud. The group leader then passes the review to the person on their left to read the review, and so on until the note arrives back at the group leader.

The first group leader to receive the note back must yell 'time!'.

Answer the following questions as a class:

How many reviews were there **in total**?

.....

How many reviews were there **per group**?

.....

How many people **read** each review?

.....

How do you think this reflects the idea of circulation and readership?

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What is the difference between circulation and readership?

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## Student Info Sheet 1.2: Intro Task – Circulation, Re



### Student Information:

Magazines are a long-established form of publication and have, along with their own terminology. Here is a table of that terminology. Keep this table close to you; you will be better equipped to understand the terminology used in this task.

Terminology	Explanation
Masthead	The <b>magazine title</b> , designed and displayed on the front page.
Date line	Information relating to the <b>date of publication</b> ; also features the issue number.
Barcode	Always placed in the bottom corner of the cover, and conveys the price of the publication.
Sell-line	Generally found below the masthead. It is often comprised of a sentence that is used to gain interest and that sets the publication's theme.
Strapline	Similar to a sell-line; however, it directly relates to articles featured on the right-hand side of the cover.
Coverlines	Type of strapline. <b>Placed on the cover of a magazine, they are headlines found in that issue that editors believe will sell the issue if highlighted.</b>
Main coverline	One of the titles from the cover page, <b>considered the main headline</b> .
Main image	Magazines typically feature one image (sometimes also called a 'key image'), a celebrity, that ties in to the themes of that issue.
Pugs	<b>Pieces of information located on the outer corners of the cover</b> include straplines, promotional info, or imagery. Pugs are used to catch the reader's attention to the magazine. Once a consumer has pulled the magazine off the shelf, it is up to the cover as a whole to sell that magazine.
Puff	Sometimes referred to as a <b>splash</b> . An <b>added incentive</b> feature that is often heavily contrasted with the overall style of the cover. Puffs can range from a voucher found inside the issue to a special offer that is 'proven to give you washboard abs in 8 hours!'
Tag	Phrases used to catch the reader's attention. Also referred to as 'pull quotes'. With exclamatory adjectives, such as 'Exclusive Interview!', 'Special!', etc.
Thirds	A magazine cover is always split into three equal horizontal sections. These thirds are used for selling purposes and to grab the reader's attention.
Circulation	Magazine circulation refers to the number of people who exchange for that magazine. Subscribers or one-off buyers add to the circulation.
Readership	Magazine readership is often significantly larger than circulation. Readership is the number of people who read a magazine has bought it. Imagine you're at the dentist's waiting room while waiting for your appointment. Here, you are adding to the magazine's readership but not its circulation.
Selection	This is concerned with what has been selected to be featured in the magazine. Affairs that people are interested in are much more likely to be featured. For example, a newspaper that releases for a company that no one has heard of. A film about to be released will often have pre-release hype. A film that has been in a film for over a year because the B-listers are more likely to be featured. This is achieved through the <b>combination and exclusion of elements</b> .
Construction	The way a media text is <b>pieced together</b> before it is provided to the audience. This could be the choice of editing; in photography this could be the choice of lighting. However, in magazines, this is mostly concerned with the layout and how it will look on the shelves.
Mediation	This is the process that everything goes through before the final product is released. <b>Mediation takes into account the selection and construction</b> of the text, which is influenced by media owners, producers, editors and a vast list of other factors.
Demographic	The structure of the general population into groups based on age, gender, or characteristics.

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## Worksheet 1.3: Task 1 – Application of Mag

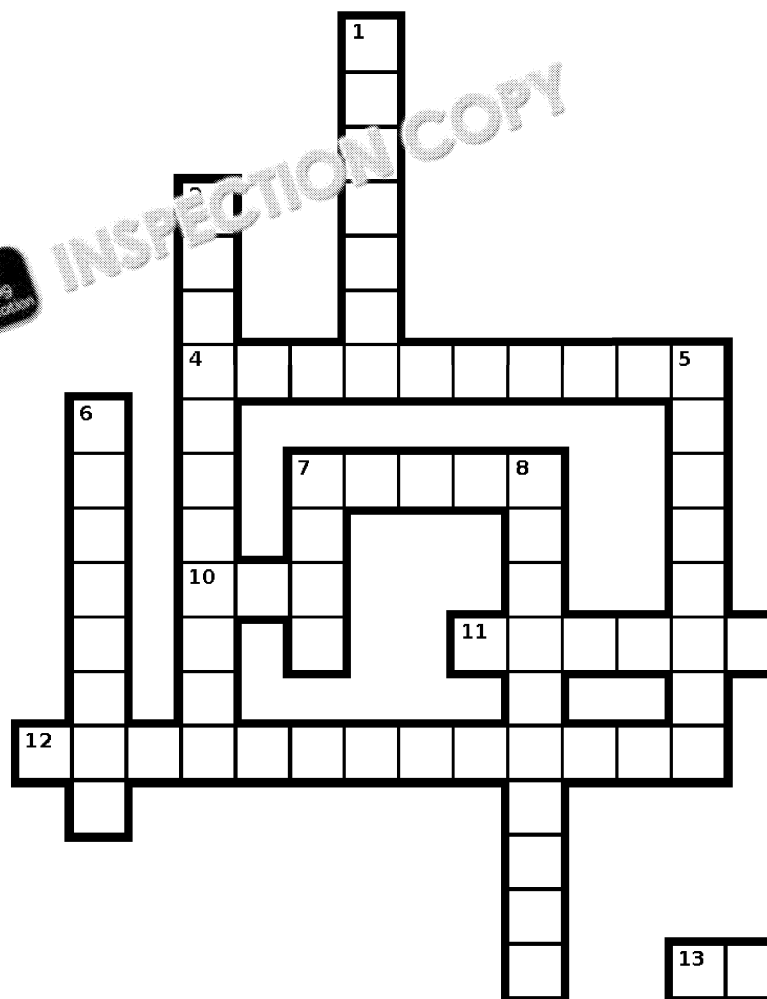


### Student Information:

For the following task you may use the terminology information sheet from the previous task. Your task here is to implement the terminology from the sheet into the crossword by using the words and filling in the crossword.

### Crossword:

Use the clues provided to help guess the magazine terminology that each is referring to.



### Across

- 4 Titles or excerpts from articles found inside the magazine (5,5)
- 7 An added incentive for the magazine. Information intended to create a splash! (5)
- 10 AKA buzz word (3)
- 11 AKA cover image (4,5)
- 12 The title for the main article (4,9)
- 13 Imaginary sections of the magazine cover split vertically or horizontally (6)

### Down

- 1 Titles or excerpts from articles found inside the magazine (5,5)
- 2 The term used to refer to the actual content (5,5)
- 3 Information relating to the date of publication (4,4)
- 5 A hook or catchy line about the magazine's content (4-4)
- 6 The stylised and heavily featured title (5,5)
- 7 Pieces of information located on the front page (5,5)
- 8 Mini-titles featured on the front page (5,5)
- 9 A different method of calculating the estimated exposure of the publication (5,5)

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## Worksheet 1.4: Task 2 – Application of Mag



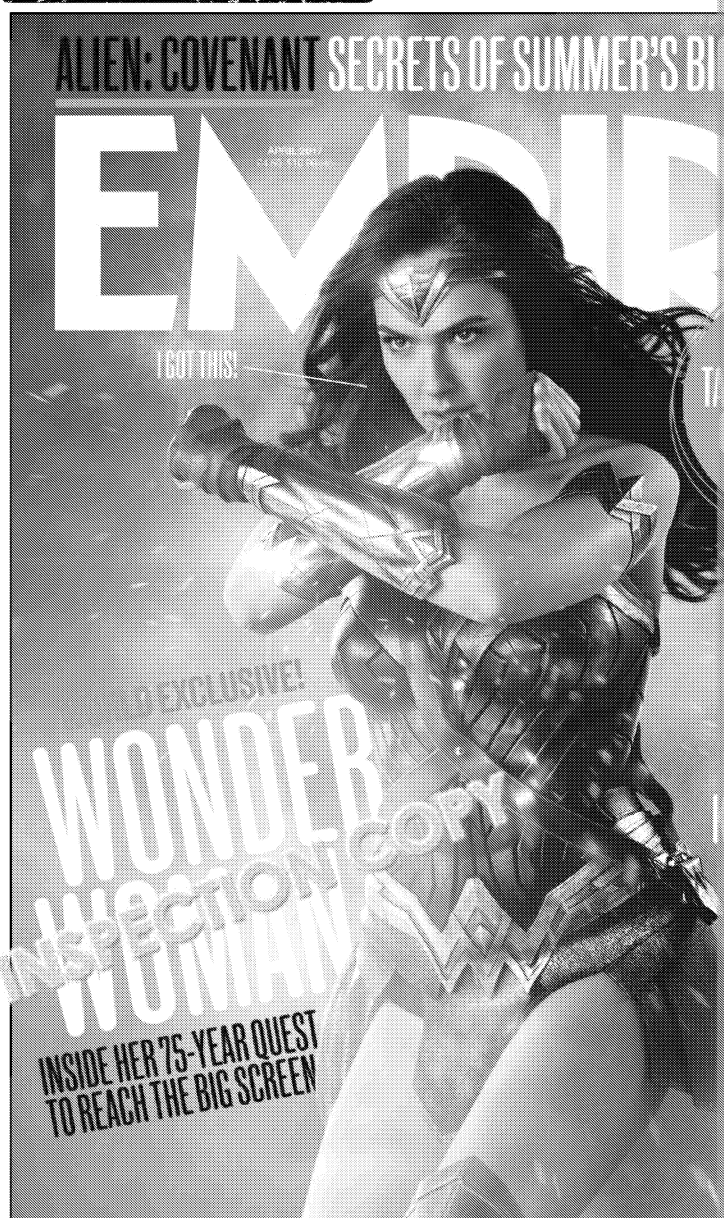
### Student Information:

Now that you are familiar with the terminology associated with magazines, put your knowledge to the test! Analyse the front cover of this April 2017 issue of the film magazine. Each of the following terms can be found on this cover.

- Main coverline
- Tag
- Strapline
- Left third
- Right third
- Top third
- Bottom third
- Middle third (vertical)
- Cover image
- Coverlines
- Date line
- Pug
- Sell-line
- Puff
- Masthead
- Middle third (horizontal)



### UNSEEN PRODUCT



Empire (magazine): © Bauer Consumer Media, 2017

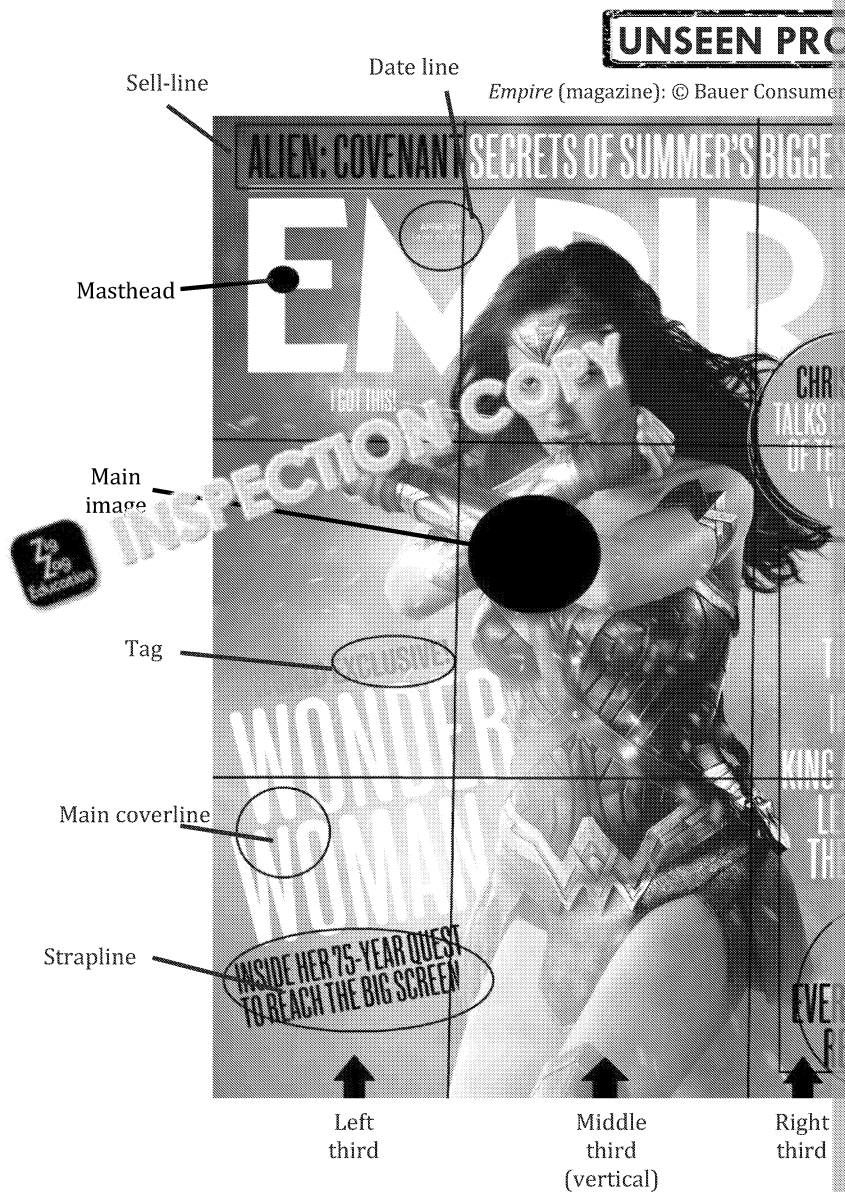
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## Answer Sheet 1.4: Task 2 – Application of Mag



UNSEEN PRO

Empire (magazine): © Bauer Consumer

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## Worksheet 1.5: Introduction to Media



### Student Information:

Use this sheet to guide you in structuring your answers to the Lesson 1

### Homework:

1. When and where was the photo taken?

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2. What are your thoughts on the stand?

- Does it look like a magazine?
- Is it clear?
- Is it easy to read?

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3. Can you easily make out at a glance what the content of the available magazines is?

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4. Based on the display available, and your own personal interest, which would you be most likely to buy and why?

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# Lesson 2

## Contextualising Magazine

### Lesson aims

- ✓ Understand what the set magazine covers are for the Eduqas examination
- ✓ Differentiate between the texts and identify what demographic each is aimed at
- ✓ Understand the difference between the two covers, and the codes and conventions they exhibit

### You will need

-  PowerPoint Lesson 2
-  Presentation software
-  Worksheets 2.1 and 2.2
-  Computers/Internet
-  Exercise books



### Starter

#### Recapping Lesson 1

The multiple-choice activity on **Worksheet 2.1** recaps lesson 1. This activity should be done in pairs. **Answer Sheet 1.2** provides answers to this activity. This activity is carried out in **PowerPoint Lesson 2** so it may be carried out as a class.



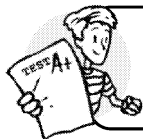
### Learning Activities

#### Introductory Activity: Your Set Products

This activity introduces students to the set products set by the exam board. It presents students with a brief discussion on target audiences. This will emphasise the importance of codes and conventions.

#### Main Task: Codes and Conventions

Give students **Worksheet 2.2**. **PowerPoint Lesson 2** outlines codes and conventions. The slides show how magazine codes and conventions are used on the cover. The PowerPoint progresses to an analysis about content, celebrity usage and conventions. The section on this sheet provides more information about how to discuss the cover.



**Differentiation:** although both covers are intended to be addressed to the same target audience, learners may choose to carry out explanations for one of the cover pages and explain codes and conventions of the other cover page independently.



### Plenary

#### The Meaning of It All

This lesson concludes by discussing the meaning behind magazine codes and conventions. **PowerPoint Lesson 2** provides certain functions that magazine conventions identify that it is all fundamental to communication. The plenary concludes the lesson and sets up the next lesson.



### Homework

Prepare a brief summary of one of the two set products discussed in class today. Make a list of the codes and conventions used. Write a brief summary on why these topics are interesting for the target audience. We will discuss them in much more detail when we go into too much detail; we will discuss them in much more detail when we go into too much detail.

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## Information

### Main Task:

Use this information to further expand on the slides dedicated to each magazine as featured in **PowerPoint Lesson 1**:

**Content:** The language and vocabulary used is presented in a way that will appeal to the target audience. For example, articles on fashion, dating and beauty would appeal to (suppose) young women. Articles about Jourdan Dunn and Anthony Joshua would appeal to fans of both, and/or boxing. The main article about Malala Yousafzai would appeal to young people interested in activism, politics and human rights. The articles in *GQ* tackle masculinity.

**Use of Celebrity:** Celebrities are almost always used according to their relevance to the theme of the issue. Their cover photo also often relates to the theme and serves to appeal to the target audience. *Vogue* and *Elle* are serious magazines. *Vogue* features made-up and in designer clothing. Cover stars on *Men's Health* often show off their language and facial expressions for the celebrities; if they are looking at the camera, they are looking at the reader.

**Magazine Title:** The title is typically the biggest identifier of any publication. It often conveys something that relate to its core values and intended audience.

What is the name of the publication? What impression does it give you? What does it cater to?



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## Worksheet 2.1: Starter Task – Recapping Le

Fill in the blanks below, recapping some of the key terminology relating to magazines. Choose **one** combination of words found in either option a, b or c to complete your answers.

1. Magazines are (i) \_\_\_\_\_ publications that target specific groups of people (ii) \_\_\_\_\_ by featuring (iii) \_\_\_\_\_ content that those groups would find interesting.
  - a. (i) regional / (ii) ethnicities / (iii) nutrition
  - b. (i) niche / (ii) interests / (iii) online
  - c. (i) periodic / (ii) demographics / (iii) lifestyle
2. The number of magazine issues that are (i) \_\_\_\_\_ (ii) \_\_\_\_\_, while the number of people who (iii) \_\_\_\_\_ its (iv) \_\_\_\_\_.
  - a. (i) subscribed to / (ii) success / (iii) collect / (iv) circulation
  - b. (i) digitised / (ii) collectability / (iii) subscribe to / (iv) demand
  - c. (i) bought / (ii) circulation / (iii) read / (iv) readership
3. Coverlines are (i) \_\_\_\_\_ or (ii) \_\_\_\_\_ featured on the (iii) \_\_\_\_\_ of the magazine.
  - a. (i) lines / (ii) covers / (iii) spine
  - b. (i) titles / (ii) excerpts / (iii) cover
  - c. (i) paragraphs / (ii) quotes / (iii) binding
4. Pugs are (i) \_\_\_\_\_ located on the (ii) \_\_\_\_\_ (iii) \_\_\_\_\_.
  - a. (i) snippets of information / (ii) outer corners / (iii) magazine cover
  - b. (i) animal-related magazines / (ii) middle shelf / (iii) magazine stand
  - c. (i) buzzwords / (ii) bottom corner / (iii) magazine cover
5. (i) \_\_\_\_\_ are important because they section the content (ii) \_\_\_\_\_ that sets them apart from (iii) \_\_\_\_\_.
  - a. (i) Magazines / (ii) texts / (iii) the competition
  - b. (i) Thirds / (ii) images / (iii) newspapers
  - c. (i) Thirds / (ii) information / (iii) the competition

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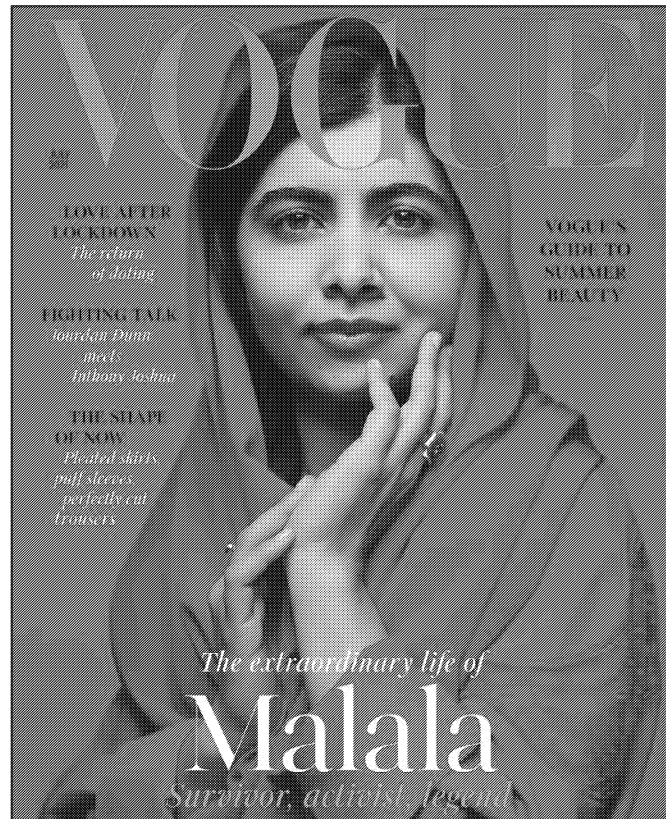




## Worksheet 2.2: Main Task – Codes and Conventions

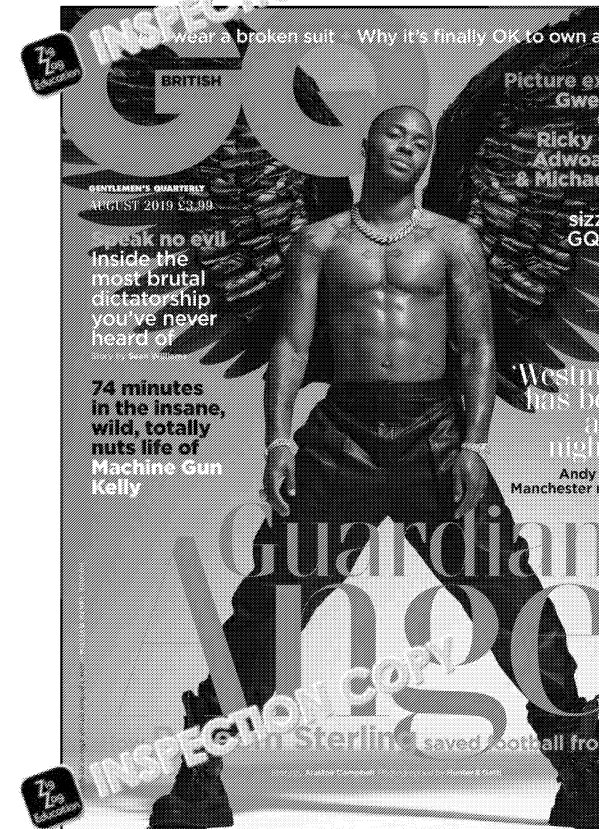
Use the front covers on this worksheet to make notes based on the information presented to you in the Lesson 2 PowerPoint. Use your workbooks or worksheet to take further written notes if needed.

### SET PRODUCT



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### SET PRODUCT



GQ (magazine): © Condé Nast Publications Limited, 2019

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# Lesson 3

## Magazines and Media Language

### Lesson aims

- ✓ Define and understand what is meant by media language (ML)
- ✓ Understand how ML is made up of a series of codes and conventions that communicate meaning
- ✓ Identify ML elements from the two set products
- ✓ Explain how the way magazines communicate meaning reflects on the readers they are trying to attract

### You will need

-  PowerPoint Lesson 3
-  Presentation software
-  Worksheets 3.1, 3.2
-  Answer sheets 3.2, 3.3
-  Computers/Internet
-  Exercise books



### Starter

#### Defining Media Language

Give students **Worksheet 3.1**. When filled in, the mind map explains the media language. Provide the students with the first fact about ML (is a way of communicating). Give each step by inquiring how or why each step is achieved. **PowerPoint Lesson 3** provides a completed version. This activity can be delivered as a class activity or small group work.



### Learning Activities

#### Introductory Activity: Background and Context

This two-part activity will enable students to exercise analytical skills with other magazines found in UK circulation. Give students **Worksheet 3.2a** and symbols to their corresponding letters to decipher magazine titles on **Worksheet 3.2b** provided on **PowerPoint Lesson 3**. Once all the titles have been deciphered, fill in the table on **Worksheet 3.2b**, which provides further information on the magazines. **Answer Sheet 3.2** provides relevant answers.

#### Task 1: Vogue's Media Language Explained

Students use **Worksheet 3.3a** alongside **PowerPoint Lesson 3** to analyse the media language elements found on the cover page of *Vogue*. The elements and their implications are listed on **Worksheet 3.3b**. **Worksheet 3.3b** may be filled in during this activity. However, **Answer Sheet 3.3** provides relevant answers for each media language element (see below).

#### Task 2: GQ's Media Language Explained (20 mins)

Students use **Worksheet 3.4a** alongside **PowerPoint Lesson 3** to analyse the media language elements found on the cover page of *GQ*. The elements and their implications are listed on **Worksheet 3.4b**. **Worksheet 3.4b** may be filled in during this activity. However, **Answer Sheet 3.4** provides relevant answers for each media language element (see below).



**Extension:** use **Worksheet 3.3b** and **Worksheet 3.4b** in order to further analyse the media language elements found on the cover pages of the set products. **Answer Sheet 3.3** and **Answer Sheet 3.4** provide relevant answers for each media language element.



### Plenary

#### Media Audiences

**PowerPoint Lesson 3** concludes by asking students to consider how the media language is used to target specific audiences. This activity asks student to consider who the target audience is by providing general demographic groups as guidance.



### Homework

Do an online search for magazines. Select one and write a small paragraph about the target audience is. Base your answer on the construction of media language elements.

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## Information

### Suggested Differentiation for Main Tasks:

- Depending on the levels of students, you may choose to administer
- For lower-ability learners, you can choose to use the worksheets also. This will aid these students because the table comes with labels of the for.
- For higher-ability learners, you may decide to carry out the discussion worksheets for them to fill in after the discussion has been had so that

### Suggested Administration of Main Tasks:

- If students require the full 40 minutes to carry out an analysis for one recommended that teachers give the analysis of the other magazine teachers may carry out the second magazine in another lesson.

To save on photocopying, teachers may choose to print the set product sheets of A4 paper and use the set products on a different A3 sheet of sugar labelling or use the set product for Lesson 3 (Media Language) and Lesson 4 sheets. The charts can be completed as a group project and displayed in

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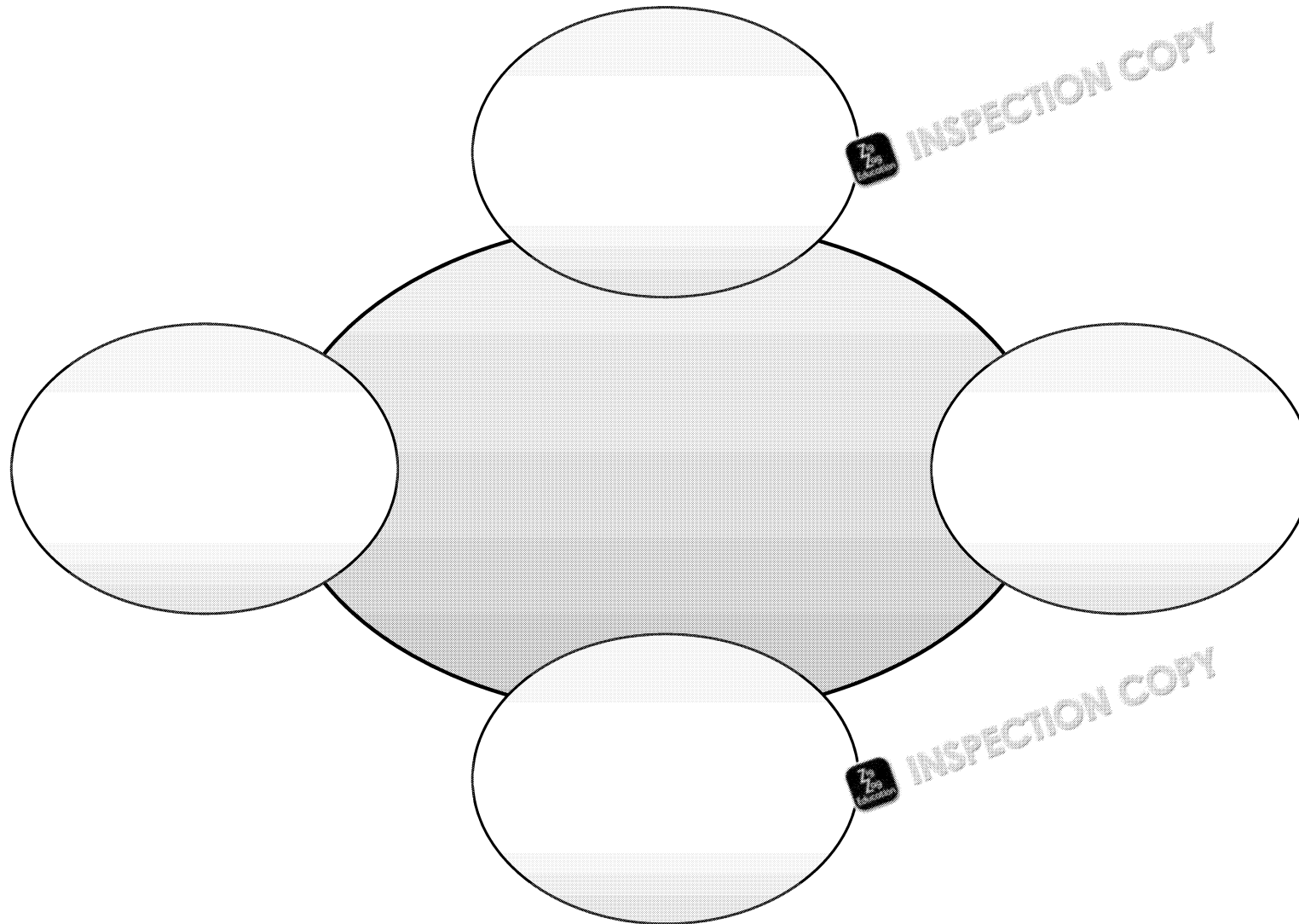
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### Worksheet 3.1: Starter Task – Defining Media Language

Use the PowerPoint to fill in this mind map below. Be sure to clearly label the midsection of the mind map with the definition of media language.



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However, for this task, see whether you can decipher the names of magazines each symbol to the code key on the next page.

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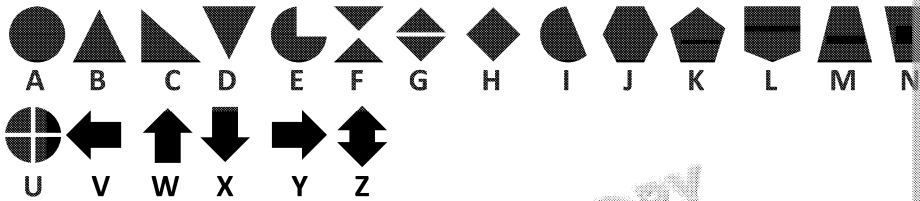




## Worksheet 3.2b: Intro Task – Background

Use the code key below to decipher the names of the magazine titles. There is information about each magazine to help you in your task.

### Code Key



	Title	Origin	Since	Demo
1.		USA	1939	W (Low Socia
2.		UK	1923	Any (Lo Socia
3.		USA	1886	Wome Socia
4.		USA	1957	Men (Up Socia
5.		UK	1993	W (Low Socia
6.		USA	1897	Men (M C
7.		USA	1876	Wome Socia
8.		USA	1892	Wome Socia
9.		UK	1989	Any (A C
10.		USA	1967	Any (A C

### Consider This!

When writing the titles into this table, ensure you consider the contexts that may influence these publications, e.g. most common types of magazines reflect social interests



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## Worksheet 3.3a: Main Task 1 – Vogue's Media



### Student Information:

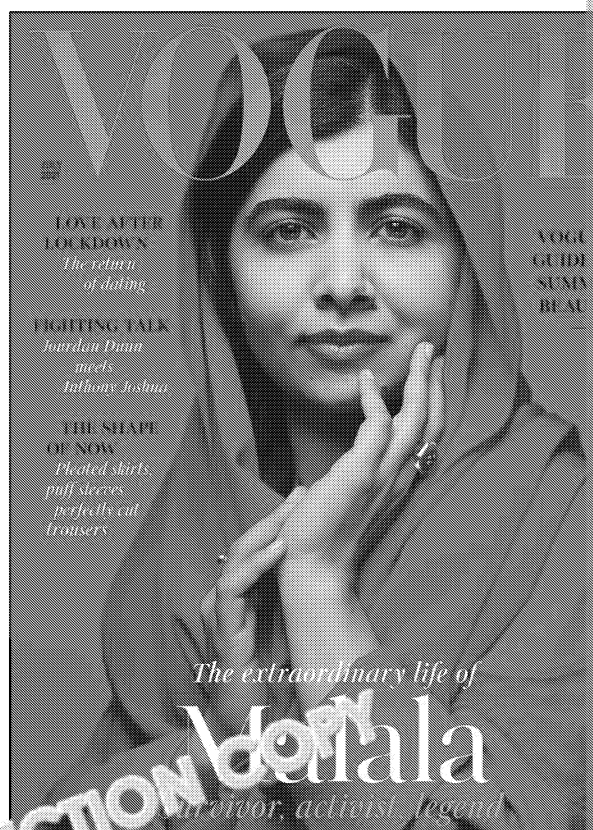
Use the cover page provided below to label all the presented elements for future reference. You may use the table overleaf to expand on your labels. The answers for this image are found in the corresponding PowerPoint.

### Instructions:

- Analyse the cover page of *Vogue* magazine.
- Notice any specific elements that are presented on the front page.
- Discuss:
  - First: which elements are used and presented to create and communicate?
  - Then: which elements are used and presented to reflect reality and how?



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## Worksheet 3.3b: Main Task 1 – Vogue's Media

**Extension Task:** Use this table to expand on your labelling further.

Use	Element	Implication
Use of Media Language to Create and Communicate Meaning  What Meaning?	Masthead	
	Strapline	
	Colour Scheme	
	Cover Star: Choice	
	Cover Star: Facial Expression	
	Cover Star: Body Language	

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Use	Element	Implication
Use of Media Language to Portray Reality and Embody the Values of Its Readers	Coverlines: Love After Lockdown, The Shape of Now, <i>Vogue's</i> Guide to Summer Beauty	
	Coverlines: Anti-racism Talk	
	Main Coverline (Malala)	

## Consider This!

When approaching the **implications** of the media language elements, ensure you consider the **contexts (sociocultural)** that are relevant to this issue.

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## Worksheet 3.4a: Main Task 2 – GQ's Media



### Student Information:

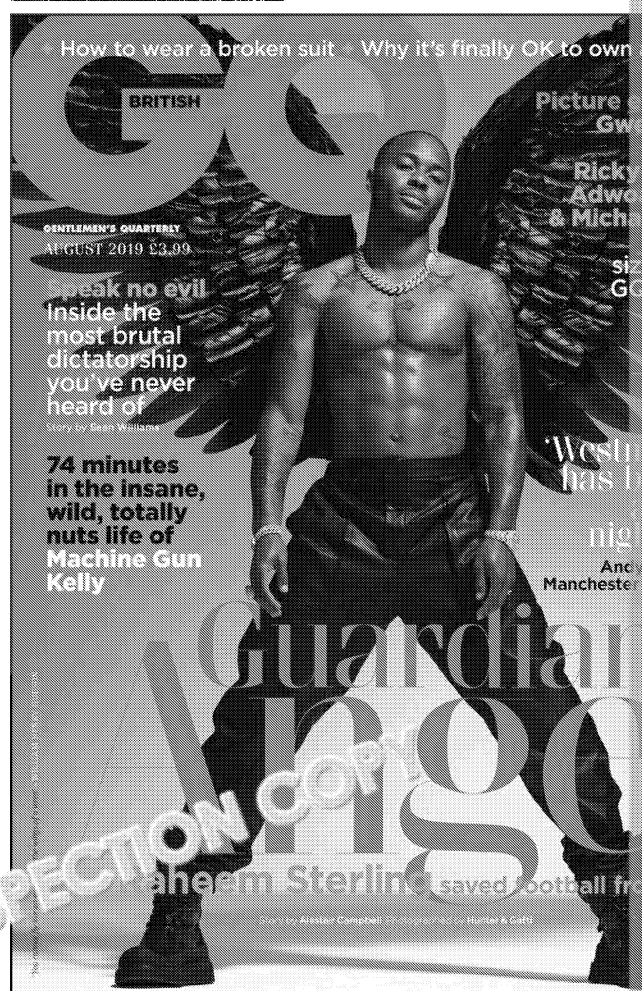
Use the cover page provided below to label all the presented elements for future reference. You may use the table overleaf to expand on your labels. The answers for this image are found in the corresponding PowerPoint.

### Instruction:

- Analyse the cover page of GQ magazine.
- Notice any specific elements that are presented on the front page.
- Discuss:
  - First: which elements are used and presented to create and construct a specific image?
  - Then: which elements are used and presented to reflect reality and how?



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Extended Task: Use this table (continued overleaf) to expand on your labelling

Use	Element	Implication
Use of Media Language to Create and Communicate Meaning  What Meaning? Masculinity in the twenty-first century and what that consists of	Masthead	
	Colour Scheme	
	Cover Star: Choice	
	Cover Star: Facial Expression	
	Cover Story Language	

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Use	Element	Implication
Use of Media Language to Portray Reality and Embody the Values of Its Readers	Coverlines: Body Image	
	Coverlines: Masculinity	
	Main headline	
Other Considerations:	Coverlines: Politics	
	Coverline: Fashion	
	Coverline: GQ Heroes	

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# Lesson 4

## Representation in Magazines

### Lesson aims

- ✓ Identify and understand the key issues and movements that are reflected in contemporary magazine content
- ✓ Discuss current examples of these issues
- ✓ Carry out a representation analysis of the set products individually and comparatively
- ✓ Understand (via analysis) how representation is constructed and reflects magazine ideologies

### You will need

- PowerPoint Lesson 4
- Presentation software
- Worksheets 4.1, 4.2b, 4.3a and 4.3b
- Computers/Internet
- Exercise books



### Starter

#### Black Lives Matter

**PowerPoint Lesson 4** presents students with a short video about the history of Black Lives Matter, followed by three questions intended to help students grasp the concept of the movement and the issues surrounding it. **Disclaimer:** Please be advised that this video contains graphic content that may not be suitable for young viewers. This video starts at the 00:23 mark and can be used to answer the questions which follow.



### Learning Activities

#### Introductory Activity: Racism in the Fashion Industry, Women's Rights and Racism in Football

##### Racism in Football

**PowerPoint Lesson 4** presents students with one short video about racism in football (including extra information in the form of two newspaper interviews), followed by an analysis of a video recorded during the withdrawal of British/US troops from Afghanistan, and a video about girls under the Taliban government. This is followed by two short video clips about racism in football.

**Worksheet 4.1** can be provided as an extension task after the starter and as a homework activity. This task is intended to identify the key social and historical information given, further to the main three issues set out by the exam question, and whether that movement/issue is concerned with gender, ethnicity or both.

#### Task 1: Representation in GQ

As a class, students use **Worksheet 4.2** alongside **PowerPoint Lesson 4** to analyse the use of representation on the cover page of *GQ*. Besides the PowerPoint, students can find the answer found on **Answer Sheet 4.2a**, while a detailed explanation can be found on **Answer Sheet 4.2b**.

#### Task 2: Representation in Vogue

As a class, students use **Worksheet 4.3** alongside **PowerPoint Lesson 4** to analyse the use of representation on the cover page of *Vogue*. Besides the PowerPoint, students can find the answer found on **Answer Sheet 4.3a**, while a detailed explanation can be found on **Answer Sheet 4.3b**.



### Plenary: Media Ideology

**PowerPoint Lesson 4** asks students to consider the ideologies found in the media. It concludes by illustrating how media language is a tool for representation and how it can be used to manipulate the intended reader.



### Homework

Find a niche magazine of your choice (one for specific interests, e.g. film, travel, etc.) today to write a report on how representation is presented on the cover page, addressing how the choice of representation and the issues tackled would affect the intended reader.

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## Information

### Further Information to be Provided for Starter and Intro

Students must be advised that the contexts covered in the beginning of (gender pay gap, racism in football) are to be continuously referenced in of media texts, as well as any other social, historical and cultural issues t discussion.

### Suggested Differentiation for Main Tasks:

- Depending on the levels of students, you may choose to administer
- For lower-ability learners, you can choose to use the worksheets al This will aid these students because the table comes with labels of t for.
- For higher-ability learners, you may decide to carry out the discussi worksheets for them to fill in after the discussion has been had so t

### Suggested Additionalisation of Main Tasks:

- Students require the full 40 minutes to carry out an analysis for or recommended that teachers give the analysis of the other magazine Teachers may carry out the second analysis in another lesson.

To save on photocopying, teachers may choose to print the set product sheets of A4 paper. Stick the set products on a different A3 sheet of sug labelling of each set product for Lesson 3 (Media Language) and Lesson 4 sheet. The charts can be completed as a group project and displayed in

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## Worksheet 4.1: Extended Task – Rep



### Student Information:

You will come to find that the forms of representation in your set prod gender and ethnicity. Gender especially is an element heavily relied on audiences. So it is understandable that these magazines will choose to demographic will identify with.

### Task:

Below, you will find a list of issues or movements concerned with gender and ethnicity. Below this list, you will find a list of examples of representation of these issues or movements that will put into context why representation of these issues or movements is important for this generation.

Your task is to match the issue or movement to the example. Once you have done so, see if the match-up relates to gender, ethnicity, or maybe both.

The correct answers that can go into the left-hand column are: *BLM*; *Institutional racism*; *Civil rights movement*; *FGM*; *Patriarchal society reflected in the arts*; *Women's rights*.

Issue/Movement	Example
	The Martin Luther King Jr 'I have a dream' speech was a defining moment for this movement. With it came a radical change in rights for the US African-American community.
	In 2021, British and US troops left Afghanistan and the Taliban regained control. Since then, women and girls in Afghanistan have been banned from secondary and tertiary education, from public office and the judiciary, most employment, and from many public spaces (e.g. amusement parks, sports clubs). They must follow a strict dress code and cannot travel more than 75 km alone.
	Between August 2002 and 2014, not a single black or P model was featured on the cover of British <i>Vogue</i> .
	Best Director nominations at the Oscars go to men. Only three women have ever won the Academy Award for Best Director and they were all in the last 12 years. (True at of writing, 2022).
	'Freedom' 2016 by Beyoncé (feat. Kendrick Lamar) released as an intended anthem for this movement which came about following a number of unprovoked shootings by police on African-Americans.
	The Orchid Project is a London-based charity founded by Jane Garvey which is dedicated to ending genital mutilation on women, raising awareness about the practice.
	The Premier League launches 'No Room for Racism' campaign urging players and fans to report and challenge any racist incidents in football and wider society.

### Consider This!

When approaching this activity, ensure careful consideration of the relevant context (political and historical) that are relevant to these issues, e.g. MLK Jr's 'I have a dream' speech at a time of great racial unrest in the USA.

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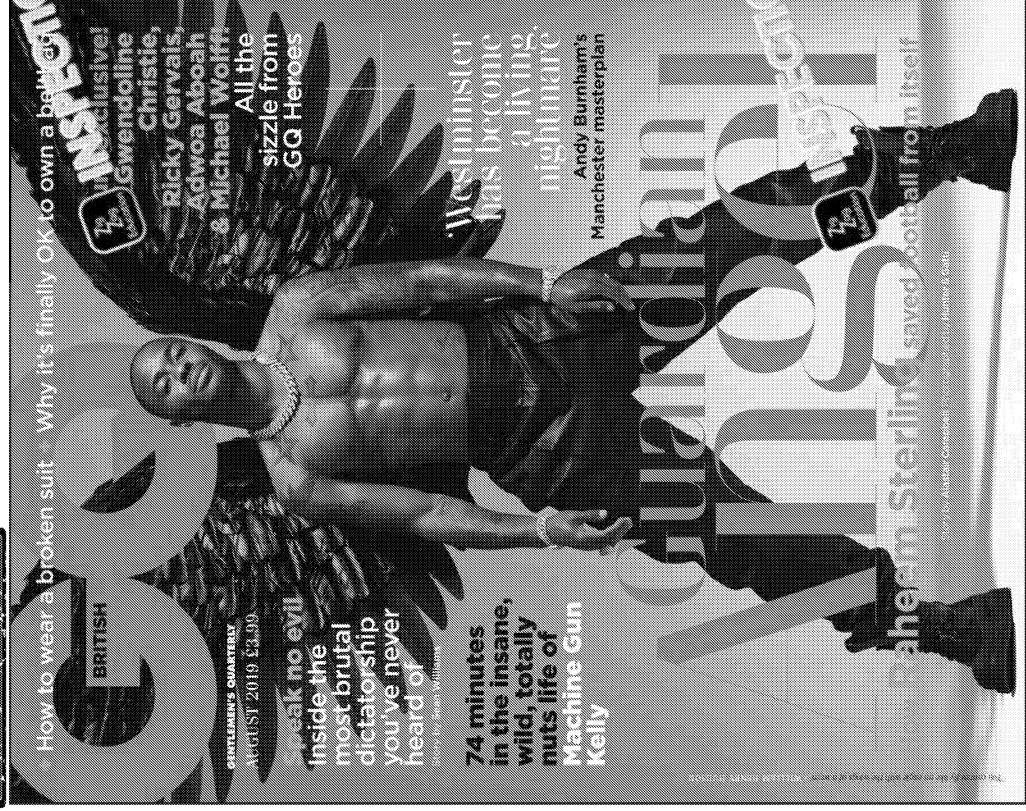
## Worksheet 4.2: Main Task 1 – Representation in GQ

Representation of...




**Information:** Use this page to label to elements that the cover uses to represent masculinity. As a class, discuss the implications of these elements, and list them in point form on the worksheet.

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**Representation Selection:** Why chosen to feature favour of any other to them?


**Construction:** How cover is put together language elements discussed) response the representation


**Mediation:** Look at how the cover addressed or included cover chosen to


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## Answer Sheet 4.2a: Main Task 1 – Representation

Male interest  
in fashion

Gender

Male interest in  
culture and  
politics

Male interest  
in celebrity

Ethnicity

Choice of  
celebrity



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## Worksheet 4.3: Main Task 2 – Representation in Vogue

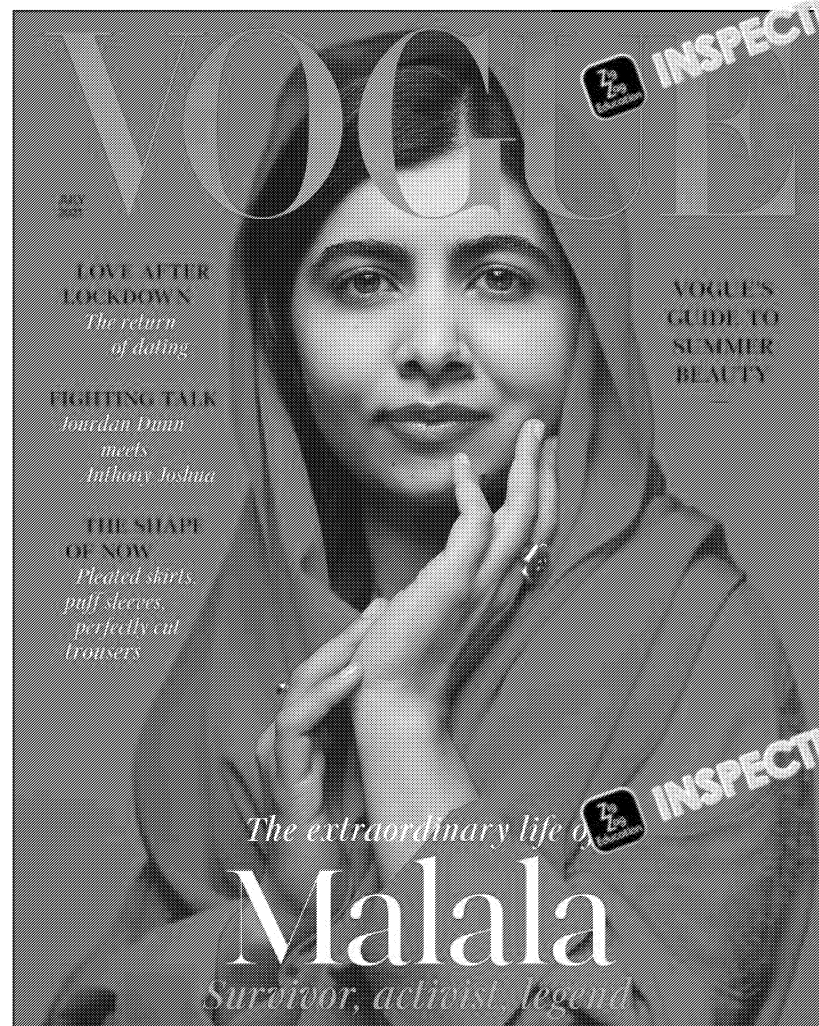
### Representation of...



**Information:** Use this page to label to elements that the cover uses to represent the ethnicity and gender. As a class, discuss the implications of these elements, and list them in point form on the worksheet.

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**Representation Exp**  
**Selection:** Why do y  
chosen to feature M  
other celebrity avail

**Construction:** How  
put together (think  
elements we have o  
for enhancing the re  
Muslim women?

**Mediation:** Look at  
about how the audi  
addressed or includ  
chosen to do that?

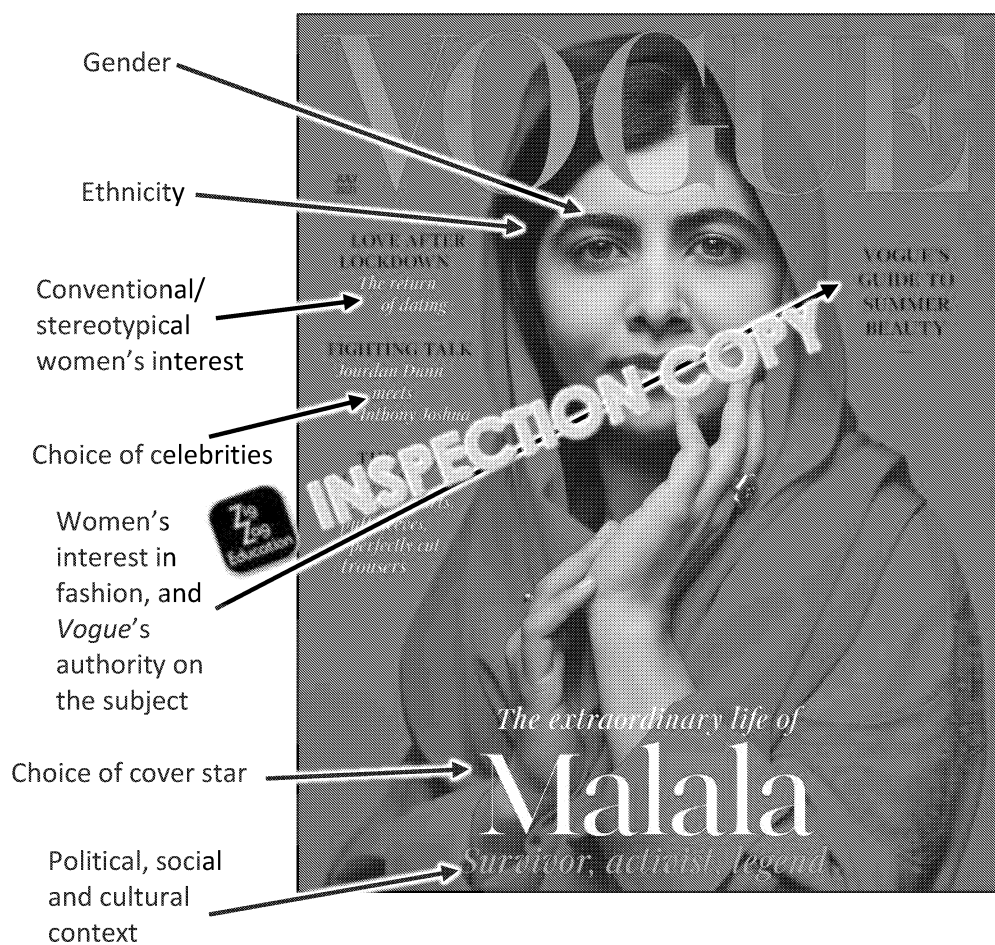
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## Answer Sheet 4.3a: Main Task 1 – Representat



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# Lesson 5 (Exam Focus)

## Magazines and Media Language

### Lesson aims

- ✓ Understand how media language will need to be addressed in an examination setting
- ✓ Understand how to answer media-language-related questions in relation to a set text
- ✓ Understand how to apply media language elements to an exam-style question

### You will need

-  PowerPoint Lesson 5
-  Presentation software
-  Worksheets 5.1, 5.2, 5.3.
-  Computers/Internet
-  Exercise books



### Starter

#### Decoding Media Language Terms

Give students **Worksheet 5.1** to match symbols to their corresponding language terms. The answer key is provided on **PowerPoint Lesson 5**. Answers for this activity can be done individually or in groups.



### Learning Activities

#### Introductory Activity: Defining Media Language Terms

On **Worksheet 5.2** students are then asked to match the terms decoded to definitions provided. Answers for the activity can be found on **Answer Sheet 5.2** individually or in small groups.

#### Main Task: Media Language (Exam-style Question)

Give students **Worksheet 5.3**, where an exam-style question is provided to analyse a magazine cover by identifying its media language elements and implications that they communicate. A colour version of the set product is provided on **PowerPoint Lesson 5**. It may be beneficial to refer to it while answering this question on **Answer Sheet 5.3**.



### Plenary

#### Magazines and Media Language

**PowerPoint Lesson 5** ask students to compile a list of top five tips on how to answer a media language question. This aim is for students to reflect and consider their favoured style question relating to media language.



### Homework

Use one of your classmates' top-five lists to do a 250-word analysis of a magazine cover. See how well, if at all, other people's approaches work for you.



### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to begin familiarising themselves with the format they can expect in the examination. However, it is understandable that students may need support while they are building a familiarity with exam-style questions.

Therefore, this task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time this to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to plan out the planning, with the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning done as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable ways to fit the learning levels and styles of your students.

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## Worksheet 5.1: Starter Task – Decoding Media Language Terms

Use the code key below to decipher the codes that spell out 5 media language terms.

Code Key



1

2

3

4

5



## Worksheet 5.2: Introduction Task – Defining Media Language Terms

Match each term identified in the previous task with its correct definition.

Middle Third
Puffs
Tag
Masthead
Meaning
Readership

The scope of media language is to create and circulate this type of information
The designed and prominently featured title of the magazine
The total number of people who consume the publication, regardless of subscription or purchase
Added incentive for the reader. May also be referred to as a splash.
The central section running either horizontally or vertically through the cover page
Often presented in the form of buzzwords on the cover, used to excite/intrigue the reader about the content

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## Worksheet 5.3: Main Task – Media Language



**Student Information:** the aim of this essay is to prepare you to discuss found in magazines as expected in the exam. A key element of a good into it, so make sure you create a very clear plan in your workbooks: es notes!



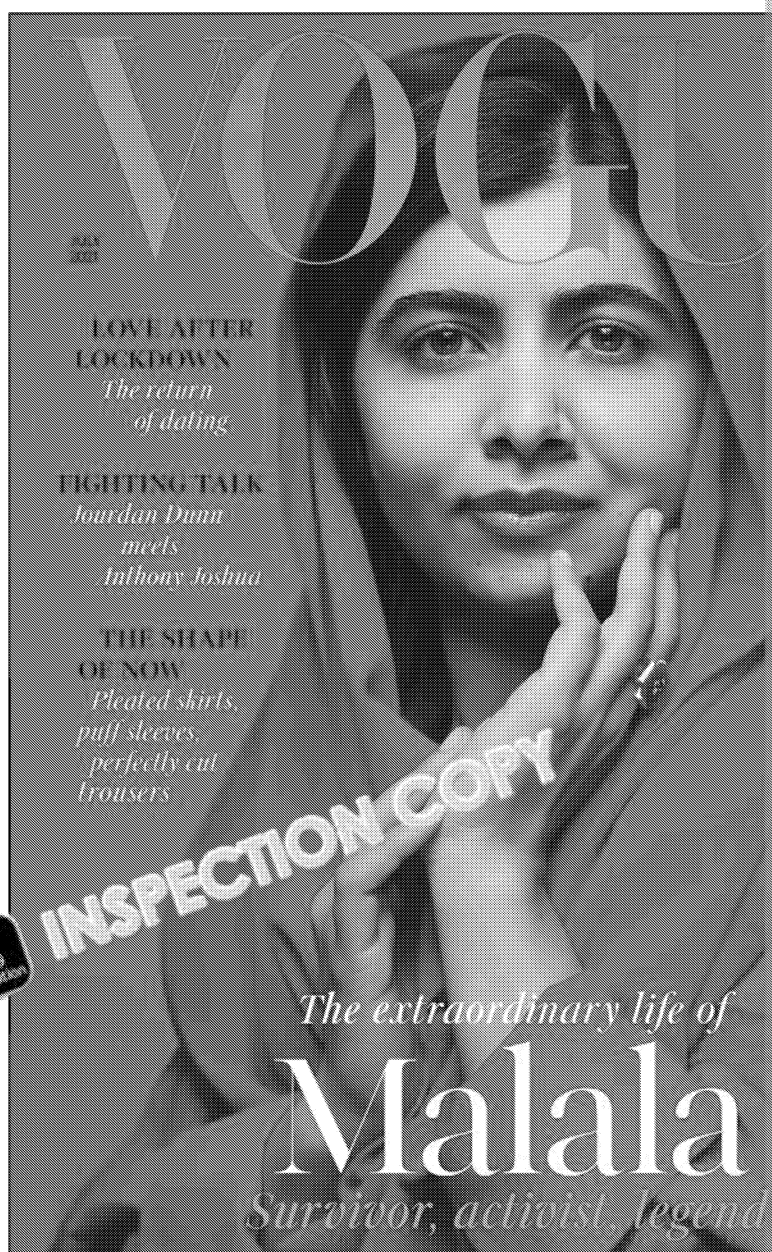
### Exam-style Question:

**Question:** Explore the media language elements used on the in order present itself as an empowering magazine for young attention to the use of the following conventions:

- images [5]
- language [5]
- layout [5]



**SET PRODUCT**



Vogue (magazine): © Condé Nast Publications Limited, 2021

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# Lesson 6 (Exam Focus)

## Magazines and Representation

### Lesson aims

- ✓ Understand how media representation will need to be addressed in an examination setting
- ✓ Understand how to answer media-representation-related questions in relation to a set text
- ✓ Understand how to apply media representation elements to an exam-style question

### You will need

-  PowerPoint Lesson 6
-  Presentation software
-  Worksheets 6.1 and 6.2
-  Computers/Internet
-  Exercise books



### Starter

#### Decoding Representation Issues

Give students **Worksheet 6.1**. Match symbols to their corresponding letter issues. The key is provided on **PowerPoint Lesson 6**. **Answer Sheet 6.1** can be done individually or in groups.



### Learning Activities

#### Introductory Activity

There is no introductory activity in this lesson in order to allow for maximum time for the exam-style representation question provided in the next activity.

#### Main Task: Representation (Exam-style Question)

Give students **Worksheet 6.2**, where an exam-style question is provided to analyse a magazine cover and compare its use of representation to another version of the set products has been included on **PowerPoint Lesson 6**. While answering this question. Indicative answers are provided on **Answer Sheet 6.2**.



### Plenary

#### Magazines and Representation

**PowerPoint Lesson 6** is a reworking activity asking students to create an exam-style question. This will allow students to create their own revision material.



### Homework

Use one of the mind maps created by a student from another group and compare the words of the selected representation featured on a magazine cover of your choice. Discuss how other people's approaches work for you.



### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to begin familiarising themselves with what they can expect in their examination. However, it is understandable that some students may need support while they are building a familiarity with exam-style questions.

Therefore, the task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time the task to allow students to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to discuss the planning, and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable ways to differentiate the learning levels and styles of your students.

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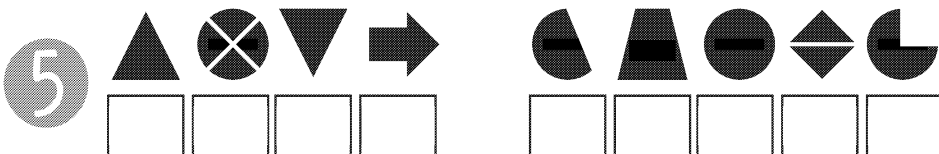
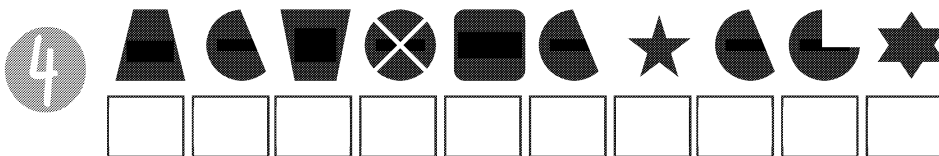
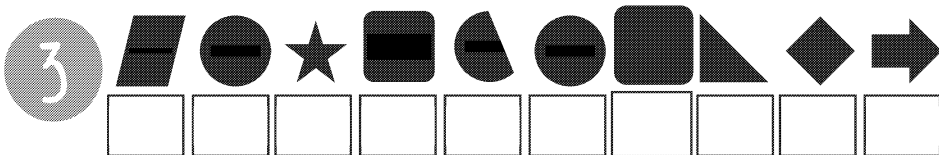
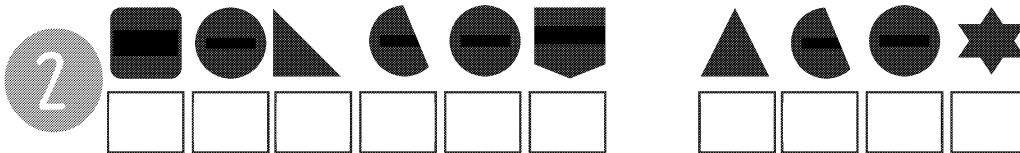
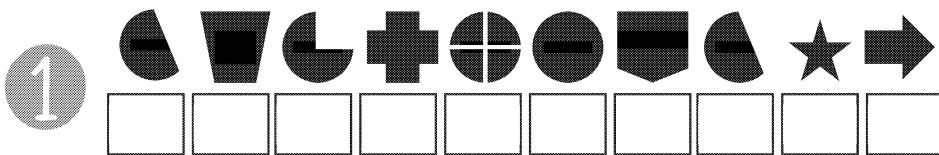




## Worksheet 6.1: Starter Task 1 – Decoding Representation Issues

Use the code key below to decipher the codes that spell out five forms of representation featured in magazines.

Code Key



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## Worksheet 6.2: Main Task – Representation: Exam-style Question



**Student Information:** the aim of this essay is to prepare you to discuss the representation as it is featured in magazines in preparation for the exam.



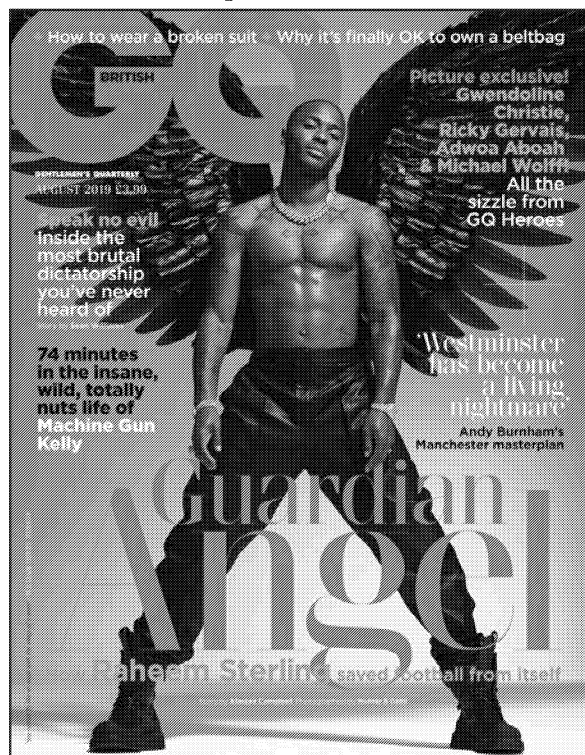
### Exam-style Question:

**Question:** Use the set product and unseen product below to answer the following questions. Ensure that you explore appropriate similarities and differences between the two products in relation to the question being asked.

- Identify and explain the relationship between the sociocultural context and the information included on magazine covers. Answer this question in relation to the cover of *GQ* magazine only. [5]
- Compare the representation of men on **the two cover pages provided**: *Set Product* and *Unseen Product*. [25]  
Consider the following when presenting your answer:
  - the choices made about how to represent men on each cover page
  - the extent to which representations of men on the two cover pages are similar
  - the extent to which representations of men on the two cover pages are different

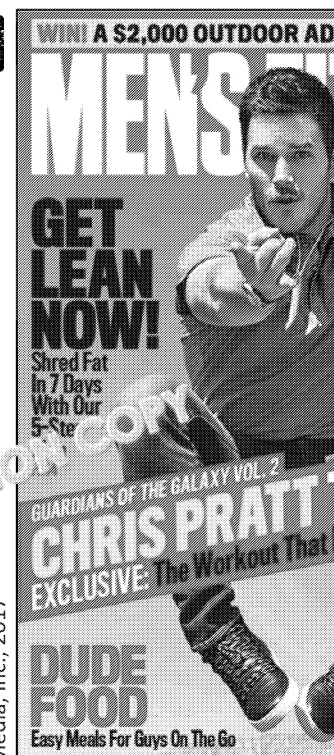
Exam  
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### SET PRODUCT



GQ (magazine): © Condé Nast Publications Limited, 2019

### UNSEEN PRODUCT



Men's Fitness (magazine): © Weider Publications, LLC, a subsidiary of American Media, Inc., 2017

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# Newspaper Conte

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<b>Lesson 7</b> .....	
Worksheet 7.1: Starter Task – Newspapers: Definition and Terminology .....	
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Worksheet 7.2: Intro Task – Newspaper Contexts .....	
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# Lesson 7

## Introduction to Newspapers

### Lesson aims

- ✓ Understand the role of newspapers and their importance as a form of mass media
- ✓ Understand the difference between tabloids and broadsheets
- ✓ Understand newspaper terminology and elements in anticipation of applying them to media language and representation

### You will need

-  PowerPoint Lesson 7
-  Presentation software
-  Worksheets 7.1, 7.2 and 7.4. Information
-  Computers/Internet
-  Exercise books

### ? Starter

#### Newspapers: Definitions and Terminology

Give students **Worksheet 7.1**. Students must guess the keywords by using the worksheet, then use the keywords to elaborate on what they think the broadsheet and tabloid are. **Answer Sheet 7.1**. **PowerPoint Lesson 7** also features these keywords. This activity can be done individually or in small groups.

Once this activity is concluded, distribute **Student Info Sheet 7.1**, consisting of the keywords needed for this media form.

### Learning Activities

#### Introductory Activity: Newspaper Contexts

Give students **Worksheet 7.2**. Students must think about the implications of news and form of journalism. Answers are provided in **Answer Sheet 7.2**.

#### Main Task: Tabloids vs Broadsheets

Give students **Worksheet 7.3**. An explanation on the differences between tabloids and broadsheets is given, and students must then fill in the table with appropriate features while comparing a front page for each on **PowerPoint Lesson 7**. **Answer Sheet 7.3**. This activity can be done individually or in small groups. The Power terminology listed on **Student Info Sheet 7.1**. Students must explain how the type of newspaper they are used in.

### Plenary

#### The Aims of Newspapers

**Worksheet 7.4** consolidates the information covered in Lesson 7. Students must identify similarities, differences and aims of broadsheets and tabloids. Answers are provided in **Answer Sheet 7.4**.

### Homework

Each student is to create a front page layout for a newspaper. This task must need to be done using graphic or publishing software. Students will need more than a week old.

Half the class should be tasked with doing a broadsheet, while the other half a tabloid. A report should be written discussing the layout.

- why students have chosen this story
- who their target audience is
- how they have incorporated the elements discussed in this lesson

**Discussion:** For classes of varying abilities, this could be a collective class activity or be grouped with higher-ability students.

**Optional administration:** This homework task may also be given as an extra lesson or a whole lesson to compete this task in groups. The class could be split into four groups, two to work on a tabloid front page each, and two groups to work on a broadsheet front page each.

### Information

#### Suggested Definition for Starter:

The role of newspapers is to be a **source of news** distributed on a **regular basis** to **mass audiences** in an **easily digestible** way (in **print format**), with the aim of **informing** the ideas of its readers. (**Worksheet 7.1**)

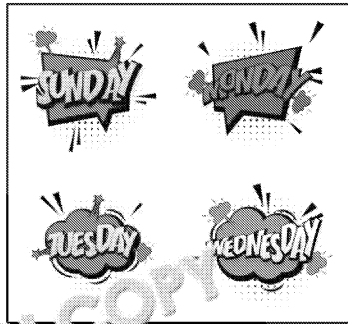
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## Worksheet 7.1: Starter Task – Newspapers: Def

Use the images below to deduce keywords that sum up the role of newspapers



1

2



4

5

Using the keywords relating to the images above, can you create a definition of the role of newspapers?

The role of newspapers is to...

.....

.....

.....

.....

.....

.....



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## Student Info Sheet 7.1: Starter Task – Newspapers: D



### Student Information:

The newspaper industry is so established that it is not without a large table of the main terminology used by the newspaper industry, the additional column that should help in your efforts to remember the de

Terminology	Definition	
Masthead	The <b>newspaper title</b> , designed and displayed on the front page.	A 'mast' are a representation of identity) we see or visual ide
Lead story	The story that is given the <b>greatest importance</b> .	Remember – lead sto
Headline	The <b>title of the article</b> , written in the form of a summary of the topic in a large font size and order to command readers' attention.	A 'line' of headline
Byline	The <b>name of the author</b> .	Remember tells you
Stand first	A <b>small paragraph of information/text that sums up the story</b> or teases readers as to what it is about. Meant to entice further reading. This text is presented in a different size and/or style font than the rest of the article. Typically in the same style as, but a smaller font than, the headline.	This is a p alone and see about
Imagery	The <b>pictures used to provide further context</b> , suggest thought, or provoke emotion.	Imagery c or graphic
Caption	A <b>description of the image</b> , normally in a way that relates to the story. This helps the image achieve one of the above aims (context, thought, emotion).	Captionin An Instag caption!
Sources/ Quotes	<b>Information provided by a person</b> , or published information that proves claims being made in an article. The fact that the information is coming from another human being gives the story added credibility. Many news editors require a minimum of two sources for a story in order to run with it.	A 'source' something infection) where the
Pull quote	A quote from the article that is enlarged and <b>used to break up the story</b> . Normally this quote is found further on in the story, but is presented earlier in the article to entice the reader to continue	Sometime text, and continue
Subhead	A <b>subtitle for the article</b> , normally expressed in one line.	The subti longer titl 'Subhead
Crosshead	<b>Extra text in the main text</b> used to break up the article. Utilised in the same fashion as pull quotes, but are not quoting a source.	Specificat 'across' th crosshead
Body text	The <b>main text of the article</b> . Not necessarily featured on the front page (as in the case of tabloids). Also known as copy.	If the hea of the art known as
Imprint	Information found in the newspaper that contains the <b>publisher's information</b> and contact information. In some cases, key members of staff are also mentioned. This is not featured on the front page of a newspaper. Normally this information is featured in the second or third page.	An imprim the surfac newspaper publicatio

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## Worksheet 7.2: Intro Task – Newspapers

With specific reference to newspapers as a form of mass media, answer the following questions. Answer questions 1–3 in bullet form, and questions 4 and 5 in complete sentences.

1. What is it about newspapers (and journalism in general) that makes them such an important form of mass media?

.....

.....

2. What is it about newspapers that makes them different from other sources of news?

.....

.....

3. Unlike TV and radio news, which is very general and broad, newspapers are read by members of the public. How?

.....

.....

.....

4. Technological advancements have reshaped the news industry in terms of how it facilitates the consumption of information. What technological developments have led to this? (Mention one reason for each change.)

.....

.....

.....

.....

5. How has the rise of technology made journalism a multidirectional media?

.....

.....

.....

.....

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## Worksheet 7.3: Main Task – Tabloids v



### Student Information:

Newspapers generally come in one of two formats: tabloids or broadsheet. Each is distinctive and has its own elements. Below is a table that differentiates the two. However, there is some missing information in the table. By considering the information provided, can you guess what the missing information could be?

### Tabloids vs Broadsheets:

	Tabloids	Broadsheets
<b>Reputation</b>	Popular press Sensational headlines	Quality Serious
<b>Target audience</b> (Focus is high / low class groups)		
<b>Layout</b>	Eye-catching Vibrant colours Bold typeface Overpowering images Extreme headlines	Moderate Linear Small Subtle Reserved
<b>Article length</b>		
<b>Page count</b>		
<b>Reporting</b>	Superficial Sensational wording	In-depth Emotional
<b>Headlines</b>		Highly Serious
	Everyday stories Scandals Gossip-based articles Locally national issues International issues are more celebrity-oriented Very limited business news	Political News International Business International Culture
<b>Additional/Inserts</b>	Discount codes Coupons	Culture Lifestyle Information

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## Worksheet 7.4: Plenary Task – The Aims

1. Having established the difference between the two main types of newspaper through a class discussion?
  - a) Identify a difference between the two types of paper.
  - b) Identify a similarity between the two types of paper.
  - c) Identify the aim that all newspapers share?

When you have arrived at your answers, consider how they contribute to news of mass media.

	<i>The Times</i> (Broadsheet)	<i>The Daily Express</i> (Tabloid)
Difference		
Similarity		
Aim		

### Consider This!

The concept of importance is subjective and depends on the type of news and newspaper is for. As you can see in today's lesson, the *Daily Express* considered the unknown sex of Prince George to be the most important story of the day, over faced by the NHS, whereas *The Times* ran with a more or less equal split on its dedicated to the NHS issue and Wimbledon.

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# Lesson 8

## Contextualising Newspapers

### Lesson aims

- ✓ Understand what the set newspapers are for the Eduqas examination
- ✓ Differentiate between the texts and identify which is a tabloid and which is a broadsheet
- ✓ Understand the difference between the two, and the codes and conventions they exhibit
- ✓ Understand what those codes and conventions are used for

### You will need

-  PowerPoint Lesson 8
-  Presentation software
-  Worksheets 8.1 and 8.2
-  Information Sheet 7.1
-  Computers/Internet
-  Exercise books

### ? Starter

#### Recap of Lesson 7

Go through **Worksheet 8.1**. This gap-fill exercise consists of five statements. **PowerPoint Lesson 8** also includes this activity and the answers, should you need them. This activity can be done individually, in small groups or as a class.

### Learning Activities

#### Introductory Activity: Your Set Products

**PowerPoint Lesson 8** introduces the set products. The presentation provides information about the set products (publication dates, and front page story). Students should identify which of the two is a broadsheet and which is a tabloid.

#### Main Task: Tabloids vs Broadsheets

**PowerPoint Lesson 8** requires students to analyse the codes and conventions of the set products. They can document their analysis on **Worksheet 8.2**. The **Information Sheet 7.1**, provided in Lesson 7, may help here and some answers are provided.

### Plenary

#### Things Worth Knowing

Lesson 8 concludes by providing students with contextual knowledge of the set products in an exam scenario. Students are instructed to spend five minutes preparing for the exam. They should then put these sheets away before the exam. Questions on **PowerPoint Lesson 8**. Full instructions for this exercise are provided.

### Homework

Go through one of your social media accounts and choose an image you like. The image has to be a particular theme for the photo, as long as it is appropriate for the exam. Create a PowerPoint presentation around a chosen photo and discuss the elements of the image meaningful to you.

### Information

#### Further Lesson Instructions:

This lesson is PowerPoint-dependent due to the analytical nature of applying codes and conventions to the set products.

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## Worksheet 8.1: Starter Task – Recap

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Fill in the blanks below, recapping the main differences covered for tabloids and broadsheets in the previous lesson.

1. Tabloids have a reputation for reporting \_\_\_\_\_ issues such as \_\_\_\_\_, splits, monarchy gossip, and political scandals.
  - a. serious
  - b. propaganda
  - c. sensational
  - d. quality
2. Broadsheets make limited use of (i) \_\_\_\_\_, and have (ii) \_\_\_\_\_ headlines (iii) \_\_\_\_\_.
  - a. (i) bold text / (ii) larger / (iii) fonts
  - b. (i) colour / (ii) smaller / (iii) images
  - c. (i) highlights / (ii) bolder / (iii) textboxes
  - d. (i) paper / (ii) minimal / (iii) captions
3. While tabloids typically have much (i) \_\_\_\_\_ articles and a lot of text on the front page, broadsheets often have (iii) \_\_\_\_\_ headlines (iv) \_\_\_\_\_ text on the front page.
  - a. (i) longer / (ii) long / (iii) shorter / (iv) less
  - b. (i) longer / (ii) short / (iii) equally long / (iv) more
  - c. (i) shorter / (ii) small / (iii) longer / (iv) more
4. Colloquial headlines are often used by \_\_\_\_\_.
  - a. broadsheets
  - b. magazines
  - c. tabloids
  - d. Additional
5. The types of additional supplied by broadsheets range from (i) \_\_\_\_\_ to (ii) \_\_\_\_\_ interests.
  - a. (i) lifestyle / (ii) discounted
  - b. (i) hygiene / (ii) media studies
  - c. (i) discounted / (ii) coupon-related
  - d. (i) lifestyle / (ii) cultural



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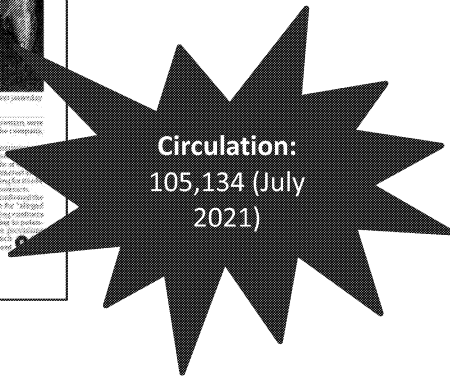
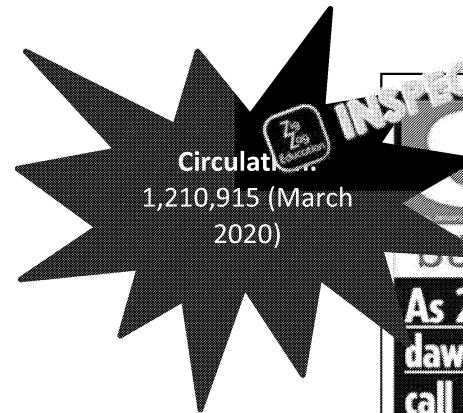
## Worksheet 8.2: Main Task – Tabloids vs Broadsheets

Use the images below to label the elements of codes and conventions found in a tabloid and a broadsheet. The images have been placed side by side to compare your findings more easily. **NB The Guardian and The Sun no longer publish their circulation figures.**

### SET PRODUCT



The Guardian: © The Guardian, 2022



The Sun: © The Sun, 2021

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## Information Sheet 8.3: Things Worth Remembering

This page is designed to provide you with contextual knowledge that is relevant to the GCSE English Language exam.

<b>December 2019</b>	The first case of COVID-19 is announced in Wuhan, China, as a new respiratory system.
<b>11<sup>th</sup> March 2020</b>	The World Health Organization (WHO) declares COVID-19 as a disease that is spreading in multiple countries around the world.
<b>16<sup>th</sup> March, 2020</b>	Prime Minister Boris Johnson tells the UK to stop non-essential travel.
<b>26<sup>th</sup> March, 2020</b>	The UK's first lockdown comes legally into force: people are not allowed to leave their homes unless they are key workers, and are allowed to leave only once a day for short trips.
<b>March 2020</b>	The WHO warns that there is a severe disruption to the global supply of personal protective equipment (PPE) is putting the lives of frontline health workers at risk.
<b>May 2020</b>	Prime Minister Boris Johnson's chief advisor, Dominic Cummings, is accused of breaking the lockdown rules while commuting to work during the COVID-19 pandemic lockdown while showing no symptoms. He denies any wrongdoing.
<b>May 2020</b>	About 100 people are invited by email to a 'socially distanced' meeting at No. 10 Downing Street. Witnesses say that the PM invited people that attended. Legal restrictions at the time said that no more than two people should be outside of your household in an outdoor setting for exercise.
<b>14<sup>th</sup> September 2020</b>	Ukrainian President Volodymyr Zelensky approved UK's new Foreign Policy Strategy, which includes partnership with NATO (North Atlantic Treaty Organization).
<b>October 2020</b>	Lady Michelle Mone, a Conservative peer, is accused of influencing the government a PPE company in which she had her own shares. She denies the allegations of using the 'VIP fast lane' system for having contracts.
<b>31<sup>st</sup> October</b>	The UK goes into its second lockdown.
<b>November 2020</b>	Dominic Cummings is photographed leaving Downing Street in a private car with his possessions.
<b>8<sup>th</sup> December 2020</b>	The UK administers its first coronavirus vaccine to 90-year-olds. The vaccination programme is rolled out to priority groups and the NHS deliver the vaccines.
<b>4<sup>th</sup> January 2021</b>	Prime Minister Boris Johnson says children should return to school, but warns restrictions in England will get tougher. He also warns of a third lockdown.
<b>May 2021</b>	Dominic Cummings gives testimony to a Commons Health and Science and Technology Committee on the government's handling of the pandemic. He comments disparagingly on the competence of Prime Minister Boris Johnson in particular.
<b>17<sup>th</sup> December 2021</b>	Russian President Vladimir Putin proposes a prohibition on the export of weapons to the United States. The United States reports an unusual movement of Russian troops to the border with Ukraine.
<b>12<sup>th</sup> January 2022</b>	Prime Minister Boris Johnson apologises to MPs for attending the garden party during the lockdown. Other colleagues are fined by the police for breaking the rules.
<b>24<sup>th</sup> February 2022</b>	Russia invades Ukraine in a major escalation of the Russo-Ukrainian War of 2014.

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# Lesson 9

## Newspapers and Media Language

### Lesson aims

- ✓ Understand how media language (ML) can have different levels of meaning depending on presentation, context, and use of codes and conventions
- ✓ Identify ML elements from the two set products
- ✓ Explain how the way newspapers communicate meaning reflects their own identity and political philosophies

### You will need

- PowerPoint Lesson 9
- Presentation software
- Worksheets 9.1, 9.2, 9.3 and 9.4
- Computers/Internet
- Exercise books

### ? Starter

#### Understanding Media Language

Look at **PowerPoint Lesson 9**. Students will be presented with a sentence in which the stress placed on different parts of the sentence. This activity is at the root of all understanding. Students may be given **Worksheet 9.1** and write down how meaning changes.

### ✍ Learning Activities

#### Introductory Activity: Codes and Conventions

Provide students with **Worksheet 9.2**. Students must use the code key and corresponding letters in order to decipher the five newspaper titles. The worksheet as well as on **PowerPoint Lesson 9** to aid in the administrative activity can be found on **Answer Sheet 9.2**. This activity can be done in class.

#### Task 1: *The Sun's* Media Language

As a class, students use **Worksheet 9.3a** alongside **PowerPoint Lesson 9** to identify media language elements found on the front page of *The Sun*. The elements are found on **Answer Sheet 9.3**. **Worksheet 9.3b** can also be used in this activity. Homework extension task (see below).

#### Task 2: *The Guardian's* Media Language

As a class, students use **Worksheet 9.4a** alongside **PowerPoint Lesson 9** to identify media language elements found on the front page of *The Guardian*. The elements are found on **Answer Sheet 9.4**. **Worksheet 9.4b** can also be used during this activity. Homework extension task (see below).



**Extension:** Use **Worksheet 9.3b** and **Worksheet 9.4b** in order to further identify media language elements found on the cover pages of the set products. Answers are found on **Answer Sheet 9.4**.



### Plan Newspaper Ideology

**PowerPoint Lesson 9** asks students to consider newspaper ideologies, presentation, and set products. The PowerPoint illustrates how media language is used to communicate meaning.



### Homework

Do an online search for newspapers. Select one and write a short paragraph explaining how the way the newspaper is presented reflects the newspaper's ideologies and political philosophies.

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## Information

### Suggested Differentiation for Main Tasks:

#### Differentiation:

- Depending on the levels of students, you may wish to select which table.
- Each section increases in difficulty based on the level of information.
- *The Sun* example:
  - ✓ The section about mastheads is divided into two explanations: caption.
  - ✓ The explanation for **red tops** is required as a basic understanding.
  - ✓ Understanding **masthead style** is a basic requirement of broad.
  - ✓ However, addressing a lack of **masthead caption** may be avoided.
  - ✓ The same style of differentiation continues throughout this task.
- *The Guardian* example:
  - ✓ The section about mastheads is divided into two explanations: caption.
  - ✓ Understanding **masthead style** is a basic requirement of broad.
  - ✓ However, the explanation and implication of the **masthead caption** who do not wish to delve into extra information.
  - ✓ The same style of differentiation continues throughout this task.

#### Suggested Administration of Main Tasks:

- If students require the full 40 minutes to carry out an analysis for one newspaper, it is recommended that teachers give the analysis of the other newspaper. Teachers may carry out the second analysis in another lesson.

To save on photocopying, teachers may choose to print the set products on individual sheets of A4 paper. Stick the set products on a different A3 sheet for the labelling in the main tasks for Lesson 9 (Media Language) and Lesson 10 (Media Language). The charts can be completed as a group project, and displayed.



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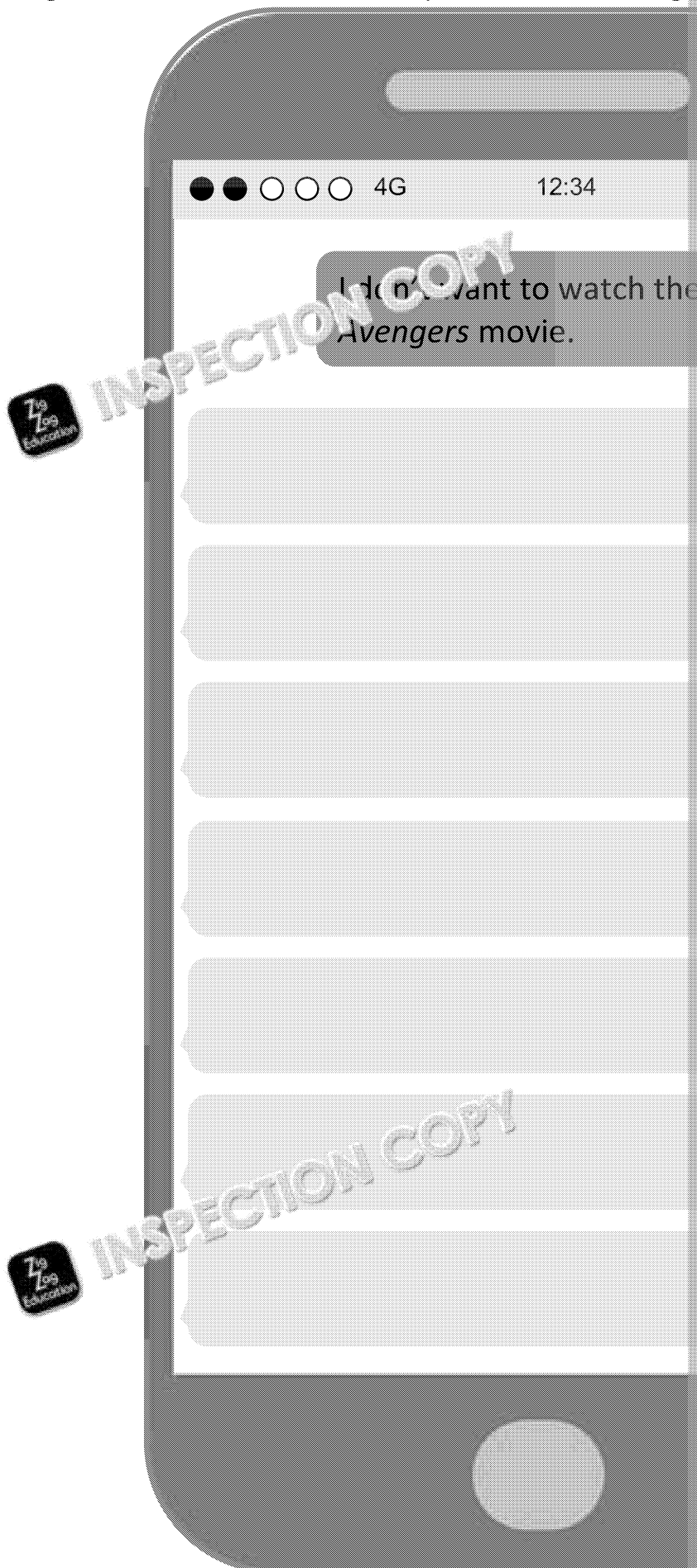






## Worksheet 9.1: Starter Task – Understanding

Use the image below to list the seven different ways that one text can change



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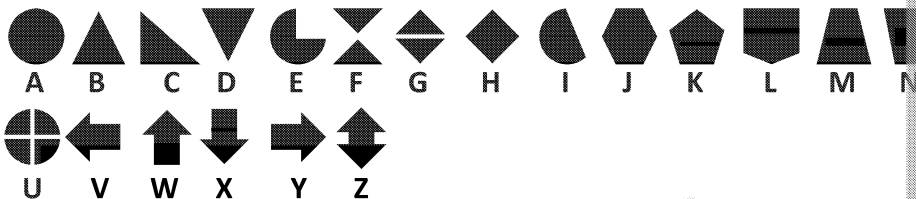




## Worksheet 9.2: Intro Task – Codes and

Use the code key below to decipher the codes that spell out five newspaper titles

### Code Key



1

2

3

4

5

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## Worksheet 9.3a: Main Task 1 – The Sun's Me



### Student Information:

Use the front page provided below to label all the presented elements for future reference. You may use the table overleaf to expand on your labels.

- Analyse the front page of *The Sun*.
- Notice any tabloid-specific elements that are presented on the front page.
- Discuss:
  - how these elements are used and presented
  - the meaning that these elements are communicating



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SET PRODUCT



The Sun: © The Sun, 2021

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Worksheet 9.3b: Main Task 1 – The Sun’s Me


Extended Task: Use this table to expand on your labelling further.

Media Language	Explanation	
Masthead		
Imagery		

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PROTECTED



Media Language	Explanation	
Text <div>  </div>		

**Consider This!**  
When approaching the **implications** of the media language elements used, ensure you consider the contexts (**sociocultural** and **political**) that are relevant to this front page.

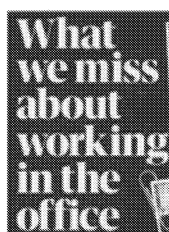
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- Analyse the front page of *The Guardian*.
- Notice any broadsheet-specific elements that are presented on the page.
- Discuss:
  - how these elements are used and presented
  - the meaning that these elements are communicating

## SET PRODUCT



**A bottle of Warhol 75 ple**  
**When art and wine coll**

# The Guard

# Cummings accuses PM of lying over No 10 party

[illegible]

Dominic Cummings has accused Boris Johnson of lying after he has denied the prime minister was warned against allowing a "bring your own booze" party during the lockdown.

Johnson admitted to parliament last week that he attended drinks in the Downing Street garden on May 20, 2006, but claimed he had not realised it was a social gathering.

The event was organised by Johnson's principal private secretary (PPS), Martin Reynolds, who had people to "bring your own booze" - but he does claim that the prime minister saw the small red mark on his sleeve and staff. It has also denied allegations that two senior staffers warned Johnson not to go ahead with the event, saying this was "not true".

But Cummings, a former assistant aide to the prime minister, wrote a new blog post yesterday challenging that account. He said he personally told Reynolds that the invitation broke the rules and claimed Reynolds denied.

distressed I think it's OK. I'll check with the FIM if he's happy for it to go ahead?

Cummings then said that during a discussion over the future of the cabinet secretary and Reynolds, he had said to the prime minister something like, "Martin's invited the building to a drinks party, that is what I'm talking about, you've got to join the

Curmudgeons added: "The PM waved us aside. I had told him repeatedly the PPS should be replaced, as had other competent officials who knew the whole situation needed a huge upgrade in personnel and management. He's still gay. I don't want you replacing my hairs with YOUR person!" (Yes, this was a lot.) I never heard from

She claims Reynolds had checked with Johnson whether the party should go ahead; the prime minister agreed it should and then both were

Another human resources officer told the Guardian: "It is inevitable: there is no way Martin would go ahead without checking with Moets. There is no way any firm would. If you

## UK sending anti-tank weapons to Ukraine

The escalating use of military support comes as the Kremlin continues to step up troop deployments by moving forces into Belarus, which neighbours Ukraine to the north, and would allow the most likely route to an invasion.

...announced yesterday.

## Inquiry launched into Mone over 'VIP lane' deal

**THE UNIVERSITY OF CHICAGO**

The House of Lords' committee for standards has launched an investigation into the Conservative peer Mafalda Meade, relating to the PFI company awarded Gwynn a

government contracts via the "3010" after she referred it to the CIA.

The investigation follows a complaint by the Labour peer Gwyneth Jones on 4 January, after the Guardian reported that leaked documents appear to suggest Lady Moreau and her husband, the late Sir Alan Moreau,

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## Worksheet 9.4b: Main Task 2 – The Guardian’s Me

**Extended Task:** Use this table to expand on your labelling further.


Media Language	Explanation	
Masthead 		
Imagery 		

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Media Language	Explanation	
Text <div>  </div>		

**Consider This!**  
 When approaching the **implications** of the media language elements used, ensure you consider the contexts (**sociocultural** and **political**) that are relevant to this front page.

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# Lesson 10

## Representation in British News

### Lesson aims

- ✓ Identify and understand the key issues being represented in contemporary newspaper media
- ✓ Discuss current examples of these issues
- ✓ Carry out a representation analysis of the set products individually and comparatively
- ✓ Understand (via analysis) how representation is constructed and reflects papers' ideologies

### You will need

-  PowerPoint Lesson 10
-  Presentation software
-  Worksheets 10.1, 10.2, 10.3a, 10.3b
-  Computers/Internet
-  Exercise books

### ? Starter

#### Understanding Representation

Give students **Worksheet 10.1**. Students fill the mind map in order to understand the issues featured in British newspapers. Through the question posed in **PowerPoint Lesson 10** they are able to fill in the mind map.



### Learning Activities

#### Introductory Activity: Codes and Conventions

**PowerPoint Lesson 10** highlights the representation types as well as current social issues. Provide students with **Worksheet 10.1**. Students complete the worksheet from the previous activity in order to guess the current social issues that will be featured. This will familiarise students not only with the types of representation common in the news but also with specific issues currently dominating news cycles.

#### Task 1: *The Sun's* Representation

As a class, students are to use **Worksheet 10.3** alongside **PowerPoint Lesson 10** to investigate the types of representation found on the front page of *The Sun*. The implications can be found on **Answer Sheet 10.3a** and a labelled version on **Answer Sheet 10.3b**.

#### Task 2: *The Guardian's* Representation (20 mins)

As a class, students are to use **Worksheet 10.4** alongside **PowerPoint Lesson 10** to investigate the types of representation found on the front page of *The Guardian*. The implications can be found on **Answer Sheet 10.4a** and a labelled version on **Answer Sheet 10.4b**.



### Plenary

#### Newspaper Ideology

**PowerPoint Lesson 10** concludes by asking students to consider newspaper ideology. Students must consider the front pages they have analysed and the issues they are representing.



### Homework

Do an Internet search for the websites of five newspapers you are familiar with. Identify the issue that is represented by each news organisation, and evaluate how many times the issue has been reported. This will help you understand how a news cycle works. (When an issue dominates the news for a period of time. Once something more 'newsworthy' appears, the issue is forgotten and another news cycle starts.)

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## Information

### Suggested Administration of Main Tasks:

- If students require the full 40 minutes to carry out an analysis for or recommended that teachers give the analysis of the other newspaper teachers may carry out the second analysis in another lesson.

To save on photocopying, teachers may choose to print the set products on individual sheets of A4 paper. Stick the set products on a different A3 sheet for the labelling in the main tasks for Lesson 9 (Media Language) and Lesson 10 (Media Language) on the same sheet. The charts can be completed as a group project, and displayed.



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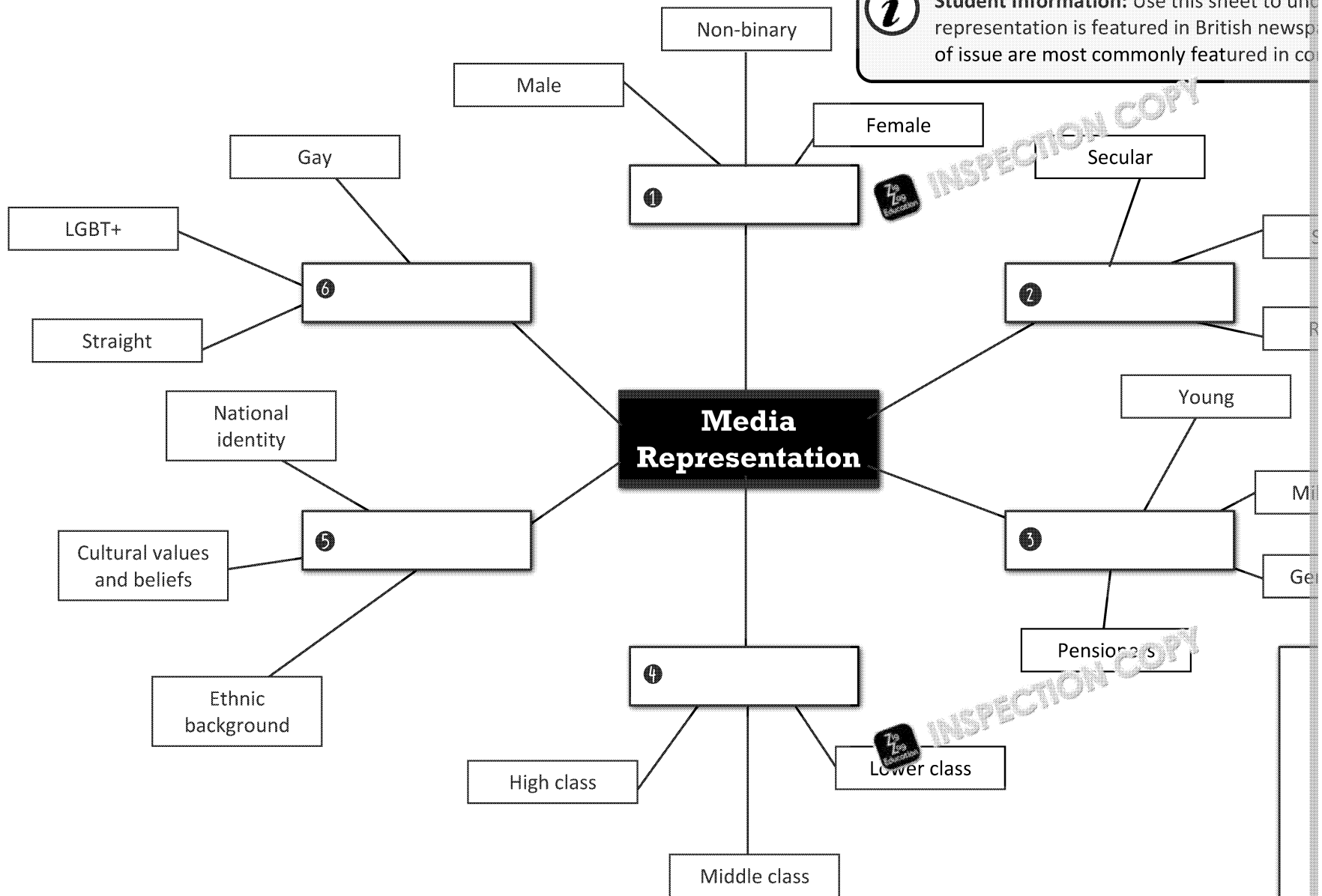




## Worksheet 10.1: Starter Task – Understanding Representation



**Student Information:** Use this sheet to understand which representation is featured in British newspapers and which of issue are most commonly featured in each.



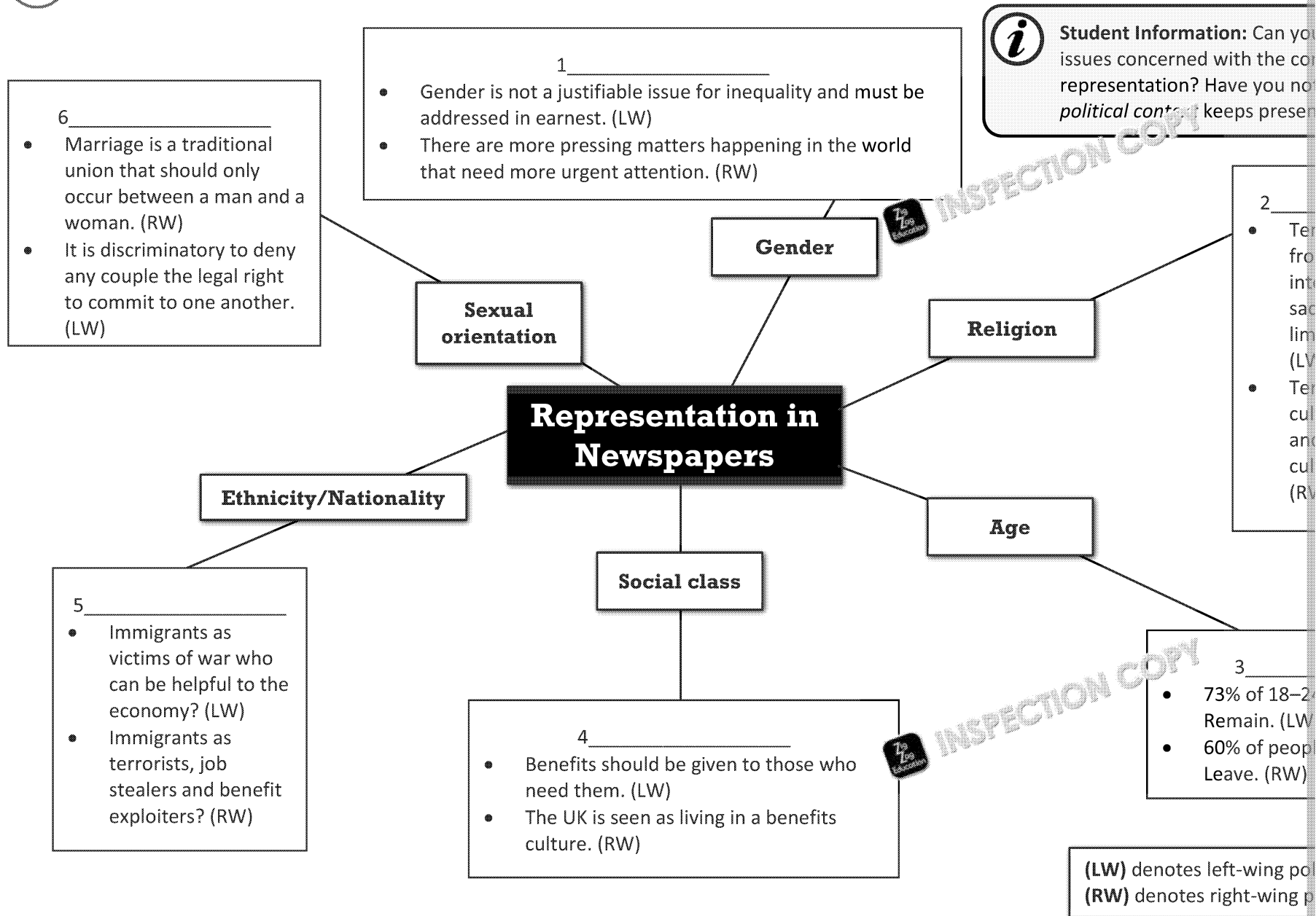
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## Worksheet 10.2: Intro Task – Representation Exemplified



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Use this page to label to elements that the paper uses to represent the immigration crisis. As a class, discuss the implications of these elements, and list them in point form on the worksheet.

- Analyse the front page of *The Sun*.
- What is the key issue represented on this front page?
- Make notes on the following:
  - What does the representation tell us about **the paper's views** and the readers it is targeting?
  - How does the media language reinforce these views?
  - How would readers of different political backgrounds react to this front page?

## Representation Elements!


**SET PRODUCT**

The Sun: © The Sun, 2021

Representat

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SET PRODUCT

Representation  
of *The Sun's*  
influence

Direct address  
to readers

Strong,  
secure font



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## Worksheet 10.4: Main Task 2 – The Guardian's Representation



Use this page to label to elements that the paper uses to represent the immigration crisis. As a class, discuss the implications of these elements, and list them in point form on the worksheet.

### Task Instructions:

- Analyse the front page of *The Guardian*.
- What is the key issue represented on this front page?
- Make notes on the following:
  - What does the representation tell us about **the paper's views** and the readers it is targeting?
  - How does the media language reinforce these views?
  - How would readers of different political backgrounds react to this front page?

### Representation Elements!


### SET PRODUCT

**What we miss about working in the office**

**A bottle of Warhol 75 please When art and wine collide**

**The Guardian** For 200 years News provider of the year

**Cummings accuses PM of lying over No 10 party**

**UK sending anti-tank weapons to Ukraine**

**Inquiry launched into Mone over 'VIP lane'**

### Representation


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The Guardian: © The Guardian, 2022



**SET PRODUCT**



Representation of audience lifestyle

Portrayal of Conservative as untrustworthy

Dense text justifying headline

International relations

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The Guardian: © The Guardian, 2022

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# Lesson 11 (Exam Fo

## Newspapers and Media Lan

### Lesson aims

- ✓ Understand how media language will need to be addressed in an examination setting
- ✓ Understand how to answer media-language-related questions in relation to a set text
- ✓ Understand how to apply media language elements to an exam-style question

### You will need

-  PowerPoint Lesson 11
-  Presentation software
-  Worksheets 11.1, 11.2 and 11.3.
-  Computers/Internet
-  Exercise books

### ? Starter

#### Understanding Representation: Decoding Media Language

Provide students with **Worksheet 11.1**. Student must use the code key corresponding to the terms in order to decipher the media language terms. The worksheet is given as on **PowerPoint Lesson 11** to aid in the administration of the activity. Answers can be found on **Answer Sheet 11.1**. This activity can be done in

### Learning Activities

#### Introductory Activity: Defining Media Language Terms

On **Worksheet 11.2** students are then asked to match the terms decode definitions provided. Answers for the activity can be found on **Answer Sheet 11.2**. This activity can be done individually or in small groups.

#### Main Task: Media Language (Exam-style Question)

Students are to be given **Worksheet 11.3**, where an exam-style question asks students to analyse a newspaper front page by identifying its media language elements and discussing the meaningful implications that those elements communicate. A colour version of the newspaper front page is included on **PowerPoint Lesson 11**. Students may find it beneficial to read the question carefully before attempting the question. Indicative answers are provided on **Answer Sheet 11.3**.

### Plenary

#### Newspaper and Media Language

**PowerPoint Lesson 11** concludes by asking students to compile a list of five media language elements they recommend successfully discussing media language. The aim of this activity is to encourage students to consider their favoured approach to answering an exam-style question.

### Homework

Use one of your classmates' top-five lists to do an analysis of around 250 words from a newspaper of your choice. See how well, if at all, other people's approaches work for you.

### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is to help students to begin familiarising themselves with the format of an exam-style question. However, it is understandable that students may feel nervous when they are building a familiarity with exam-style questions.

Therefore, this task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time the task to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to discuss the planning, with the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable approaches that fit the learning levels and styles of your students.

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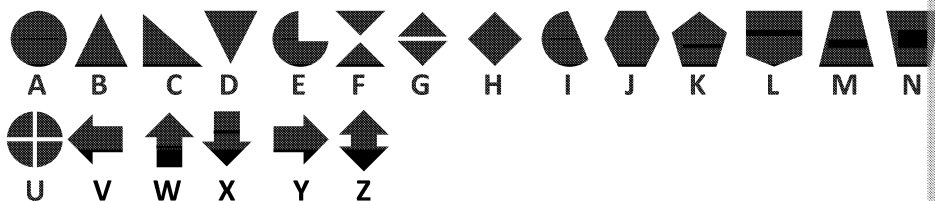




## Worksheet 11.1: Starter Task 1 – Decoding M

Use the code key below to decipher the codes that spell out five media language

### Code Key



1

2

3

4

5

6



## Worksheet 11.2: Introduction Task 1 – Defining

Match each term identified in the previous task with the correct definition.

Anchor
Anchorage
Headline
Masthead
Meaning
Red tops

How the meaning of a picture is shaped in a captioned text associated with it
The scope of media language is to create an information
An identifying feature of British tabloids
A common way for newspapers to generate
The text that introduces an article's content
The visual identifier of newspapers, referring to each publication

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## Worksheet 11.3: Main Task – Media Language



**Student Information:** the aim of this essay is to prepare you to discuss language found in British newspapers as expected in the exam. A key element you put into it, so make sure you create a very clear plan in your work and revision notes!



### Exam-style Question:

**Question:** Explore how the front page of *The Guardian* uses language to create political meaning.

- images
- text



**SET PRODUCT**

**What we miss about working in the office**

**A bottle of Warhol 75 please**  
When art and wine collide

# The Guardian

## Cummings accuses PM of lying over No 10 party

**Domestic** Cummings has accused Boris Johnson of lying after No 10 denied the prime minister was worried against allowing a "bring your own booze" party during the Brexit debates.

Johnson admitted to parliament last week that he attended drinks in the Downing Street garden on May 20, 2020, but claimed he had not realised it was a social gathering.

The event was organised by Johnson's principal private secretary (PPS), Martin Reynolds, who told people to "bring your own booze" but he is denying that the prime minister saw the emailed invitation to share drinks. It has also denied allegations that two senior staffers wanted Johnson not to go ahead with the event, saying the news "hurt".

But Cummings, a former senior aide to the prime minister, wrote a new blog post yesterday challenging that account. He said he personally told Reynolds that the invitation broke the rules and Cummings Reynolds replied: "So long as it's socially distanced I think it's OK, I'll check with the PM if he's happy for it to go ahead."

Cummings then said that during a discussion over the future of the cabinet secretary and Reynolds, he had said nothing prior to the invitation. He said: "Martin's invited the building to a drinks party, this is what I'm talking about, you've got to get this madhouse."

Cummings added: "The PM would it sounds, I had told him repeatedly the PPS should be replaced, as had other cabinet officials who knew the whole structure needed a huge upgrade in personnel and management. The PPS guy, I don't want you, replacing him with YOUR person." Cummings said: "I would have to be at 10, and very close to Cummings."

The Prime Minister had checked with Johnson whether the party should go ahead, the prime minister agreed it should and they both went to the party.

Another former Downing Street staffer told the Guardian: "It is not credible there is no way Martin would go ahead without checking with Boris. There is no way any PPS would. If you

**UK sending anti-air weapons**

The packing up of military equipment across the border continues to keep up troop deployments by moving them into the north, and in some cases the most likely route for any invasion.

"We have taken the decision to supply the north with anti-air weapons," a source said.

**Inquiry launched into Mone over 'VIP lane' deal**

The House of Lords committee for standards has launched an investigation into the Conservative peer Michelle Mone, relating to the PPS company awarded contracts in government contracts who the "VIP lane" after she referred to the Cabinet Office in May 2020.

The investigation follows a complaint by the Labour peer George Foulkes on 6 January, after the Guardian reported that Mone had appeared to resign Lady Mone and her husband, the late of Mone-based



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# Lesson 12 (Exam Fo

## Newspapers and Represent

### Lesson aims

- ✓ Understand how media representation will need to be addressed in an examination setting
- ✓ Understand how to answer media-representation-related questions in relation to a set text
- ✓ Understand how to apply media representation elements to an exam-style question

### You will need

-  PowerPoint Lesson 12
-  Presentation software
-  Worksheets 12.1, 12.2, and 12.3.
-  Computers/Internet
-  Exercise books

### ? Starter

#### Understanding Representation and Decoding Representation

Provide students with **Worksheet 12.1**. Student must use the code key and corresponding letters in **Worksheet 12.1** to decipher the representation issue. The worksheet as well as the **PowerPoint Lesson 12** to aid in the administrative activity can be found on **Answer Sheet 12.1**. This activity can be done in

### Learning Activities

#### Introductory Activity: Understanding Representation

On **Worksheet 12.2** students are then asked to match the representation activity to the media stories concerned with them. Answers for the activity are provided on **Answer Sheet 12.2**. This activity can be done individually or in small groups.

#### Main Task: Representation (Exam-style Question)

Students are to be given **Worksheet 12.2**, where an exam-style question asks students to analyse a newspaper front page by identifying its use of representation and the implication of this. A colour version of the set products has been included as a reference that may prove beneficial to students while answering this question. The answer is provided on **Answer Sheet 12.2**. Please see the differentiation notes included in the delivery of this activity.

### Plenary

#### Newspaper and Representation

**PowerPoint Lesson 12** is a reworking activity that asks students to create their own exam-style question. This activity will allow students to create their own

### Homework

Conduct some online research about the immigration crisis, and create a newspaper front page about the immigration crisis in Europe between 2013 and today. Then write a 50-word summary of the two set products from the exam question represent your findings. You must write 'I feel the front pages accurately/inaccurately represent my findings of the immigration crisis because...' or 'I feel set product (...) accurately represents my findings, but set product does not because...'

### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is to begin familiarising students with the exam-style question they can expect in their examination. However, it is understandable that students may find this task challenging while they are building a familiarity with exam-style questions.

Therefore, this task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time this task to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to discuss the planning and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable suggestions that fit the learning levels and styles of your students.

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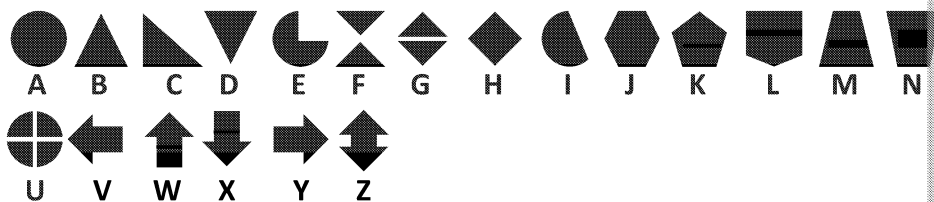




## Student Info Sheet 12.1: Starter Task 1 – Decoding

Use the code key below to decipher the codes that spell out six key representa

### Code Key



1

2

3

4

5

6

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## Worksheet 12.2: Introduction Task 1 – Understanding

Match the representation issues to the media stories concerned with them.

Age
Gender
Religion
Social Class
Ethnicity
Sexuality

Immigration crisis
Equal marriage
Benefits abuse
Extremism
Voter demographics
Wage gap





## Worksheet 12.3: Main Task – Representation



**Student Information:** the aim of this essay is to prepare you to discuss newspapers in preparation for the examination.



### Exam-style Question:

**Question:** Use the set product and unseen product below to answer the following questions. Ensure that you explore appropriate similarities and differences between the two products in relation to the question being asked.

- Explain how each text makes use of the political context. Answer this question in relation to the front page of *The Sun*.
- Compare the representation of COVID-19 on the two front pages and *Unseen Product*. [20]

Consider the following when formulating your answer:

- the choices made on how to represent COVID-19 on each front page
- the significance of differing of opinions on two different tabloid papers with different political ideologies
- the elements used on both front pages to represent the way they portray the paper's views on the subject

### SET PRODUCT



*The Sun*: © News UK, 2021

### UNSEEN PRODUCT



*Daily Mirror*

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# Advertising Conte

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## Lesson 13.....

Worksheet 13.1: Starter Task – Advertising Terminology .....

Worksheet 13.2: Introduction Task – Defining Advertising Terminology .....

Worksheet 13.3: Task 1 – Applying Advertising Terminology .....

## Lesson 14.....

Worksheet 14.1: Starter Task – Meaningful Structure .....

## Lesson 15.....

Worksheet 15.1: Plenary Task – G.....

## Lesson 16.....

Worksheet 16.1: Task 1 – Establishing the Elements of Narrative.....

Worksheet 16.2: Task 2 – Vladimir Propp’s Character Theory .....

## Lesson 17.....

Worksheet 17.1: Task 2 – Representation: Gender Focus.....

## Lesson 18.....

Worksheet 18.1: Introduction Task – Main Representations in Advertising .....

Worksheet 18.2: Task 1 – Main Representations in Advertising 1.....

Worksheet 18.3: Task 2 – Main Representations in Advertising 2.....

## Lesson 19 (Exam Focus) .....

Worksheet 19.1: Starter Task 1 – Decoding Media Language Terms.....

Worksheet 19.2: Main Task – Media Language: Exam-style Question.....

## Lesson 20 (Exam Focus) .....

Worksheet 20.1: Starter Task 1 – Decoding Representation Issues .....

Worksheet 20.2: Main Task – Representation: Exam-style Question.....



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# Lesson 13

## Introduction to Advertising

### Lesson aims

- ✓ Understand terminology associated with advertising
- ✓ Employ the correct advertising terminology within the correct context
- ✓ Identify a classic Quality Street advert as one of the two set advertising products outlined by the Eduqas specification

### You will need

- PowerPoint Lesson 13
- Presentation software
- Worksheets 13.1, 13.2 and 13.3.
- Computers/Internet
- Exercise books

### Starter

#### Advertising Terminology

Provide students with **Worksheet 13.1**. Students must use the code key containing letters in order to decipher the advertising terminology. **Worksheet 13.1** as well as on **PowerPoint Lesson 13** to aid in the administrative activity can be found on **Answer Sheet 13.1**. This activity can be done in

### Learning Activities

#### Introductory Activity: Defining Advertising Terminology

On **Worksheet 13.2** students are then asked to match the advertising terminology to their definitions. Answers for the activity can be found on **Answer Sheet 13.2**. This activity can be done individually or in small groups.

#### Task 1: Applying Advertising Terminology

On **Worksheet 13.3** students are then asked to fill in the gaps with the most appropriately within the context of the sentence. Answers for the activity can be found on **Answer Sheet 13.3**. This activity can be done individually or in small groups.

#### Task 2: Contextualising Your Set Product

**PowerPoint Lesson 13** initiates a discussion where students demonstrate one of the set products set out by the examination board. This product is a classic Quality Street advert, and historical context (as well as date of release) is highly important. This information is revealed in the PowerPoint.

### Plenary

#### True or False

**PowerPoint Lesson 13** concludes with a true or false activity designed to reinforce the knowledge gained from this lesson.

#### Homework

Students must print advert and create five statements which are all true about the advert. Each statement must incorporate at least one of the words below in each sentence but not more than twice. Word choice: brand, audience, campaign, targeting, layout, copy

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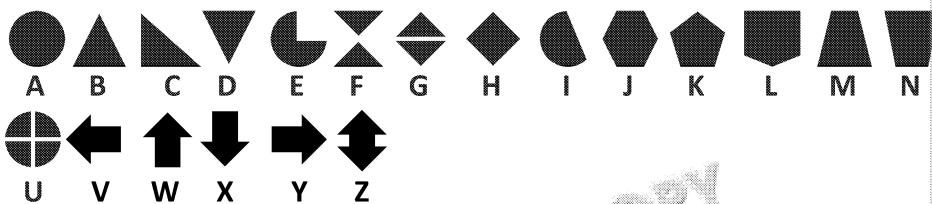




## Worksheet 13.1: Starter Task – Advertising

Can you decipher the key advertising terms below by matching each symbol to the corresponding letter.

### Code Key



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1

2

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9

10

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## Worksheet 13.2: Introduction Task – Defining Advertising

Match the terms identified in the previous task with their correct definitions.

Layout	A detailed and organised plan of service or experience
Framing	A short phrase, usually used as the
Typography	The way in which elements of the
Advertising campaign	Advertising with less of a commercial focus on social well-being and community
Brand name	The concept of aiming the advertisement to identify the audience
Advertising copy	A form of communication intended to reach its recipient, typically leading to a sale
Advertising	The stylised printing of letters
Public service announcement (PSA)	The angle or perspective from which the story (based media product) is told
Tag line	The identity, or personality of a brand or competition
Slogan	The printed words or quoted speech
Targeting	A short phrase which is long-lasting and branding for instant reference

Based on the established definition of the terms 'tag line' and 'slogan', and the examples provided, come up with an example of a well-known tagline and well-known slogan. You can use the same company but it will help you differentiate between the two terms better.

Slogan (product-oriented)	Tag line
This is 7 (iPhone 7)	Think different

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## Worksheet 13.3: Task 1 – Applying Advertising

**Gap-fill:** Fill in the blank spaces with the correct words from the following list:

brand	audience	typography	campaign	
copy	PSA	tag line	advert	

1. The \_\_\_\_\_ of this image within the \_\_\_\_\_ of the \_\_\_\_\_ left. Can we centre it?
2. The last \_\_\_\_\_ launched by PETA was quite controversial. \_\_\_\_\_ quite like that.
3. The \_\_\_\_\_ identity for my chain of hotels is for it to be green. Maybe that should be the \_\_\_\_\_ for our next \_\_\_\_\_.
4. Although the \_\_\_\_\_ has a very original style, the ad \_\_\_\_\_ is not very legible. Maybe adding an outline will help.
5. Our objective is to \_\_\_\_\_ the 18–34 male demographic. But \_\_\_\_\_ is inevitable, so let's keep the campaign a little \_\_\_\_\_.

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# Lesson 14

## Advertising and Media Language

### Lesson aims

- ✓ Extend knowledge of media language and apply it to advertising
- ✓ Use media language elements to see how meaning is generated in advertising
- ✓ Understand the importance of media language for advertising's purpose of selling products

### You will need

- PowerPoint Lesson 14
- Presentation software
- Worksheet 14.1. An
- Computers/Internet
- Exercise books

### ? Starter

#### Meaningful Structure

Provide students with **Worksheet 14.1**, and load **PowerPoint Lesson 14**. Students will have a quick refresher on media language. Then students are presented with 10 companies in a jumbled order. Students need to rearrange them in the order in which company they belong to. Answers for the activity can be found on the back of the worksheet. This can be done individually or in small groups.

*\*\*This is the only part of the lesson which incorporates Worksheets; the rest of the lesson is delivered through PowerPoint.*

### Learning Activities

#### Introductory Activity: Advertising Structure

On **PowerPoint Lesson 14** students are required to use the various advertising structures covered and explain how each furthers the sale of products. Students may do this individually or in small groups, and share their findings as a class.

#### Task 1: Media Language Analysis

In the form of a class discussion, students are required to carry out a media language analysis for an unknown product found on **PowerPoint Lesson 14**. Students are required to identify the media language elements and discuss the meaning they suggest. Students should also consider the background and context relating to the company.

### Plenary

#### The Meaning of it all

**PowerPoint Lesson 14** concludes by presenting a class-based discussion on the meaning of the media language and the meaning presented in its media language.

### Homework

Pick **one** of brands discussed in today's starter activity and source a recent advertisement for the brand (as a reflection of their brand identity). Write a short report about how the advertisement (as a reflection of their brand identity) influences the purchase. Be sure to include a cut-out of the advert when submitting your report.

### Information

#### Choice of Selected Advert:

For the media language analysis, students were given an advert for a tax software that was unfamiliar with in order to not allow students to impose their own preconceptions on their analysis.

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## Worksheet 14.1: Starter Task – Meaning

Rearrange the tag lines below in the correct order, and see whether you can go to. How does each tagline reflect the company's brand image?

1. I'm it. lovin'

Correct tag line: .....

Company: .....

Brand image: .....

2. Do It. Just

Correct tag line: .....

Company: .....

Brand image: .....

3. Helps Every Little

Correct tag line: .....

Company: .....

Brand image: .....

4. You're It. Because Worth

Correct tag line: .....

Company: .....

Brand image: .....

5. good finger. It's lickin'

Correct tag line: .....

Company: .....

Brand image: .....

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# Lesson 15

## Semiotics in Advertising

### Lesson aims

- ✓ Define and understand what is meant by semiotics in media language
- ✓ Understand how signs and symbols work together to create meaning
- ✓ Understand the basic elements of semiotic theory and differentiate between them

### You will need

-  PowerPoint Lesson 15
-  Presentation software
-  Worksheet 15.1. An
-  Computers/Internet
-  Exercise books

### ? Starter

#### The Importance of Signs

An introduction to semiotics is found on the first slides of **PowerPoint Lesson 15** with a few key facts about signs, leading into semiotics. Then, in a short id number of everyday signs and establish their meaning.

### Learning Activities

#### Introductory Activity: Differing Meaning

**PowerPoint Lesson 15** continues with an activity that shows students similarities and differences. This aims at introducing students to the ideas of connotation and denotation.

#### Task 1: Connotation and Denotation

Students are introduced to the works of Roland Barthes on **PowerPoint Lesson 15** with the Wi-Fi symbol and asked to differentiate between what they physically see and what it means (connotation).

#### Task 2: 'Tree' Types of Sign

Students are then introduced to the works of Ferdinand de Saussure and **PowerPoint Lesson 15** continues by distinguishing between Saussure's signs and using that to delve into the three types of signs according to Peirce. Students are then given signs which they are required to categorise depending on which type of sign they are.

### Plenary

#### Gap-fill

**Worksheet 15.1** consolidates this lesson with a gap-fill exercise that integrates the concepts throughout the lesson into a written exercise. It is suggested that this activity is done since the rest of the lesson is class-based. Please see **Answer Sheet 15.1** for the correct answers.

### Homework

Choose an advertisement and discuss the connotation and denotation of elements (the images, copy and colour featured in the advert). A copy of the advertisement should be submitted with your work.

### Information

#### Administration of Lesson:

Due to the analytical nature of the lesson, most of the activities are conducted in a classroom setting. This is done because they require the use of colour, interactivity and animated content, which is impossible on paper. Furthermore, due to the discursive nature of the lesson, the activities are conceived as class-based discussion activities, unless otherwise stated.

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## Worksheet 15.1: Plenary Task –

**Gap-fill:** Fill in the blank spaces with the correct word from the following list.

Charles S Peirce	connotative	denotative	Ferdinand de Saussure
meaning	Semiotics	signified	signifier

- \_\_\_\_\_ is the study of \_\_\_\_\_ understanding how \_\_\_\_\_ is generated and \_\_\_\_\_
- Roland Barthes was a French theorist who began studying signs through the idea that a sign has two elements: the \_\_\_\_\_ agreement of what sign means, and the \_\_\_\_\_ physical characteristics that make up the sign.
- \_\_\_\_\_ was a Swiss linguist who is known for his work on *semiotics*. He claims that a sign's meaning is always made up of two components that can be separated. The \_\_\_\_\_ is the concept of the sign, while the \_\_\_\_\_ is the way you communicate the sign.
- According to \_\_\_\_\_, signifiers can be divided into three categories:
  - A/An \_\_\_\_\_ is the least representative of the concept. For example, the use of the colour blue at a baby shower to signify that the mother is expecting a boy.
  - A/An \_\_\_\_\_, on the other hand, is the most representative. For example, someone may choose to signify that a social media account belongs to a cat by using a profile picture of a cat.
  - A/An \_\_\_\_\_ can be seen as the middle ground between a and b. This type of sign is somewhat representative of the concept but still not a direct representation. An example of this would be a road sign pointing down, or a caricatured drawing of your family pet.

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# Lesson 16

## Narrative and Advertising

### Lesson aims

- ✓ Understand the importance of a narrative approach to advertising
- ✓ Understand the relevant narrative terminology and successfully apply it to advertising
- ✓ Apply the theoretical approach of Vladimir Propp's narrative theory to adverts

### You will need

- PowerPoint Lesson 16
- Presentation software
- Worksheets 16.1 and 16.2
- Computers/Internet
- Exercise books



### Starter

#### Creating a Story

An introduction to narrative is found in the first slides of **PowerPoint Lesson 16**. If there are more than five students, students are required to come up with their own story. The story must have a beginning, middle, and end. In the same groups, students must swap stories and listen to what the other group's story is about. Groups must also discuss the other group's story such as plot, action and conflict.



### Learning Activities

#### Introductory Activity: NHS 111 Narrative

Using **PowerPoint Lesson 16**, students are asked to summarise the narrative in more than 50 words. Students are also asked to consider who the narrative is about and the context of the narrative.

#### Task 1: Match-up (10 mins)

On **Worksheet 16.1** students are asked to match the narrative terms to the definitions. The answer key for this activity can be found on **Answer Sheet 16.1**. This activity can be done in pairs.

#### Task 2: Vladimir Propp's Character Theory

Students are then introduced to the narrative theory of Vladimir Propp. They are asked to identify the character functions in Propp's proposed character functions. Then students are required to identify the character functions featured in the NHS 111 advert fulfil within the narrative of the advert. The answer key for this activity can be found on **Answer Sheet 16.2**. This activity can be done individually or in pairs. If time is available, an extension task is provided to conduct a character analysis of the NHS 111 advert. This is located on **PowerPoint Lesson 16** and is intended as a class discussion.



### Plenary

#### Gap-fill

**PowerPoint Lesson 16** consolidates the lesson by encouraging the students to identify narrative elements in other media products besides advertising.



### Homework

Select a print advert and analyse it. Has done today's lesson. Write a report on the character types and how the product being advertised fits into that story. The report is to be submitted with your work.



### Information

#### For Information:

When identifying the character roles in **Worksheet 16.2** it would be worth noting that character roles are important in advertising as they help to engage the audience and put the product in context. This keeps the text (advert) and, by necessity, the product/brand in context.

With regard to the plenary class discussion, students will very likely discuss advertising, as they are the most obvious. However, ensure students consider other media products such as video games and music videos, as well as social media. Students should be aware that most media products tell a story, so they should be able to identify the way which media creators construct the story they wish to tell.

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## Worksheet 16.1: Task 1 – Establishing the

Match the key narrative terminology with the definitions on the right.

Action	Something that will happen, has happen in the future
Character	The time and place in which the
Conflict	The engagement of conversation people in the story
Content	The struggle that often presents to be addressed by the hero
Dialogue	Any person, animal or figure present can be the physical mover their behaviour
Event	The activity of presenting a story
Form	An element of narrative that is concerned with how the story is
Plot	The technical term for the form concerned with how the story is
Set	A technical term for the story. What the story is about.
Storytelling	The term used to describe how t
Structure	

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## Worksheet 16.2: Task 2 – Vladimir Propp's

Vladimir Propp's work is derived from his studies of Russian folk tales with a purpose. Through his studies, Propp identified eight types of character, not unlike stock characters, each with a specific purpose to the story's narrative. According to Propp, one character can



### Villain

Evil character who wants to ruin the hero's journey

### Hero

Motivated by the lack/loss of something, the hero embarks on a journey

### Donor

Provides an object needed for the hero's journey

### Helper

Aids the hero on their journey (sidekick)

### Princess/Reward

Unattainable throughout the journey, the hero seeks this prize

### Princess's Father

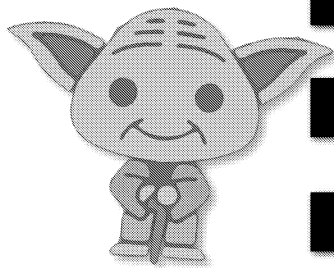
The person who rewards the hero at the end of their journey

### Dispatcher

Sends the hero on the journey and explains the importance (often this character is the villain)

### False Hero

Raises complications. Tries to take the reward (this character may be the villain)



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By looking at the set product below, can you identify which character type the ad would fit into this category? What about the young girl?

## SET PRODUCT



NHS 111: © Department of Health and Social Care

Character: Adult male .....

Reason: .....

.....

.....

.....

.....

.....

Character: Young girl .....

Reason: .....

.....

.....

.....

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# Lesson 17

## Representing Gender in Advertising

### Lesson aims

- ✓ Understand the importance of gender representation in the media and advertising
- ✓ Understand how gender representation may vary according to different contexts
- ✓ Discuss in essay format the representation of gender found in advertising

### You will need

- PowerPoint Lesson 17
- Presentation software
- Worksheet 17.1. An
- Computers/Internet
- Exercise books



### Starter

#### Representing Gender

Representation is introduced by means of a class-based discussion centred on stereotypes on [PowerPoint Lesson 17](#).



### Learning Activities

#### Introductory Activity: Basic Narrative

[PowerPoint Lesson 17](#) continues the previous discussion by discussing gender and sex. These two human concepts are important aspects in discussing gender, especially when discussing feminist approaches and human rights movements.

#### Task 1: Gender-related Issues in the Media

Following on from the previous discussions, [PowerPoint Lesson 17](#) introduces the idea that representation in the media is concerned with: feminism, sexual objectification and the male gaze. A brief explanation of each is provided before students are given a task. Given, students need identify which feminist perspective is most concerned with each instance where more than one applies. Please see the information section for more details.

#### Task 2: Representation: Gender Focus

[Worksheet 17.1](#) consists of one of the set products set out by the exam board. The task is to analyse the representation of gender in the advert in terms of three feminist perspectives. The essay is not in exam style, in that it does not ask students to compare the two perspectives. It aims to familiarise students with the set product from a gender perspective. The answer question can be found on [Answer Sheet 17.1](#).



### Plenary

#### Gap-fill

[PowerPoint Lesson 17](#) consolidates the lesson by asking students to discuss the set product if the gender roles were reversed.



### Homework

Write a short essay of no more than 500 words based on today's gender lesson. How would the Quality Street advert change if roles were swapped? What implications would this new gender-reversed advert have for the brand?

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## Information

### Further Information:

Due to the analytical nature of the lesson, most of the activities are cons is done because they require the use of colour, interactivity and animate impossible on paper. Furthermore, due to the discursive nature of the a conceived as class-based discussion activities, unless otherwise stated.

### Task 1:

**Scenario 1:** female media workers are fighting for gender equality in the

**Scenario 4:** makes the case for a similar conclusion

**Scenario 2:** the lack of diversity in female roles in the 1940s is a feminist these characters as sexual conquests or femmes fatales by male media p characters fall under the male gaze. Finally, the actresses having to play character is a clear sexual objectification of women. **Scenario 3** and scen



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## Worksheet 17.1: Task 2 – Representation

### Essay Question:

Explore the representation of women based on the historical context of this ad and **three** of the following feminist perspectives: patriarchal society, the male gaze, stereotypes, use of advertising copy. [10 marks]

### SET PRODUCT

Quality Street: © Alamy Stock Photo, 1956

**Note:** This is one of the two set-adverts that may be tested on in the exam, alongside another unseen advert.

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# Lesson 18

## Representation in Advertising

### Lesson aims

- ✓ Understand how media representation will need to be addressed to meet the specification requirements
- ✓ Become aware of the set products that may be presented in the exam
- ✓ Understand how to apply media representation elements to the set products

### You will need

-  PowerPoint Lesson 18
-  Presentation software
-  Worksheets 18.1, 18.2 and 18.3.
-  Computers/Internet
-  Exercise books

### ? Starter

#### Recapping Last Lesson

The previous lesson was capped by playing a game of Guess the Term. One person had to guess the words on the slides on **PowerPoint Lesson 18** in their group. The students guessing the word must have their backs to the screen and not know what the word they have to guess is. Examples of words are 'representation', 'advertising', 'the wage gap' and 'Quality Street'. This activity can easily be allocated, so please ensure that groups are given precisely 30 seconds to guess the word with no more than two minutes to explain the rules of the game.

### Learning Activities

#### Introductory Activity: Main Representations in Advertising

**Worksheet 18.1** presents a gap-fill exercise where students must place the correct word in the gap. The finished sentences will help provide further context to the use of representation as context about the set products they will need to study. Answers for this activity are on **Answer Sheet 18.1**. If you feel the task is too challenging for your students, you can advise students which words fall into which sentences. Please see the **Answer Sheet 18.1**.

#### Task 1: Main Representations in Advertising Part 1

**Worksheet 18.2** consists of the first main task. Here, students are asked to answer questions about the Quality Street advert (set product). The questions are marked with a \* for a challenge. Students can carry out this activity in small groups or individually. Answers for this activity are on **Answer Sheet 18.2**.

#### Task 2: Main Representations in Advertising Part 2

**Worksheet 18.3** consists of the second main task. Here, students are asked to answer questions about the NHS 111 advert (set product). The questions are marked with a \* for a challenge. Students can carry out this activity in small groups or individually. Answers for this activity are on **Answer Sheet 18.3**.

### Plenary

#### Reviewing Answers

**PowerPoint Lesson 18** consolidates the two main tasks by having students review their answers. You can use this as a new activity, or the answer sheets can be distributed, allowing students to check their answers.

### Homework

Write a short essay of no more than 500 words about the NHS 111 campaign. One of the questions must be the set product used in today's lesson. Explain why this campaign is not only relevant but also necessary for today's society and how it helps to achieve this. You may choose to submit your work in the form of a written essay. As an extra challenge, you could look at how ethnicity affects the campaign.

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## Information

### Differentiation for Introduction Task:

For **Worksheet 18.1**, if you feel the task is too challenging for your students, advise them by advising students which words fall into which sentences. You can inform them by:

- sentences 1 and 2 consist of the keywords: demonstrate, heavily, high, shelf life, NHS 111, value, social context
- sentences 3 and 4 consist of the keywords: aimed, alienated, attracted, ethnically, racial, series, targeting
  - keywords have been organised in alphabetical order.

### Task 1 and Task 2:

The information provided in the question is important for the students to relate to the different (and relevant) contexts of these adverts. Encourage them to gain skills in these tasks in future assignments or essays.



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## Worksheet 18.1: Introduction Task – Main Representation

**Gap-fill:** Fill in the blank spaces with the correct words from the following list:

aimed	alienated	attract
common	target audiences	demonstrated
heavily	historical	plays
social context	roles	series
targeting	NHS 111	value

- Gender is \_\_\_\_\_ represented in both set products for the advert, gender \_\_\_\_\_ are \_\_\_\_\_ placed on the roles of men and women in \_\_\_\_\_ of including the \_\_\_\_\_ context in the exam.
- Age also \_\_\_\_\_ a significant role in the representation. \_\_\_\_\_ shows two women in their mid-to-late 20s, which is considered to be the appropriate age for women to \_\_\_\_\_ for \_\_\_\_\_. The man appears to be in his thirties, targeting \_\_\_\_\_ as men are stereotypically less likely to be targeted.
- Social class is a \_\_\_\_\_ form of representation. \_\_\_\_\_ being presented is more likely to \_\_\_\_\_ people. Therefore, it would be counterproductive to have an advert for a product targeting middle-class women featuring someone from high society. This would make the product seem \_\_\_\_\_ from the product: this approach is called a \_\_\_\_\_.
- The NHS 111 advert is more \_\_\_\_\_ diverse, which has \_\_\_\_\_ changed \_\_\_\_\_. The Quality Street brand was established during the civil rights movement, so little value was placed on people who were not white. A range of ethnicities \_\_\_\_\_ a \_\_\_\_\_ of adverts in a large-scale \_\_\_\_\_ which, when put together, are much more diverse in terms of age, gender and ethnicity. By considering the \_\_\_\_\_ and purposes of the adverts, the representation can be more effective.

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## Worksheet 18.2: Task 1 – Main Representation

Answer the following set of questions relating to the choice of representation in the exam board. You have 20 minutes to complete this task. Take 10 minutes to make any notes, then spend the last 10 minutes answering the questions.

### SET PRODUCT

Quality Street: © Alamy Stock Photo, 1

**What a delicious dilemma!**

**18** delightfully different toffees and chocolates in

**Macintosh's Quality Street**

**CHOCOLATE STRAWBERRY CUP**  
Strawberry jam and cream encased in milk chocolate.

**HARROGATE TOFFEE**  
The delicious, smooth toffee with a most distinctive flavour.

**CHOCOLATE TOFFEE FINGER**  
Delicious toffee centred with plain chocolate.

© 1991 MACINTOSH & SONS LTD, UK

### Question

1. How does the composition of the advert present the product as symbol of pertaining to the language used, and one example relating to the imagery?
2. What social classes are represented in the advert? How does this help sell the product?
3. How does the advert suggest it belongs to a time when people lived in a happy world? Think about the historical context. [2]
4. Describe the body language exhibited by the two women on either side of the man. What body language signify? [2]
5. Who do you think is the target audience for this advert? Why? [4]

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## Worksheet 18.3: Task 2 – Main Representation

Answer the following set of questions relating to the choice of representation in the exam board. You have 20 minutes to complete this task. Take 10 minutes and make any notes, then spend the last 10 minutes answering the questions.

### SET PRODUCT



NHS 111: © Department of Health and Social Care, 2020

#### Questions:

1. How is this advert seeking to challenge a negative stereotype about gender character? Can you identify the stereotype being challenged? [3]
2. What is it about the image used in this advert that challenges this stereotype in context. [3]
3. Explore the process of selection and how the advert has been presented. How does this differ from other adverts? [4]
4. How can this advert serve as a source of identification to the target audience?
5. Take into consideration the word 'you' in the campaign branding for this NHS 111. How can the word 'you' can have a positive impact and another way that it can

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# Lesson 19 (Exam Fo

## Advertising and Media Lang

### Lesson aims

- ✓ Understand how media language will need to be addressed in an examination setting
- ✓ Understand how to answer media-language-related questions in relation to a set text
- ✓ Understand how to apply media language elements to an exam-style question

### You will need

-  PowerPoint Lesson 19
-  Presentation software
-  Worksheets 19.1 and 19.2
-  Computers/Internet
-  Exercise books



### Starter

#### Decoding Media Language Terms

Provide students with **Worksheet 19.1**. Students must use the code key corresponding to the letters in order to decipher the media language terminology in the worksheet as well as on **PowerPoint Lesson 19** to aid in the administration. The activity can be found on **Answer Sheet 19.1**. This activity can be done



### Learning Activities

#### Introductory Activity

There is no introductory activity in this lesson in order to allow for maximum time for the Exam-style Representation Question provided in the next activity.

#### Main Task: Representation (Exam-style Question)

Students are to be given **Worksheet 19.2**, where an exam-style question is provided for students to analyse the advert provided by identifying its media language elements and their meaningful implications that those elements communicate. A colour version of the advert is included on **PowerPoint Lesson 19**. Students may find it beneficial to refer to the question. Indicative answers are provided on **Answer Sheet 19.2**.



### Plenary

#### Advertising and Media Language

**PowerPoint Lesson 19** concludes by asking students to compile a list of questions to recommend successfully discussing media language. This aim of this activity is to consider their favoured approach to answering an exam-style question.



### Homework

Use one of your classmates' top-five lists to do an analysis of around 250 words of an advert (provided to you in **Worksheet 18.2**. See how well, if at all, other people



### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to begin familiarising themselves with the exam conditions they can expect in the examination. However, it is understandable that students who are building a familiarity with exam-style questions.

Therefore, this task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time this to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to discuss the planning and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable activities that fit the learning levels and styles of your students.

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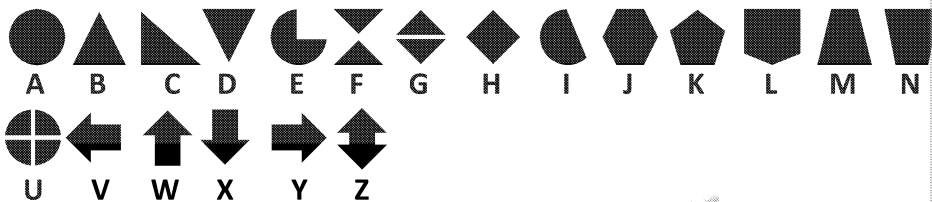




## Worksheet 19.1: Starter Task 1 – Decoding M

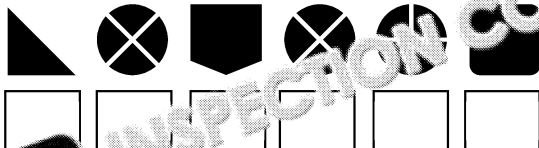
Use the code key below to decipher the codes that spell out five media languages

### Code Key

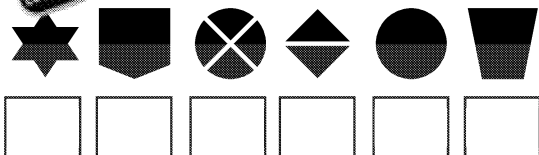


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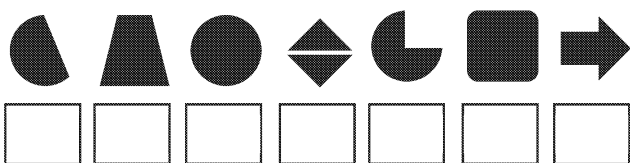
1



2



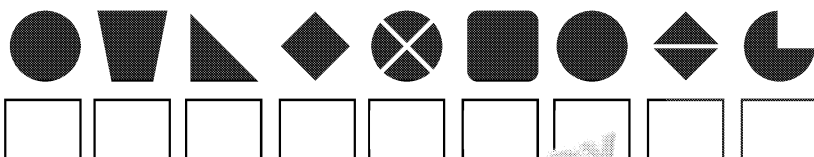
3



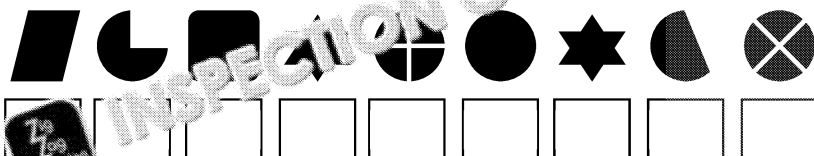
4



5



6



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## Worksheet 19.2: Main Task – Media Language



**Student Information:** the aim of this essay to prepare you to discuss the advertising material as may be expected of you in your exam. A key element is planning that you put into it, so make sure you create a very clear plan and make great revision notes!



### Exam-style Question:

**Question:** Explore how meaning is created through the use of the conventions below for NHS 111. Refer to the following conventions when you write your answer.

- images [5]
- text [5]
- layout [5]



**SET PRODUCT**



NHS 111: © Department of Health and Social Care



### Exam Tips:

1. ONE mark from each convention (a maximum of three marks) will go towards your ability to discuss how the three conventions work together – not just individually – create meaning as one whole media product. For the possibility of top marks, make sure you dedicate time at the end of your essay to address this.
2. You are being asked to explore how the three types of convention create meaning. Therefore, it is also important to discuss what the meaning in question is.

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# Lesson 20 (Exam Fo

## Advertising and Represent

### Lesson aims

- ✓ Understand how media representation will need to be addressed in an examination setting
- ✓ Understand how to answer media-representation-related questions in relation to a set text
- ✓ Understand how to apply media representation elements to an exam-style question

### You will need

- PowerPoint Lesson 20
- Presentation software
- Worksheets 20.1 and 20.2
- Computers/Internet
- Exercise books

### ? Starter

#### Decoding Media Language Terms

Provide students with **Worksheet 20.1**. Students must use the code key corresponding letters in order to decipher the key representation issues worksheet as well as on **PowerPoint Lesson 20** to aid in the administration of the activity. The answer key can be found on **Answer Sheet 20.1**. This activity can be done in

### ✍ Learning Activities

#### Introductory Activity

There is no introductory activity in this lesson in order to allow for maximum time for the Exam-style Representation Question provided in the main activity.

#### Main Task: Representation (Exam-style Question)

Students are to be given **Worksheet 20.2**, where an exam-style question asks students to analyse two print adverts and compare their use of representation. Students need to identify the use of representation and discuss the implication of the use of representation on the products that have been included on **PowerPoint Lesson 20**. Students may find it helpful to answer this question. Indicative answers are provided on **Answer Sheet 20.2**.

### 💡 Plenary

#### Advertising and Representation

**PowerPoint Lesson 20** concludes by asking students to create a mind map of the key points from the lesson. This activity will allow students to create their own revision material.

### 📖 Homework

Pick a magazine of your choice and go through the first five print adverts found in the magazine. Make a list of what representations are referenced in the magazine and who created that product.

### i Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to begin familiarising themselves with the type of question they can expect in their examination. However, it is understandable that students may need support while they are building a familiarity with exam-style questions.

The task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time the task to allow students to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up to discuss the planning, and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable ways to differentiate the learning levels and styles of your students.

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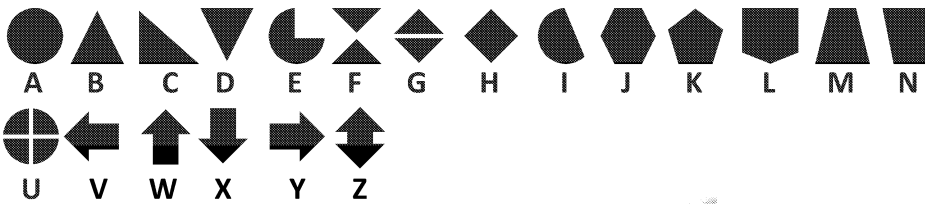




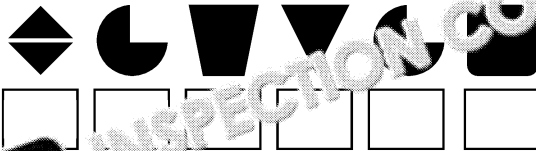
## Worksheet 20.1: Starter Task 1 – Decoding

Use the code key below to decipher the codes that spell out six key representa

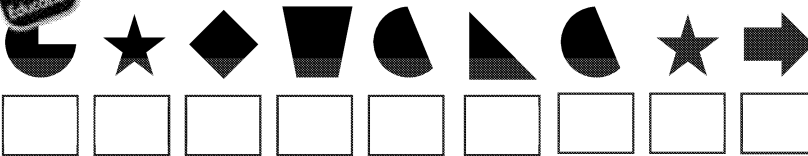
### Code Key



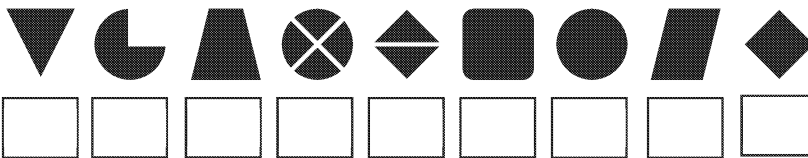
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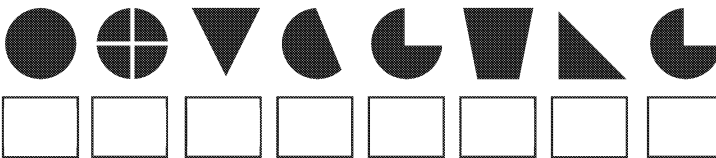
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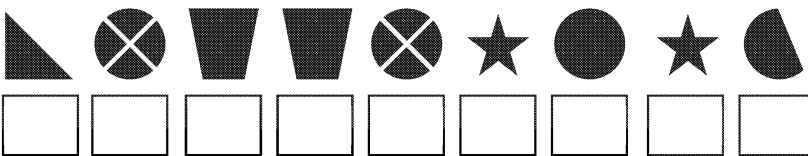
3



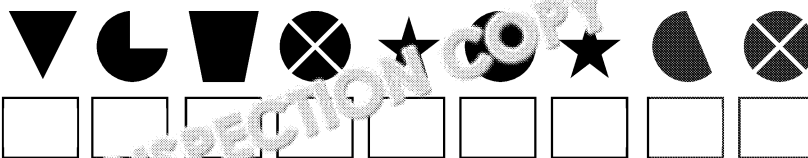
4



5



6



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## Worksheet 20.2: Main Task – Representation



**Student Information:** the aim of this essay is to prepare you to discuss print advertising in preparation for the examination. A key element of you put into it, so make sure you create a very clear plan in your work revision notes!



### Exam-style Question:

**Question:** Use the two set products below to answer the for you explore appropriate similarities and differences between to the question being asked.

- Explain how the Quality Street advert, Set Product 1, is context in which the advert was created. [5]
- Compare the representation of women in the two adverts. [25]



Consider the following when formulating your answer:

- the choices made about how to represent women in each
- the similarities between the two representations of women
- the differences between the two representations of women

### SET PRODUCT

**What a delicious dilemma!**

**18** delightfully different toffees and chocolates in

**Mackintosh's Quality Street**

CHOCOLATE STRAWBERRY CUP  
Strawberry jam and cream  
encased in milk chocolate.

HARRGATE TOFFEE  
The delicious, smooth toffee  
told a most distinctive flavour.

CHOCOLATE TOFFEE FINGER  
Delicious toffee covered  
with plain chocolate.

Quality Street: © Alamy Stock Photo, 1956

### UNSEEN PRODUCT

**P. S. to husbands:**  
She says about her Hoover, you know, as if you really would it's a good idea to consider a Hoover. Prices start at \$66.00. Model 20 (shown here) \$100.00. Payment, easy terms. See your Hoover dealer soon.

**THE HOOVER COMPANY**  
North Canton, Ohio

Hoover: © the Advertising

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# Lesson 21

## Film Marketing (Introduction)

### Lesson aims

- ✓ Understand terminology associated with film marketing
- ✓ Employ the correct film marketing terminology within the correct context
- ✓ Identify the set products outlined by the Eduqas specification

### You will need

-  PowerPoint Lesson 21
-  Presentation software (PowerPoint)
-  Worksheets 21.1 and 21.2
-  Computers/Internet
-  Exercise books

### ? Starter

#### The Different Methods of Film Marketing

Provide students with **Worksheet 21.1**. Students must use the code key to correct missing letters in order to decipher the film promotion methods. The worksheet is well as on **PowerPoint Lesson 21** to aid in the administration. The activity can be found on **Answer Sheet 21.1**. This activity can be done individually.

### Learning Activities

#### Introductory Activity: Understanding Different Types of Film

On **Worksheet 21.2** students are then asked to fill in the gaps with marketing terms most appropriately within the context of the sentence. Answers for the activity can be found on **Answer Sheet 21.2** and on **PowerPoint Lesson 21**. This activity can be done individually.

#### Main Task: Identifying Poster Conventions

**PowerPoint Lesson 21** introduces students to film poster conventions through the set products students are required to become familiar with. It is important to note that in some instances conventions may not be used. In the case of *No Time to Die*, Daniel Craig has been displayed because by this point he was well established as the content of the franchise.

### Plenary

#### Summary of Bond's Representation

**PowerPoint Lesson 21** summarises Lesson 21 by directly discussing the set products. Students should have some degree of context regarding the two set posters and the franchise.

### Homework

Pick a film which is in the cinema at the moment, is one you are unfamiliar with. Go online and write a bulleted list answering the following questions: What does the poster tell you about the narrative of the film? How does it relate to the franchise?

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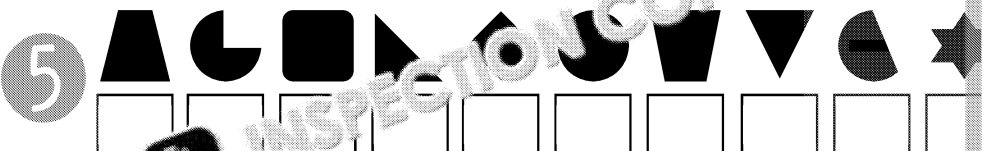
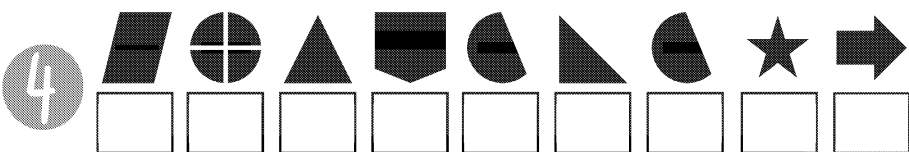
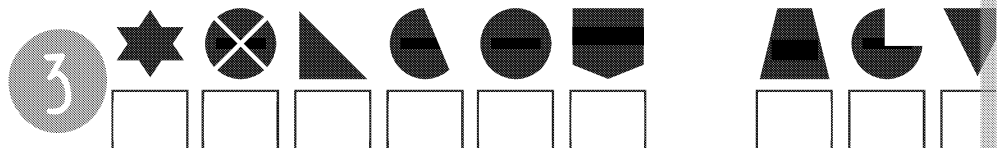
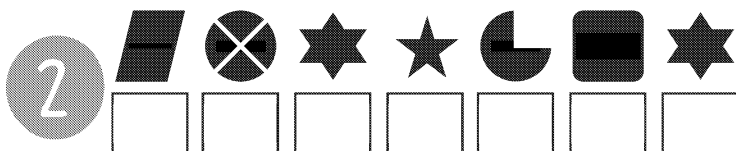
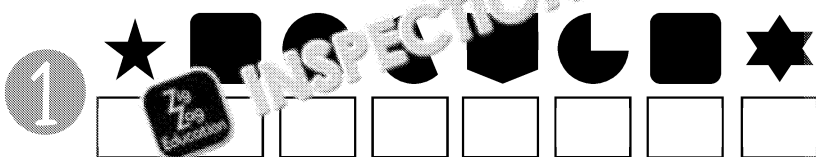
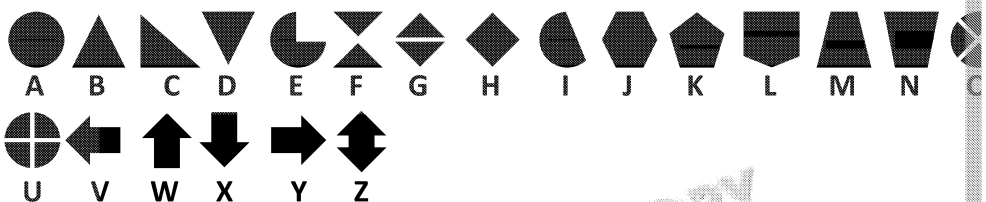




## Worksheet 21.1: Starter – The Different Methods

Decipher the key film advertising terms below by matching each symbol to the corresponding letter.

### Code Key



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## Worksheet 21.2: Introduction – Understanding Different

**Gap-fill:** Fill in the blank spaces with the correct words from the following list:

activity	branded	condensed	content
enthusiasts	footage	internet	interviews
promoting	promotional	publicity tour	sold
	tours		

- Trailers are one of the most (a) \_\_\_\_\_ ways of (b) \_\_\_\_\_.  
This promotional method is especially useful because it provides a (c) \_\_\_\_\_ of what the story contains.
- Film posters are by far the most (d) \_\_\_\_\_ way of advertising a film. (e) \_\_\_\_\_ can be used in different (f) \_\_\_\_\_ such as billboards, buses and bus shelters, in the cinemas themselves or within magazines.
- Social media marketing for films normally utilises trailers and posters. However, (g) \_\_\_\_\_ allows for a much more global reach. Film social media accounts also allow the use of behind-the-scenes (h) \_\_\_\_\_ footage (i) \_\_\_\_\_ to be used as another means of promotion for the film's (j) \_\_\_\_\_.
- Publicity often takes the form of (k) \_\_\_\_\_ where a star actor appears on (l) \_\_\_\_\_ to promote a film known as a (m) \_\_\_\_\_. Another form of publicity that particularly capitalises on is comic-con, a convention that annually welcomes (n) \_\_\_\_\_.
- Merchandising is a promotional (o) \_\_\_\_\_ activity (p) \_\_\_\_\_ by a film and (q) \_\_\_\_\_ to its success (r) \_\_\_\_\_. Most often, this is done as a co-branding exercise, with Disney collaborating to release a *Toy Story* and *The Beast* Barbie doll range, and *The Furious* team planning to release a line of *The Fast and the Furious* toy cars.

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# Lesson 22

## Film Marketing and Media Language (1)

### Lesson aims

- ✓ Understand how media language works in film promotion
- ✓ Understand the basic concepts of intertextuality
- ✓ Identify examples of intertextuality in one of the set products

### You will need

-  PowerPoint Lesson 22
-  Presentation software (PowerPoint)
-  Worksheet 22.1. Answers
-  Computers/Internet
-  Exercise books

### ? Starter

#### Reflecting on Last Lesson

In groups of three or four, students must compose a tweet of 140 characters or less. Instructions for this activity can be found on **PowerPoint Lesson 22.1**. The activity can be done individually or in small groups. Students are to share their tweets with the class.

### Learning Activities

#### Introductory Activity: Codes and Conventions Used to Enhance

On **Worksheet 22.1** students are then asked to match up the general codes and conventions of media language to the reasons why they are most commonly used. This aims to reinforce the tools of media language and why they are used before moving on to the main task. Instructions for the activity can be found on **Answer Sheet 22.1**. This activity can be done in pairs or small groups.

#### Main Task: Intertextuality in *No Time to Die*

The main task for this lesson is found on **PowerPoint Lesson 22.1**. Students are to identify the media language elements used in the poster, and then identify which of the elements contain examples of intertextuality. Answers are gradually revealed on the PowerPoint.

### Plenary

#### Understanding Intertextuality

In an attempt to ensure students have understood the nature and use of intertextuality, **PowerPoint Lesson 22.1** concludes the lesson by requesting students to discuss the elements highlighted in the main task in more detail. This will provide students with the knowledge required to understand and discuss intertextuality in terms of film marketing, equipping them to identify intertextual references in other media products.

### Homework

Have students analyse the poster for *The Man with the Golden Gun*. Have students identify the intertextual references found in the poster. Such examples include: Asian film itself, references to the 1970s energy crisis, Bond girls. Teachers may wish to assign students to research the poster. An online version of the poster can be found on the film's Wikipedia page.

### Information

#### 1970s energy crisis:

For more information about the 1973 energy crisis during which *The Man with the Golden Gun* was released, please visit: [zzed.uk/8304-1973-oil-crisis](http://zzed.uk/8304-1973-oil-crisis)

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**Worksheet 22.1: Introduction – Codes and Conventions U**

Match the code/convention typically utilised in a film poster, with the reason why  
Consider all options carefully!

Imagery	Provides further information which is not possible through text
Layout	Provides people with insight into the narrative and story
Colour	Provides structure to the poster and the audience's opinion
Text	Enhances the tone of the film


**Worksheet 22.1: Introduction – Codes and Conventions U**

Match the code/convention typically utilised in a film poster, with the reason why  
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Imagery	Provides further information which is not possible through text
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Match the code/convention typically utilised in a film poster, with the reason why  
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Imagery	Provides further information which is not possible through text
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Colour	Provides structure to the poster and the audience's opinion
Text	Enhances the tone of the film


**Worksheet 22.1: Introduction – Codes and Conventions U**

Match the code/convention typically utilised in a film poster, with the reason why  
Consider all options carefully!

Imagery	Provides further information which is not possible through text
Layout	Provides people with insight into the narrative and story
Colour	Provides structure to the poster and the audience's opinion
Text	Enhances the tone of the film

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# Lesson 23

## Film Marketing and Media Language (Genre)

### Lesson aims

- ✓ Understand the concepts of genre and narrative as used in film marketing
- ✓ Identify genres and subgenres based on the media language used in film posters
- ✓ Understand Barthes' enigma codes and their application to narrative

### You will need

-  PowerPoint Lesson 23
-  Presentation software (PowerPoint)
-  Worksheet 23.1. Answers
-  Computers/Internet
-  Exercise books

### ? Starter

#### Identifying Genres

As a class, students are presented with the poster for *The Man with the Golden Gun*. They use elements from the poster to identify its genre. Students should have a go at successfully classifying it in the correct genre. However, the activity approach is to identify the subgenre for the franchise. This activity can be found on **PowerPoint Lesson 23**.

### Learning Activities

#### Introductory Activity

There is no introductory activity in this lesson in order to allow for maximum time for the Exam-style Representation Question provided in the next activity.

#### Task 1: Guess the Genre/s

Task 1 for this lesson is found on **PowerPoint Lesson 23**, and is a continuation of the previous task. Students are presented with a number of film posters from different decades. They must decide what genres and/or subgenres these films can be classified as. This can be done as a class or write their answers down individually before answers are shared.

#### Task 2: Barthes' Enigma Codes: Explanation and Application

**Worksheet 23.1** consists of Task 2.1. Students are required to match Barthes' enigma codes to their definitions, individually or in small groups. Answers can be found on **Answer Sheet 23.1**. **Worksheet 23.1** also contains a secondary task, Task 2.2. Here, students are required to identify one of each of the five codes as illustrated in the poster for *The Man with the Golden Gun*. Task 2.2 can also be found on **Answer Sheet 23.1**. This activity will highlight the use of enigma codes in films but can be represented in promotional materials, as well as various other media.

### Plenary

#### Discussing Franchise Narratives

In order to consolidate Lesson 23, **PowerPoint Lesson 23** concludes by asking students to discuss the narrative similarities that can be seen in the two James Bond posters seen in the lesson.

### Homework

Based on the poster for *The Man with the Golden Gun*, write a press release enticing audiences to go to see the film. Your press release must address the enigma codes identified in the poster.

### Information

For more information about the James Bond franchise, please visit: [zzed.uk](http://zzed.uk)

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## Worksheet 23.1: Task 2 – Barthes' Enigma Codes (Exp)

Roland Barthes held that a story's narrative uses five different types of *code* that work together to give a sense of what is happening in the story. These codes are: action codes, enigma codes, semantic codes, semiotic codes, and cultural codes.

**Task 2.1** – Can you match each code to its definition?

<b>Action codes</b>	A range of symbolic references found in an image or text presented through two contrasting codes (black and white, men and women) known as binary opposites.
<b>Enigma codes</b> (an enigma is something confusing that needs to be solved)	All references found within a text that can be used to understand the cultural context that is being presented.
<b>Semic codes</b> (think of semic as short for semiotics)	The simplification of complex actions in small, clear images.
<b>Symbols</b>	This system of codes involves the set-up and the poster usually acts as part of the set-up of the text. You go to see the film in order to answer the question: 'What is the story?'.
<b>Cultural codes</b>	Signs referring to additional meaning through the use of symbols.

**Task 2.2** – With specific reference to the poster for *The Man with the Golden Gun*, identify examples of each of Barthes' codes above? Consider how they aid the audience in the understanding of the film.

**Action:**

**Enigma:**

**Cultural:**

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*The Man with the Golden Gun*: © Danjaq/EON/UA/Kobal, 1975

# Lesson 24

## Representation in Film Marketing

### Lesson aims

- ✓ Understand how media representation will need to be addressed to meet the specification requirements
- ✓ Become aware of the set product that may be presented in the exam
- ✓ Understand how to apply media representation elements to the set products

### You will need

- PowerPoint Lesson 24
- Presentation software (PowerPoint)
- Worksheets 24.1, 24.2 and 24.3.
- Computers/Internet
- Exercise books

### ? Starter

#### Class Discussion

Students are introduced to the James Bond franchise (and their set products) and discuss what comes to mind when they think about the film series. This discussion is facilitated by presenting the set products and gradually revealing the franchise associated with the franchise.

### ✍ Learning Activities

#### Introductory Activity: Classifying Representation

**PowerPoint Lesson 24** continues from the previous activity by classifying the representation of male, female or both. Students are then asked to discuss how the franchise of gender stereotypes it uses, and what effect they have.

#### Task 1: James Bond and Gender

**Worksheet 24.1** requires students to compare the two set products and list the differences between the two posters when it comes to the representation of gender. This activity is done in small groups or individually. Answers for this activity are found on **Answer Sheet 24.1**.

#### Task 2: James Bond and Other Representations

**Worksheet 24.2** asks students to consider other forms of representation featured in the posters, not gender-specific. Students can carry out this activity in small groups or individually. Answers for this activity are found on **Answer Sheet 24.2**.

### 💡 Plenary

#### Summary of Bond's Representation

**PowerPoint Lesson 24** summarises Lesson 24 with key words and questions of representation featured in both Bond posters. The questions are followed by a class discussion.

### 📖 Homework

**Worksheet 24.3** has been compiled for this lesson's homework. Students are asked to write a short paragraph dedicated to one example of representation in *Atomic Blonde* (2017) provided. They are asked to provide more than three examples. Answers for this activity are found on **Answer Sheet 24.3**.

### i Information

#### Atomic Blonde Certification:

*Atomic Blonde* (2017) has a **15+** rating in the UK. Students are not required to answer the question. The film is a spy film, with a character who is very similar to James Bond. It shows the ability and capability of a female character and actress to fill the role of a spy, opposed to the 'princess' who needs saving, or the sexual conquest.

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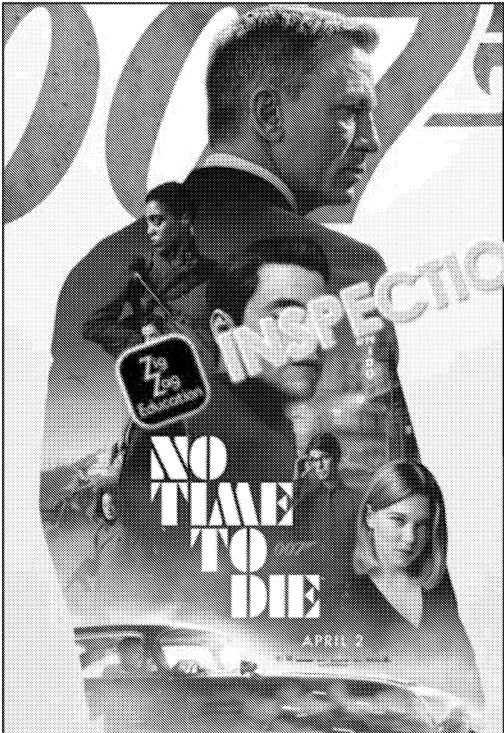




Worksheet 24.1: Task 1 – James Bond and

Use the two James Bond posters provided in order to establish their representative similarities and differences between the two.

SET PRODUCT



No Time to Die: © EON/MGM, 2021

SET PR



The Man with the Golden Gun

Similarities	Differences



Worksheet 24.2: Task 2 – James Bond and Other

What other forms of representation can you identify from these posters (besides text and image) to document your answers.

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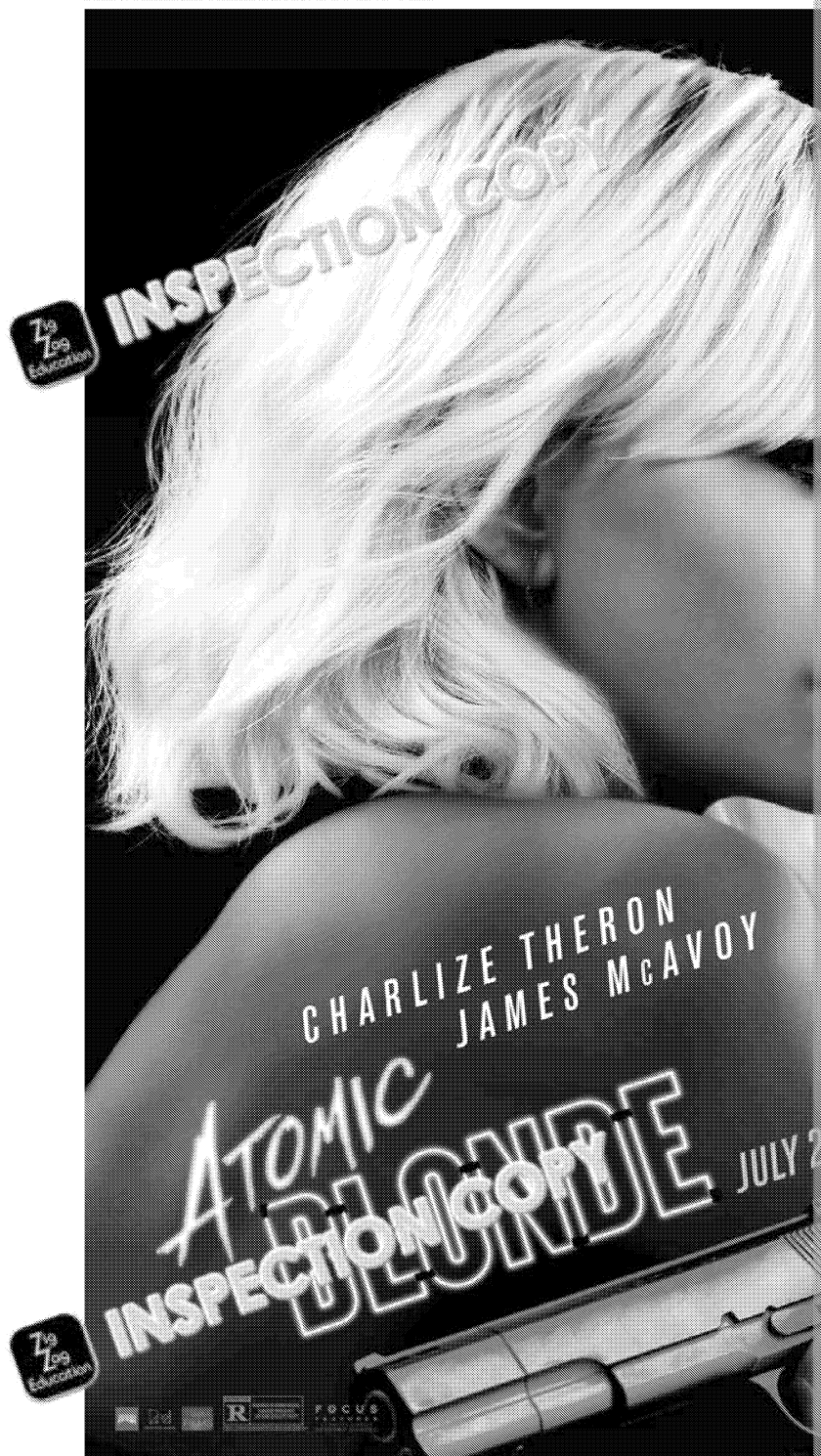




## Worksheet 24.3: Homework

Use the poster provided for *Atomic Blonde* (2017) and write a short paragraph describing gender representation. Do not give more than three examples.

### UNSEEN PRODUCT



*Atomic Blonde*: © Focus Features/Denver&Delilah Productions/Closed on Mondays Entertainment

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# Lesson 25 (Exam Focus)

## Film Marketing and Representation

### Lesson aims

- ✓ Understand how media language will need to be addressed in an examination setting
- ✓ Understand how to answer media-language-related questions in relation to a set text
- ✓ Understand how to apply media language elements to film marketing

### You will need

-  PowerPoint Lesson 25
-  Presentation software (optional)
-  Worksheets 25.1 and 25.2
-  Computers/Internet
-  Exercise books

### ? Starter

#### What is Representation?

On **PowerPoint Lesson 25** students are asked to use their final lesson on media language to sum up the keywords that they think sum up the theoretical framework. Suggestions could include semiotics, intertextuality, genre, narrative – or any other keywords that have been covered in media language.

### Learning Activities

#### Introductory Activity: Recapping Key Points of Representation

**Worksheet 25.1** consists of a gap-fill activity designed to sum up students' understanding of media language. The aim of this activity is to sum up media language while also revising certain key points to the exam-style question. Answers are provided on **Answer Sheet 25.1**.

#### Main Task: Representation (Exam-style Question)

Students are to be given **Worksheet 25.2**, where an exam-style question is provided for students to analyse a film poster and identify the use of media language elements and their implications for meaning. A colour version of the set product has been included. Students may find it beneficial to refer to this slide while answering this question. Answers are provided on **Answer Sheet 25.2**.

### Plenary

#### Summarising Your Essay

**PowerPoint Lesson 25** concludes by asking students to summarise their essay.

### Homework

Based on the essay you have done today, compare the poster in terms of its marketing to the poster from Daniel Craig's Bond Films (excluding *No Time to Die*). Ensure you use media language when submitting your work.

### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to become familiarising themselves with questions that they can expect in their examination. However, it is understandable that some students may need support while they are developing a familiarity with exam-style questions.

There are three ways this task can be administered in one of three ways:

1. Students can individually tackle this question in class. You can time the task to acquaint themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up or working in groups to plan out the planning, and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable ways to differentiate the task to fit the learning levels and styles of your students.

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## Worksheet 25.1: Introduction – Recapping the Key Points

Media language is a key part of understanding the importance of a media product. Use the words found below to fill the gaps in the sentences provided. You may use each word only once.

academic product	associated semiotics	cultural signification	intended signs
------------------	----------------------	------------------------	----------------

- Media language is the way by which the \_\_\_\_\_ embedded in a media product is communicated to its \_\_\_\_\_ audience.
- The most straightforward way in which media language is identified is through \_\_\_\_\_ and \_\_\_\_\_ that make up the \_\_\_\_\_.
- The ability to recognise the \_\_\_\_\_ of signs and symbols and the \_\_\_\_\_ influences exerted on the audience, because of different meanings \_\_\_\_\_ with them.
- The \_\_\_\_\_ field concerned with the \_\_\_\_\_ (and the meanings they carry) is called \_\_\_\_\_.

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## Worksheet 25.2: Main Task – Film Marketing and Media



**Student Information:** the aim of this essay is to prepare you to discuss the conventions in film posters as may be expected of you in the examination. A key element is planning that you put into it, so make sure you create a very clear plan in your notes to make great revision notes!



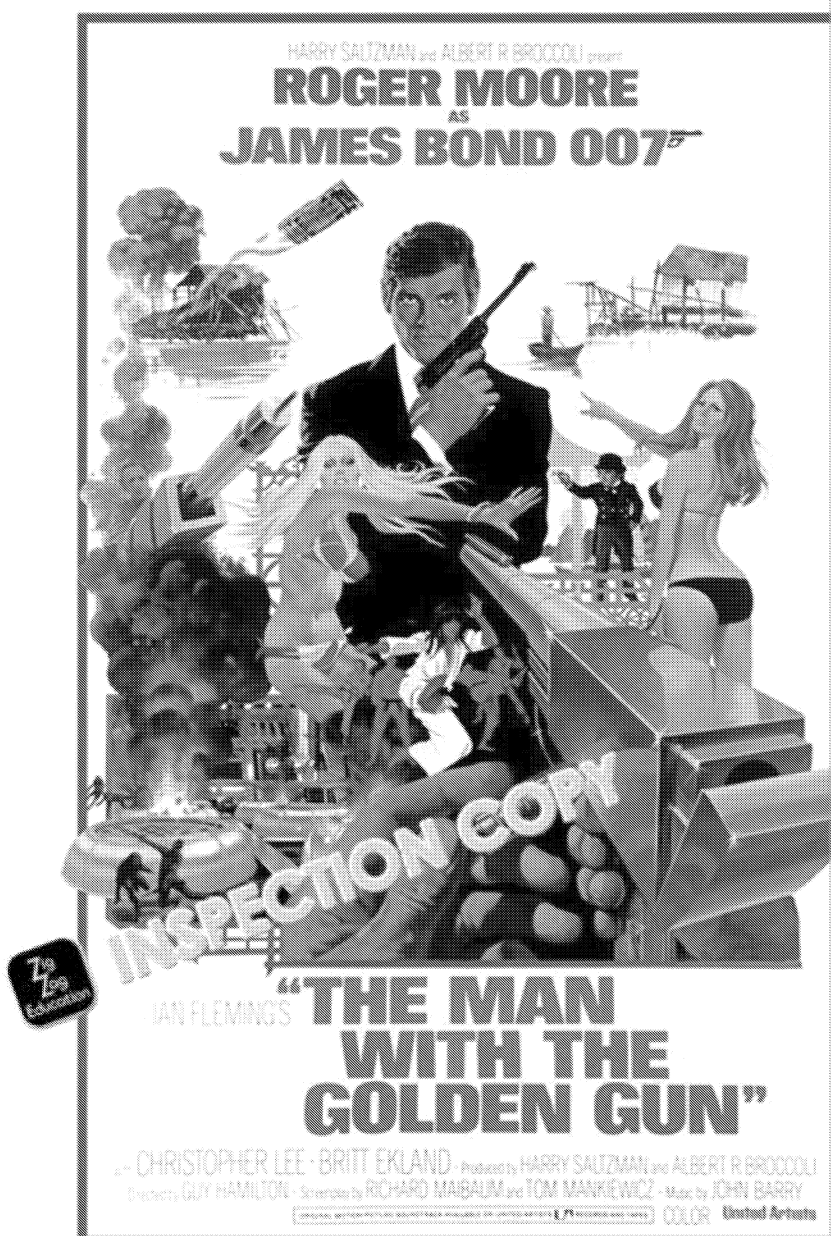
### Exam-style Question:

**Question:** Explore how meaning is created through the use of conventions in the promotional poster below for *The Man with the Golden Gun* (1974). Discuss the conventions when constructing your answer:

- images [5]
- text [5]
- layout [5]



**PRODUCT**



*The Man with the Golden Gun*: © Danjaq/EON/UA/Kobal, 1974

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# Lesson 26 (Exam Focus)

## Film Marketing and Representation

### Lesson aims

- ✓ Understand how media representation will need to be addressed in an examination setting
- ✓ Understand how to answer media-representation-related questions in relation to a set text
- ✓ Understand how to apply media representation elements to film marketing

### You will need

-  PowerPoint Lesson 26
-  Presentation software
-  Worksheets 26.1 and 26.2.
-  Computers/Internet
-  Exercise books

### ? Starter

#### What is Representation?

On **PowerPoint Lesson 26** students are asked to use their final lesson on representation to think of keywords that they think sum up representation. Suggestions can include: depiction, male, feminism – or any other keywords that successfully sum up representation.

### Learning Activities

#### Introductory Activity: Recapping Key Points of Representation

**Worksheet 26.1** consists of a gap-fill activity designed to sum up students' understanding of representation. The aim of this activity is to sum up representation while also revising certain concepts. An exam-style question. Answers are provided on **Answer Sheet 26.1**.

#### Main Task: Representation (Exam-style Question)

Students are to be given **Worksheet 26.2**, where an exam-style question is provided for students to analyse two film posters and compare their use of representation. Students are to discuss the use of representation and discuss the implication of this. A colour version of the posters is included on **PowerPoint Lesson 26**. Students may find it beneficial to refer to the question. Indicative answers are provided on **Answer Sheet 26.2**.

### Plenary

#### Summarising Your Essay

**PowerPoint Lesson 26** concludes by asking students to summarise their essay.

### Homework

Compare the poster of *Atomic Blonde* (2017) with that of *Spy* (2015) starring Blake Lively (the poster for *Spy* is available on the film's Wikipedia page). Both are spy films starring a female lead. How are the posters different? Why? Explain in no more than 300 words.

### Information

#### Suggested Differentiation for Exam-style Question:

The aim of this task is for students to begin familiarising themselves with questions that they can expect in their examination. However, it is understandable that some students may need support while they are beginning to familiarise themselves with exam-style questions.

Therefore, this task can be administered in one of three ways:

1. The task can be administered individually or in pairs. Students can individually tackle this question in class. You can time the task to ensure students familiarise themselves with the exam conditions they will experience.
2. The title may be discussed in detail in class, with students pairing up or working in groups to plan the planning, and the actual essay being developed as a homework task.
3. The title may be broken down during a class discussion, with planning and writing the essay as homework. Then, during a revision lesson closer to the exam, students can attempt to write the essay in class in exam conditions.

The suggestions provided above are not finite; you may find other suitable ways to administer this task that fit the learning levels and styles of your students.

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## Worksheet 26.1: Introduction – Recapping the Key Points

Representation in the media is a key part of understanding the importance of a media product. Use the words found below to fill the gaps in the sentences provided. You may use each word only once.

audience	choose	complex	concept	connect
how	impossible	life	relate	

1. Representation is an easy \_\_\_\_\_ to understand when you \_\_\_\_\_ with \_\_\_\_\_ media producers \_\_\_\_\_ to \_\_\_\_\_ in a media product.
2. Reality \_\_\_\_\_, so representing every part of society is \_\_\_\_\_ why producers consciously decide who their product is being made for (i.e. it \_\_\_\_\_ and then select the parts of \_\_\_\_\_ that this group of people \_\_\_\_\_.
3. Representation is often \_\_\_\_\_ with age, gender, \_\_\_\_\_ social class and \_\_\_\_\_.

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## Worksheet 26.2: Main Task – Representation



**Student Information:** the aim of this essay is to prepare you to discuss representation in film marketing, in preparation for the examination. A key element of a good essay is the plan you put into it, so make sure you create a very clear plan in your workbook or revision notes!



### Exam-style Question:

**Question:** Use the set product and unseen product below to answer the questions. Ensure that you explore appropriate similarities and differences between the two products in relation to the question being asked.

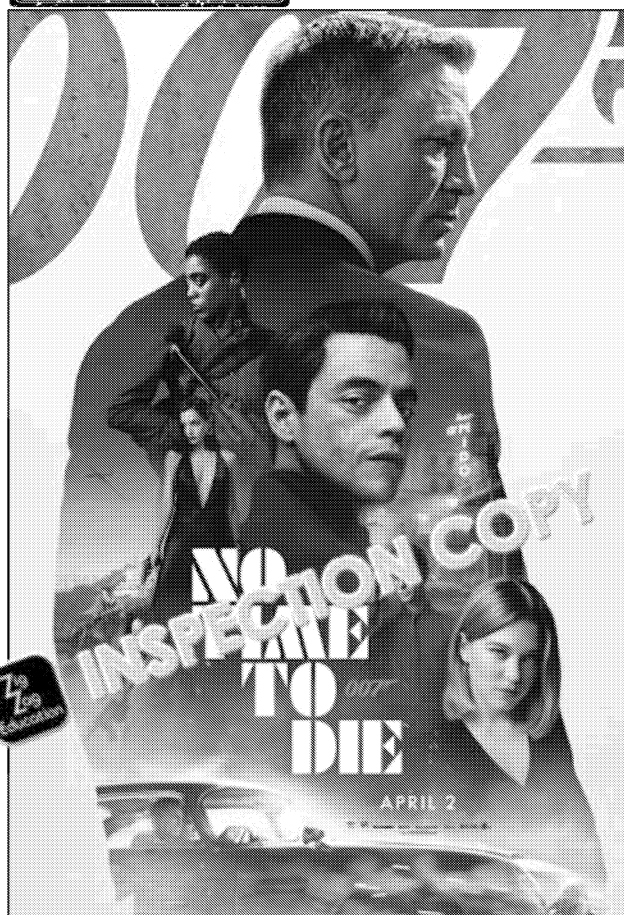
- Explain how the *No Time to Die* (2021) poster (Set Product) represents the main character. [5]
- With specific reference to Vladimir Propp's character functions, compare the representation of gender in the two film posters provided. [25]



Consider the following when formulating your answer:

- What are Propp's character functions, and is there an implication of gender in the poster?
- How does the **main character** function vary between the two posters being presented in the poster?
- How might the variance discussed in the previous point relate to the aspects of Propp's proposed character functions? Discuss with reference to the princess.

### SET PRODUCT



*No Time to Die*: © EON/MGM, 2021

### UNSEEN



*Atomic Blonde*: © Warner Bros. Productions/Closed

**Note:** *Atomic Blonde* (2017) has a 15+ rating in the UK. You are not required to watch this film in order to complete the task, but if you still wish to do so for further context, please be sure you meet the age requirement.

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# Worksheet Answers

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## Answer Sheet 1.1: Starter Task – Defining Magazines

The below is only a suggested definition. Any order that includes the keywords and is easy

### Suggested Definition:

*I would define magazines as **periodic publications** (generally monthly or quarterly) that target a specific audience (based on age or gender), by featuring **lifestyle-related content** (articles and adverts) which*

## Answer Sheet 1.2: Intro Task – Circulation, Readership and

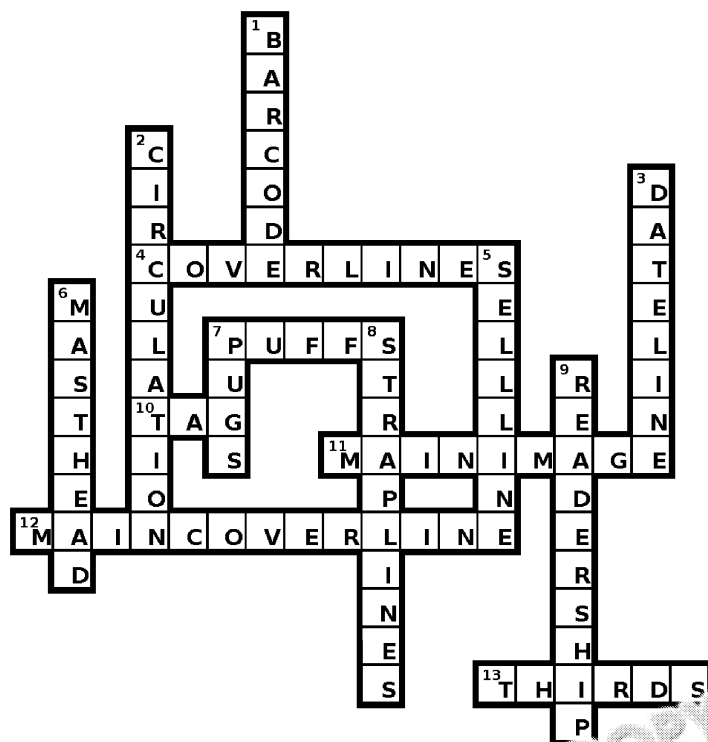
How many notes were there in total? Four

How many notes were there per group? One

How many people read each note? Depending on group

How do you think this reflects the idea of circulation and readership? If the exchanging of a magazine for a subscription, then this would be what is known as **circulation**. On the other hand, each person who reads a magazine is considered the notes' **readership**. While circulation deals with the number of people who purchase a magazine, readership deals with the number of people who read it. Friends may exchange magazines, but only one person can read a magazine at a time in the dentist's waiting room. So when you hear that a magazine has a circulation of 100,000, this would undoubtedly be higher.

## Answer Sheet 1.3: Task 1 – Application of Magazine Terminology



## Answer Sheet 1.4: Task 2 – Application of Magazine Terminology

Answers are provided in the magazine section, directly after Worksheet 1.4.

## Answer Sheet 1.5: Starter Task – Recapping Lesson 1

Fill in the table below, recapping the main differences covered for tabloids and broadsheets.

1. c 2. c 3. b 4. a 5. c

## Answer Sheet 3.2: Intro Task – Background and Context

1. Glamour
2. Radio Times
3. Cosmo
4. GQ
5. OK!
6. Men's Fitness
7. Bazaar
8. Vogue
9. Empire
10. Rolling Stone

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### Answer Sheet 3.3: Main Task 1 – Vogue’s Media Language E

Use	Element	Implication
Use of Media Language to Create and Communicate Meaning	Masthead	<ul style="list-style-type: none"> <li>The <i>Vogue</i> masthead has achieved iconic status</li> <li>Here, it is laid over the forehead of the cover model, grey. This makes a link between Malala and the magazine, claiming her as a <i>Vogue</i> star, although she is not a cover of <i>Vogue</i>.</li> </ul>
	Strapline	<ul style="list-style-type: none"> <li><i>Vogue</i> has no strapline – to indicate that <i>Vogue</i> knows what it stands for</li> </ul>
	Colour Scheme	<ul style="list-style-type: none"> <li>Red, silver-grey, black and white – a limited colour scheme suggesting sophistication and the confidence of a well-established brand</li> <li>Red – power, celebration, joy, luxury, strength, passion, activism and action. In Malala’s culture it is a colour of weddings.</li> <li>The understated silver-grey and the two glimpses of black suggest elegance and glamour</li> <li>Malala’s clothing and the background are very similar to Malala’s look for the <i>Vogue</i> world</li> </ul>
	Cover Star: Name	<ul style="list-style-type: none"> <li>Malala Yousafzai, a female education activist from Pakistan, was shot in the face by the Taliban because she was advocating education. She has since graduated from Oxford University for her activist work. She is not typical of <i>Vogue</i> cover models, occasionally sports stars or politicians.</li> </ul>
	Cover Star: Facial Expression	<ul style="list-style-type: none"> <li>Medium close-up, directly facing the camera and making eye contact with the reader, and smiling slightly with her</li> <li>Allows for the model, and thus the magazine, to connect with the reader</li> <li>This is why many cover stars (even when there are multiple) ‘outwards’ towards the reader</li> <li>It is one of the most common conventions used in magazine covers</li> </ul>
	Cover Star: Body Language	<ul style="list-style-type: none"> <li>Malala is facing the camera, her hands in a graceful pose, lightly touching her face. The gesture is reminiscent of Indian dance. She is wearing a dupatta (not a headscarf) as a Sunni Muslim of Pashtun ethnicity</li> <li>The fabric of her headscarf and clothing falls in a way that is red to the background – suggesting that Malala is a part of <i>Vogue</i>’s world</li> </ul>
Use of Media Language to Portray Reality and Embody the Values of Its Readers	Main Coverline: Malala	<ul style="list-style-type: none"> <li>The main coverline – the caption of Malala’s name – is in a large font. ‘The extraordinary life of’ stands out because it is in a different background</li> <li>‘Malala’ is in a large font. Using only her first name makes her known and popular – like many of the women featured in the magazine</li> <li>‘Survivor, activist legend’ is in the same silver-grey as Malala to the magazine and its values, suggesting a link between Malala and the magazine</li> <li>providing symmetry (the top and bottom of the coverline are in the same colour)</li> </ul>
	Coverlines: Love After Lockdown, The Shape of Now, Vogue’s Guide to Summer Beauty	<ul style="list-style-type: none"> <li>These are far more typical of <i>Vogue</i> coverlines</li> <li>The minimalist black-and-white colour scheme is a position to advise its readers how to behave, to follow the magazine’s lead</li> <li>Romance, fashion and beauty advice are essential to the magazine’s identity</li> <li>A large proportion of the magazine will consist of articles on clothing, cosmetics and beauty products</li> <li><i>Vogue</i>’s target audience are middle- and upper-middle-class women with an average amount of money</li> </ul>
	Coverline: Fighting Racism	<ul style="list-style-type: none"> <li>This advertisement features a well-known British black model, Jourdan Dunn, as a model, is a more typical choice for a magazine like <i>Vogue</i></li> <li>As a boxer, is an unusual choice</li> <li>This coverline represents an attempt to broaden the magazine’s appeal to sports fans and sports fans may be interested in this feature</li> <li><i>Vogue</i>, as an established institution within the fashion industry, institutionalised racism – this cover advertises the magazine’s commitment to people of colour</li> </ul>

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# Answer Sheet 3.4: Main Task 2 – GQ’s Media Language Exp

Use	Element	Implication
<p>Use of media language to create and communicate meaning</p> <p>What meaning?</p> <p>Masculinity in the twenty-first century and what it consists of</p>	Masthead	<ul style="list-style-type: none"> <li>Masthead is slightly covered</li> <li>GQ takes a prominent position in the top left corner, identifying the identity of this magazine.</li> </ul>
	Colour Scheme	<ul style="list-style-type: none"> <li>Black and gold/orange</li> <li>Black: bold and daring, dangerous</li> <li>Gold/orange: wealth, power and superiority</li> <li>Black and white are used for the coverlines to create a sense of heroism – representing angel/good or a devil/evil</li> <li>Gold is used to connote the angelic nature of Raheem Sterling, hinting at a fallen angel and a more conflicted image of him.</li> <li>The colour scheme also fits well with the theme. GQ represents the power that comes with being a ‘hero’.</li> </ul>
	Cover Star: Choice	<ul style="list-style-type: none"> <li>Raheem Sterling, a Premier League footballer, whose father’s murder to become a successful footballer and a role model.</li> <li>Sterling is well known for speaking out about racism and has been awarded an OBE (Order of the British Empire).</li> <li>He has been awarded an OBE (Order of the British Empire).</li> </ul>
	Cover Star: Facial Expression	<ul style="list-style-type: none"> <li>Directly facing the camera</li> <li>Making eye contact with the reader – although looking away, suggesting a sense of superiority and status.</li> <li>Eye contact allows the model, and thus the magazine, to connect with the reader. This is why many cover stars (even when they look ‘outwards’ towards the reader). It is one of the key elements of print media.</li> </ul>
<p>Use of media language to portray reality and embody the values of its readers</p>	Cover Star: Body Language	<ul style="list-style-type: none"> <li>Sterling is featured across the whole cover, with his face that dominates the cover.</li> <li>His body language, with his relaxed arms and wide smile, suggests honesty. His naked torso reinforces his masculinity and his tattoos are clearly seen. His jewellery connotes his status.</li> </ul>
	Coverlines: Masculinity	<ul style="list-style-type: none"> <li>The coverlines in this issue reflect the idea that society uses emotive language is used, such as ‘living nightmare’ and ‘GQ Heroes’.</li> </ul>
<p>Other considerations: Politics Fashion</p> <p>GQ Heroes... who are they?</p>	Main Coverline	<ul style="list-style-type: none"> <li>In common practice, the main coverline is linked to the cover star.</li> <li>The coverline implies that it is concerning a particular person.</li> <li>Sterling is referred to as a ‘Guardian Angel’, linking to his role as a role model.</li> <li>The coverline says that Sterling has ‘saved football’ from his actions and his impact on the sport.</li> </ul>
	Coverline: Politics	<ul style="list-style-type: none"> <li>Coverlines refer to typically male interests in politics, such as ‘Westminster has become...’. The emotive language suggests a battleground.</li> </ul>
	Coverlines: Fashion	<ul style="list-style-type: none"> <li>The coverlines (How to wear a broken suit / Why it’s not about fashion) are advising men on fashion but suggesting they can be more than just a fashionista.</li> <li>Also that they can wear what they like rather than what they are told to wear.</li> <li>The reference to the ‘beltbag’, which is typically a female accessory, is more likely to be metrosexual and happy to experiment with fashion.</li> </ul>
	Coverline: GQ Heroes	<ul style="list-style-type: none"> <li>GQ Heroes is an annual event, described as a ‘premiere’ and bring together the heroic figures who are shaping the world.</li> </ul>

## Answer Sheet 4.1: Starter Task – Representation

Issue/Movement	Example
Civil rights movement	The Martin Luther King Jr ‘I have a dream’ speech was a defining moment for this movement. With it came a major change in rights for the US African American Community.
Women’s rights	In 2021, British troops left Afghanistan and the Taliban returned. Since then, women and girls in Afghanistan have been banned from attending education, from public office and the judiciary, most of them in many public spaces (e.g. amusement parks, sports clubs) and must follow a strict dress code and cannot travel more than 75 km alone.
Institutional racism in the fashion industry	Between August 2002 and 2014, not a single black or POC model was on the cover of British Vogue.
Patriarchal society reflected in the arts	Best Director nominations at the Oscars go to men. Only three women have ever won the Academy Award for Best Director and they were all in the 1930s. (True at time of writing 2022).
BLM	‘Freedom’ 2016 by Beyoncé (feat. Kendrick Lamar) was released as an anthem for the Black Lives Matter movement which came about as a result of unprovoked shootings by police on African-Americans in the US.
FGM	The Orchid Project is a London-based charity founded by Jane Goodall dedicated to ending female genital mutilation by raising awareness and changing practice.
Racism in football	Premier League launches ‘No Room for Racism’ campaign urging fans to report and challenge any racist incidents in football and in the community.

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## Answer Sheet 4.2a: Main Task 1 – Representation in GQ

Answers are provided in the magazine section, directly after Worksheet 4.2.

## Answer Sheet 4.2b: Main Task 1 – Representation in GQ

**Student Info:** Once you have labelled the *GQ* cover and explored the issues represented, use these representations to explore these representations.

Element	Explanation/Context
Ethnicity	Black men are well represented in the world of football, but issues regarding racism in sport. Sterling has been vocal about the racism he has experienced and wants equality in sport. In this way, he represents a relatable figure to many men who experience racism in their personal and professional lives. Sterling is a symbol of success and achievement.
Gender	This publication is a <b>men's magazine</b> , so it needs to appeal to a male audience. The choice of <b>how to present the cover star</b> is important, as the content is aimed at an audience who would find a muscular physique, might be attractive. As this is a men's magazine, the times and appearance of men who see gender identity and sexuality as fluid is represented in a way to which any male can relate – and that is as a heterosexual man. It is perfect for Raheem Sterling to represent this narrative as he has been recognised in the world of football.
Stereotyping men	Men have always been seen as <b>the stronger sex</b> : the protector. Raheem Sterling is the <b>epitome of that perception of the male sex</b> . He is said to have 'a serious and brooding look, and a 'six pack' puts all other men to shame. <i>GQ</i> is implying that he represents greatness –
Stereotyping men	The coverlines represent articles that would appeal to a stereotypical <i>GQ</i> reader: interested in the world around him. Emotive language (brutal, insane, wild) has the dramatic appeal of different aspects of modern culture: rap music, politics, etc. This suggests the stereotypical male trait of aggression. This is a reflection of a generation of readers accords the highest importance to.
Male interests	'How Raheem Sterling saved football...' – as a highly paid Premier League player, he is a part of the world. Readers of this magazine would be expected to have some level of interest in him or at least his name. Sterling makes significant money for his football appearances, and has contracts with Nike and New Balance. This idea plays on the <b>consumer ideology</b> . This ideology holds that <b>to be successful, one must be financially secure</b> . Featuring articles about suits and beltbags is a way of <b><i>GQ</i> is trying to set trends and sell endorsed items</b> . Typical consumerism is
Cultural relevance	Culturally, men may identify with and aspire to Sterling's rise to fame. Sterling's story (his father was murdered and he emigrated from Jamaica at a young age), he has had a very successful career, including being given an OBE. These are appropriate to play on in a <b>generation of millennials where everyone has an influence on wider aspects of life</b> .
Conclusion	<ul style="list-style-type: none"> <li>When looking at what is being represented, <b>do not only look at the obvious</b>, looking deeper into media representation is what makes this cover so relevant.</li> <li>Sure, <i>GQ</i> is a men's magazine, but do you think its decision to choose Sterling is a diverse representation of that gender? Well, <b>not just that</b>.</li> <li><b>It is his representation and embodiment of the cultural values that are in such high esteem that make him perfect for this cover.</b></li> </ul>

## Answer Sheet 4.3a: Main Task 1 – Representation in Vogue

Answers are provided in the magazine section, directly after Worksheet 4.3.

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**Answer Sheet 4.3b: Main Task 1 – Representation in Vogue****Student Info:**

Once you have labelled the *Vogue* cover and explored the issues represented, use the information to create your own representations.

Element	Explanation/Context
Gender	This publication is a women's magazine, aimed primarily at the 30–45 wealthier ABC1 groups of society (in the UK, a largely although not entirely female audience). <i>Vogue</i> is essentially a fashion magazine; therefore, it is not surprising that the choice of how to represent the content of the issue. Overtly sexualising Malala would be highly inappropriate for its target audience. Malala is an activist who fights for the rights of women, and she has a higher education. <i>Vogue</i> is essentially a fashion magazine; therefore, it is not surprising that the choice of how to represent the content of the issue. Overtly sexualising Malala would be highly inappropriate for its target audience. Malala is an activist who fights for the rights of women, and she has a higher education. <i>Vogue</i> is essentially a fashion magazine; therefore, it is not surprising that the choice of how to represent the content of the issue. Overtly sexualising Malala would be highly inappropriate for its target audience.
Ethnicity	The fashion industry has been frequently criticised over its lack of diversity, particularly in terms of ethnicity. The most prominent magazines (or only advertising). The most prominent magazine editor of <i>Vogue</i> is making a statement by featuring Malala. Malala is shown wearing traditional clothing, including a dupatta (hair covering). As a prominent activist, Malala does not conform to the typical image of a fashion cover star.
Conventional stereotypes of women's interests	Women are often assumed to have a greater interest in romance and beauty products, which target a female audience often reflects that. Here, <i>Vogue</i> is continuing to make the subject more contemporary by linking it to the COVID pandemic, which have arisen as a result of that pandemic.
Choice of celebrities	Jordan Dunn and Anthony Joshua are both black British celebrities – one who advertises an article about both of them, <i>Vogue</i> is attempting to broaden its appeal to a wider audience, and also including subjects (boxing) which are not usually featured in fashion magazines. This is representing the women who read <i>Vogue</i> , and Dunn as being interested in topics which are outside the conventional feminine choice of cover star, who is known for her work freeing women from slavery.
Women's interest in fashion, and <i>Vogue's</i> authority on the subject	A large proportion of the printed edition of the <i>Vogue</i> magazine is in beauty products – <i>Vogue</i> attracts a wealthy readership who (on average) spend about £1,000 per year on beauty products. The assumption made is that women are extremely interested in fashion – and that <i>Vogue</i> is the pre-eminent authority on the subject. Women who wish to spend a lot of money on clothing and are prepared to let <i>Vogue</i> dictate their fashion choices will also be reassuring to <i>Vogue's</i> more traditional readers – there may be a crossover between the two.
Choice of cover star	Malala Yousafzai is an extremely famous woman, who has achieved a Nobel Peace Prize for her ongoing human rights activism. She is the youngest person to have won the Nobel Peace Prize for her ongoing human rights activism. She is the youngest person to have won the Nobel Peace Prize for her ongoing human rights activism. She is the youngest person to have won the Nobel Peace Prize for her ongoing human rights activism. She is the youngest person to have won the Nobel Peace Prize for her ongoing human rights activism.
Political, social and cultural context	At the time that this cover was first published, British and US troops were still in Afghanistan, 20 years. Fears were already being voiced about the safety of the Afghan people once the Taliban took over. Malala was speaking out about the need for women's rights for world leaders to defend their human rights. Although this is not directly related to the cover, it is assumed that the audience would be aware of world events and of the situation in Afghanistan. Malala is shown wearing a headscarf (a dupatta), which is sometimes worn by Muslim women. Here, Malala, a well-known activist for women's rights, is choosing to wear a headscarf, which is an educated and independent woman within her community. The colour red has particular significance for Muslims and especially Muslim women. The colour red has particular significance for Muslims and especially Muslim women. The colour red has particular significance for Muslims and especially Muslim women.
Conclusion	<i>Vogue</i> is a very well-established magazine with a wealthy readership. It has faced accusations of institutional racism which it struggles to address. Asian women (indeed, any POC) have not just been under-represented in the fashion industry. <i>Vogue's</i> new editor, Edward Enninful, is here making an attempt to upend the conventional assumption that all women are interested in fashion, beauty and romance. By using a Pakistani Muslim activist on the cover and advertising an interview with her, <i>Vogue</i> is showing more diversity and inclusivity. By including a feminist perspective, it is made to acknowledge that women – including <i>Vogue</i> readers! – are interested in topics beyond fashion and beauty, however, that 'their' magazine remains theirs. Here, <i>Vogue</i> is both introducing a new perspective and challenging the conventional assumption that all women are interested in fashion, beauty and romance.

## Answer Sheet 5.1: Starter Task – Decoding Media Language

1. Cover star,
2. Strapline
3. Puff
4. Tag
5. Conventions

## Answer Sheet 5.2: Introduction Task – Defining Media Language

<b>Middle third</b>	The central section running either horizontally or vertically through the magazine
<b>Puffs</b>	Added incentive for the reader. May also be referred to as a splash.
<b>Tag</b>	Often presented in the form of buzzwords on the cover, used to excite/entice the reader into purchasing the publication content
<b>Masthead</b>	The designed and prominently featured title of the magazine
<b>Meaning</b>	The scope of media language is to create and circulate this type of information
<b>Readership</b>	The total number of people who consume the publication, regardless of age, gender, etc.

## Answer Sheet 5.3: Main Task – Media Language: Exam-style

Indicative answers: Marking tiers as follows: A maximum of 5 marks given to each question

Marks	Analysis of the media language presented in the image
5	Excellent analysis of use of media language Excellent analysis of connotative or intentional meaning Excellent and concise attempts at creating comparative judgements and drawing conclusions
4	Good analysis of use of media language Good analysis of connotative or intentional meaning Good attempts at making comparative judgements and drawing conclusions
3	Satisfactory analysis of use of media language Satisfactory use of connotative or intentional meaning General attempts at making comparative judgements and drawing conclusions
2	Rudimentary analysis of use of media language Basic analysis of connotative or intentional meaning Basic attempts at making comparative judgements and drawing conclusions
1	Basic analysis of use of media language No analysis of connotative or intentional meaning No argument raised or conclusions drawn
0	No attempt made that justifies any awarded credit

### Images:

- Malala Yousafzai is the selected cover star. She is a human rights activist who championed the rights of Muslim and the youngest-ever winner of the Nobel Peace Prize appearing on the cover of the 'glossy' fashion magazine aimed at wealthy (ABC1) women aged 30–45.
- The choice of a Pakistani activist reflects the social diversity that the magazine wants to display that it wishes to display
- Malala is in medium close-up, facing the camera and looking directly at the viewer. Her gaze is between her and the viewer.
- Her hands are in a graceful gesture (reminiscent of traditional Indian dance) that leads the eye to her face
- Malala's dress is traditional and luxurious. The soft folds of red fabric are a similar shade to the background – linking Malala to *Vogue*. Her make-up, jewellery and nail colour are touches of *Vogue's* regular readers.

### Text:

- Masthead: *Vogue*. The font has been used since the 1950s and is timeless, classical, archaic
- There is no strapline; the implication is that *Vogue* does not need one, being so well-known
- Coverline: 'Love after Lockdown' – relationships are a very traditional topic for women's magazines, edge by linking it to the pandemic
- Coverline: 'Fighting Talk' – an interview between the prominent black British celebrities, diversity and implying that *Vogue's* readership is interested in things that are less typical
- Coverline: 'The Shape of No' – one of two articles about fashion, unsurprising as *Vogue* is a fashion magazine. The tone is one of authority, able to tell readers what to wear
- Coverline: 'Vogue is back to Summer Beauty' – the second of two coverlines relating to fashion, is authoritative – *Vogue* is the fashion bible and expects its readers to follow its advice

### Layout and Design:

- There is a **tag**-like feature applied to several coverlines (the main parts of the coverlines) to give the reader more information
- The VOGUE masthead is placed across Malala's forehead, in silver-grey colours. The same is at the bottom: 'Survivor, activist, legend'. This anchors her as a *Vogue* cover star.
- The colour scheme is minimalistic, suggesting the confidence of a high-class and well-established brand. The background and the background are very similar in colour, a design choice which has the effect of linking the predominant colour, red, has connotations of power, strength and activism; also of celebrity
- The other coverlines are all in black, with extra information (tags) in white. The overall effect is one of confidence – *Vogue* does not need to clutter the front page.

## Answer Sheet 6.1: Starter Task 1 – Decoding Representation

1. Inequality
2. Racial bias
3. Patriarchy
4. Minorities
5. Body image

## Answer Sheet 6.2: Main Task – Media Representation: Exam

**Indicative Answers Q1a:** Maximum of 5 marks. 1 mark for each correct/appropriate ment reflect the current sociocultural context. 1 mark for overall structure of essay. Some guidan provided below:

- **'GQ Heroes':** *GQ* is implying that some people within the media have the power to influence. The names include a model, an actress, a comedian and a journalist – not traditional 'heroes'.
- **Cover star:** Sterling represents the idea of a hero both physically and professionally. He is a hero and he has a reputation for combating unfair and illegal practices in football and wider society.
- **'Guardian Angel':** The coverline for the cover star implies that he is a hero and has 'saved' something 'from itself' suggests an aspect of psychology related to modern men and women.
- **'broken suit' / 'finally OK to own a beltbag':** men are judged by the media what they can suggest a sense of judgement – that men will wait to be judged by the media what they can suggest a move to more sustainable fashion choices, and the beltbag might suggest a move to the products that are suitable for men and women.
- **'brutal dictatorship' / 'the new order':** men are interested in politics and culture in the media.
- **Ethnicity:** Sterling is a black man of Jamaican origin who plays for the English Premier League. It empowers men from different backgrounds to believe they can achieve greatness in life – y

**Q1b:** Marking scheme and indicative answers:

Tier	Construction of comparative analysis between two media products using representation theory to build a sustained argument and draw conclusions
5	21–25 Excellent analysis and comparison between two cover pages Excellent use of representation theory In-depth and concise attempts at creating comparative judgements and drawing conclusions
4	16–20 Good analysis and comparison between two cover pages Good use of representation theory Good attempts at making comparative judgements and drawing conclusions
3	11–15 Satisfactory analysis and comparison between two cover pages Satisfactory use of representation theory General attempts at making comparative judgements and drawing conclusions
2	6–10 Rudimentary analysis and comparison between two cover pages Basic use of representation theory Basic attempts at making comparative judgements and drawing conclusions
1	1–5 Basic analysis and comparison between two cover pages No use of representation theory No arguments raised or conclusions drawn
0	0 No attempt made that justifies any awarded credit

**Choices for representation to be included in Q1b (Indicative):**

- ***GQ* = *Gentlemen's Quarterly* vs *Men's Fitness*.**
  - There is a significance to choosing the word 'gentlemen' to describe men, as opposed to 'gentleman' brings to mind a serious male figure, and the same type of man that the cover star, although wearing wings to signify his heroic status, has a serious facial expression and a sense of power and confrontation.
  - As the name suggests, *Men's Fitness* is a lifestyle magazine for men whose lifestyle revolves around fitness and health, while *GQ* which is more tailored to men who express their lifestyle through fashion and accessories. The cover star is prominently his role as Star Lord in Marvel's *Guardians of the Galaxy* in mid-air, showing the fitness levels required to portray a superhero.
  - ***GQ* is serious. *MF* is more playful and fun.**
- ***GQ* is concerned with an issue focusing on hero figures; Sterling is used to represent that idea in the media. On the other hand, is all about shedding fat and getting fit. From a media perspective, the cover star is a superhero. Therefore, Chris Pratt was the most ideal and prominent candidate at the time as *Guardians of the Galaxy Vol. 2* was about to be released in cinemas at the time of this issue).**

**Differences:**

- **Perception of men:** *GQ* – men should be heroic and powerful; *MF* – men should be physically fit.
- **Ethnicity:** Black vs white
- **Social class of target audience based on coverlines:**
  - *GQ* is advising people about reusing fashion items and about previously unfashionable items with a chance of winning a \$2,000 adventure holiday.
  - *GQ* is aimed at more politically motivated men; *MF* is concerned with helping its readers achieve a better body (outside of the gym).

- **Male stereotypes:**

- Both stereotype men as needing to be physically fit and strong, but since the magazines go about presenting their shared values in different ways: *GQ* has a more serious tone, while *Maxim* is more serious, more trivial and somewhat superficial.

**Similarities:**

- **Male stereotypes:** they share the same values even though they are presented in different ways (strong, physical and fit with big arms and washboard abs), making way for body-image in the male magazine industry.
- **Photograph and pose:**
  - Sterling is showing off his masculine features through a full-body long shot. He has a brooding/serious stare, and prominently featured tattoos.
  - Pratt is showing off his physical capabilities (but not necessarily strength). He is made to be uncomfortable for some, but he is making it look effortless. The irony is that his pose is similar to Iron Man, another Marvel superhero (who is a lot more well-known and has iconic moves).
- **Mediation:**
  - Both celebrities are looking directly at the camera, building a direct connection with the audience.
  - Both magazines are offering an 'exclusive' look at the celebrities featuring their respective celebrities (Chris Pratt).

### Answer Sheet 7.1: Starters Task – Newspapers: Definition and Contexts

1. Source of news
2. Daily
3. Audible
4. Easily accessible
5. Print format
6. Influence and control

### Answer Sheet 7.2: Intro Task – Newspaper Contexts

1. They are an important source of mass media because they communicate important and timely information.
2. Newspapers can be kept and gone back to later, and they are also tangible, unlike many other forms of mass media.
3. Newspapers come in the form of broadsheets and tabloids, which are known to appeal to different audiences. Readers can often select a paper that is more oriented towards their tastes than TV or radio news.
4. The Internet has allowed for information to be more accessible on an international level. Information can be manipulated thanks to the invention of electronic publishing and the representation of text and images. Lastly, the accessibility of portable digital devices has allowed for more immediate means of consuming news more freely.
5. Before Web 2.0, news was published by organisations, with little or no opportunity for reader feedback. This has made journalism, a once staple one-way source of information, into a multidirectional source. Furthermore, the growing access of digital devices such as smartphones and tablets has allowed for amateur journalists in their own right. These people are formally referred to as citizen journalists.

### Answer Sheet 7.3: Main Task – Tabloids vs Broadsheets

	Tabloids	Broadsheets
<b>Reputation</b>	Popular press Sensational issues	Quality reputation Serious issues
<b>Target audience</b>	Lower social groups	Higher social groups
<b>Layout</b>	Eye-catching Vibrant colours Bold typeface Overpowering images Extreme headlines	Minimalist Limited use of colour Smaller typeface Subtler images Reasonably balanced
<b>Article length</b>	Short Barely any articles on front page	Long Substantial
<b>Page count</b>	Shorter	Longer
<b>Reporting</b>	Superficial Sensational wording	In-depth Emotionally neutral
<b>Headlines</b>	Often use language that is simplistic Use of everyday language (everyday speech)	Higher level of language Serious language
<b>Content</b>	Everyday stories Scandals Gossip-based articles Mostly national issues International issues are more celebrity-oriented Very limited business news	Political news News coverage Business news Cultural issues
<b>Additional/Inserts</b>	Discount codes Coupons	Cultural inserts Lifestyle magazines Informational

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## Answer Sheet 7.3: Main Task (PPT) – Tabloids vs Broadsheet

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	The Times (25 June, 2013)	Do
Type of Paper	Broadsheet	
Reputation	Reporting of serious issues (NHS struggles) Quality reporting (tennis/Wimbledon is considered culturally relevant issue, not issues pertaining to the sex of Kate Middleton's baby, or Justin Bieber's character)	Sensationalis Popular stor Newsworthy NHS issues)
Masthead (title)	Simplistic Blends in with the rest of the paper Minimalist style (Black on white with a small logo)	Bold Red backgrou Self-quoted to entertainmen would need to
Content/News (take 20)	Main articles about NHS, and doctors' working Secondary cultural article about Wimbledon	Main article is he was born girl (which w NHS story is g Cultural news Madrid in the before is feat Justin Bieber
Use and size of images	The NHS story has no featured image on the front page but an image of Rafael Nadal is featured (taking approximately a quarter of the page), indicating that Wimbledon was a very relevant topic of conversation at the time of publication	Image of Kate additional ins just over half Additional ph image of Sir A and Nani. Imagery take (more import
Headlines (size and language)	Longer word count but smaller in size. Gives context about what the story is about in a factual way. The headline is saying that <i>doctors object to the proposal to have their working hours increased</i> . The headline is embedded into the text of the article as opposed to the image (as there is none) Puns are not relied on	Large in size, catching and factual, as late Headline is fe part of the ar Headlines rel 'drops' huge for revealing 'Real Mad', p angry about t the loss was a
Article length	Much larger amount of the story on front page. Even the secondary story has more text than the main story in the tabloid.	Only a small length of artic
Reporting style	In-depth reporting with emotional words such as 'spurn', meaning reject, 'condem', 'health service must rediscover its heart'	Superficial w sensational w Chief: We Did brat' Also use of in the Duchess o Ferguson as just his surna
Layout (up to already discussed)	Text-based, reliant on factual wording because of this. Subtle and minimal styles Gives an impression of serious news	Large, bold te Coloured bac Eye-catching Images: story
Target audience	High social classes Why? The NHS issues have been given a full feature. Wimbledon is favoured as a cultural event.	Lower social Why? Shorter summed up in of England is turned out to
Additional: None are featured on the front page of these papers (although there may have been in other papers but not featured on the front page)		

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## Answer Sheet 7.4: Plenary Task – The Aims of Newspapers

	<i>The Times</i> (Broadsheet)	<i>Daily Mirror</i> (Tabloid)
Difference	Reporting of serious issues	Reporting of entertainment issues
Similarity	Both are a source of news	
Aim	Newspapers aim to inform the public of 'important' issues and events	

## Answer Sheet 9.2: Intro Task – Codes and Conventions

1. *The Sun*
2. *The Guardian*
3. *The Independent*
4. *The Times*
5. *Metro*

## Answer Sheet 9.3: Main Task 1 – The Sun's Media Language

Media Lang.	Explanation	Implication
Masthead	<b>Red top:</b> <i>The Sun</i> is what is known as a 'red-top' tabloid, with a bold capitalised title, positioned within a red box.	<ul style="list-style-type: none"> <li>• <b>Red tops</b> are synonymous with British tabloids.</li> <li>• By seeing a red-top tabloid, readers understand that the news they expect from the paper.</li> <li>• Other examples: <i>Daily Mirror</i>, <i>Daily Star</i> and <i>Daily Express</i>.</li> </ul>
	<b>Masthead position:</b> The masthead is positioned at the top of the page.	<ul style="list-style-type: none"> <li>• Typical feature of tabloids</li> <li>• <i>Express</i>: 'World's Greatest Newspaper'</li> <li>• <i>Daily Mirror</i>: 'Real News... Real Entertainment'</li> <li>• <i>The Sun</i> is presenting itself as the voice of the people who feel that they are ignored by the political establishment, positioning itself as the most popular print newspaper.</li> </ul>
Imagery	<b>Main image:</b> An image of the face of the iconic clock of the Palace of Westminster, with a hypodermic needle as the hands of the clock.	<ul style="list-style-type: none"> <li>• <i>The Sun</i> is using the iconic image of the Palace of Westminster to suggest to the reader that there is a sense of urgency to the vaccination programme.</li> <li>• The hands of the clock have been replaced by a hypodermic needle, suggesting that the vaccination programme is a medical intervention.</li> </ul>
	<b>Secondary images</b> <ul style="list-style-type: none"> <li>• Images of Gary Lineker and Kate Garraway, with quotes from them</li> <li>• Heart shape with Union Jack flag</li> <li>• Boris Johnson looking jubilant</li> </ul>	<ul style="list-style-type: none"> <li>• Gary Lineker, a British sporting hero and a trusted voice, is used to lend a sense of authority and reason. Readers are encouraged to see the vaccination programme as fact.</li> <li>• Kate Garraway, a breakfast television presenter, is used to suggest a connection to the topic as her husband, David, is a member of the Conservative Party.</li> <li>• Prime Minister Boris Johnson is shown celebrating, suggesting that the political events still happening regarding Brexit are secondary to the current situation.</li> <li>• The Union Jack is a national symbol that reinforces a sense of patriotism.</li> <li>• By using a <b>symbol of English nationalism</b>, the paper is trying to elicit a response of patriotism from its readers.</li> <li>• By guiding readers' thoughts on the matter, the paper is positioning itself as the <b>audience positioning</b>.</li> </ul>
Text	<b>Main headline:</b> 'As 2021 dawns, we call on YOU to sign up for Britain's vaccination volunteer force. So... JOIN OUR JABS ARMY'	<ul style="list-style-type: none"> <li>• The headline is <b>anchoring the image</b>, giving it a context.</li> <li>• 'We call on YOU': <i>The Sun</i> uses the first-person connection between the paper and the audience, suggesting a manipulative tactic. The capitalised 'YOU' is needed at this time.</li> <li>• 'vaccination volunteer force' – the alliteration suggests the dramatic nature of the task ahead: battling the virus.</li> <li>• The phrase 'jab's army' is reminiscent of the phrase 'army' which evokes the wartime spirit that Britain is reeling from. It evokes the wartime spirit that Britain is reeling from. 'force' and 'army' reinforce the idea of Britain as a fighting force.</li> <li>• The tone is nationalistic and uses the kind of language that appeals to so many British audiences to <i>The Sun</i>.</li> </ul>
	<b>Subhead:</b> 'PM: BRITAIN BREXPECTS'	<ul style="list-style-type: none"> <li>• The term 'Brexit' has become so widely used that it has become a verb.</li> <li>• The word 'Brexit' is used to caption the image, suggesting that the paper will continue to report on the Conservative Party's actions.</li> <li>• The use of language such as 'turbocharge' and 'boost' suggests a positive view of the Brexit possibility.</li> </ul>
	<b>Article prefix:</b> 'YEAR 2021' 'The Sun says'	<ul style="list-style-type: none"> <li>• This is <b>common for The Sun</b> – it is often used to highlight aspects of society.</li> <li>• The implication here is that the paper has a hand in what it is writing, and that what it is writing has influenced the public.</li> <li>• <i>The Sun</i> is <b>validating itself</b>. Producers are claiming to be the voice of the people.</li> </ul>
	<b>Text box:</b> Happy New Year to all our readers	<ul style="list-style-type: none"> <li>• The puff treats the readers as though they are the main focus of the paper.</li> </ul>
	<b>Body text:</b> 'The Sun urges our fantastic readers today to join a "Jab's Army" of volunteers to help get millions of Brits vaccinated rapidly against COVID. So many of us have longed to play a more active role in beating this terrible disease...'	<ul style="list-style-type: none"> <li>• This paragraph is a piece of persuasive writing encouraging the reader to 'join 50,000 volunteers to run pop-up medical centres.'</li> <li>• 'It is a vast logistical challenge which needs posters encouraging people to sign up.'</li> <li>• <i>The Sun</i> uses the body text to repeat the message of this major Sun campaign... this will be the 'Jab's Army' will play a key part.'</li> </ul>

## Answer Sheet 9.4: Main Task 2 – The Guardian’s Media Language

Media Language	Explanation	Implication
Masthead	<b>Masthead style</b> 'The Guardian'	<ul style="list-style-type: none"> <li>Written in <b>smaller typeface</b> and in a <b>difference in style</b> that differentiates it from other newspapers.</li> <li>Similar intention to red tops, without the reputation of a red top.</li> <li>The lower case also allows the paper to appear to actually shout, as attributed to being more personal, and comes across as more authoritative.</li> </ul>
	<b>Masthead caption</b> For 200 years News provider of the year	<ul style="list-style-type: none"> <li>Assures readers that it is a reputable news provider of being a guardian of the truth.</li> <li>'News Provider of the year' – suggests further information of who has given the award.</li> </ul>
Image	<b>Main image</b> The prime minister, Boris Johnson, jogging with his dog, Dilyn, through St James's Park near Downing Street yesterday'	<ul style="list-style-type: none"> <li><b>Selection of image:</b> The image of the prime minister wearing a woollen hat with a pom-pom and brightly patterned shorts suggests that jogging is a regular activity for him.</li> <li>His facial expression and body language suggest how he is feeling about the accusations during lockdowns.</li> <li>The picture is taken at close distance, typical of newspapers. Images for tabloids are usually taken without the consent of the subject.</li> </ul>
	<b>Secondary image</b> Three images taken from office-based situation comedies	<ul style="list-style-type: none"> <li>The images are from <i>Brooklyn 99</i>, <i>The Mindy Project</i> and <i>The Mindy Project</i> programmes aimed at 30–40-year-old professionals, suggesting that many people are working in the office environment due to COVID-19.</li> </ul>
	<b>Secondary image</b> An image of bottles of wine	<ul style="list-style-type: none"> <li>The bottles are referencing an article about the UK's wine industry that would be seen as typically middle-class.</li> </ul>
Text	<b>Main headline</b> 'Cummings accuses PM of lying over No 10 party'	<ul style="list-style-type: none"> <li>The reference using only the surname suggests that the reader should be aware of who Dominic Cummings is.</li> <li>Use of emotive language: 'accuses', 'lying'.</li> <li>The selection of the headline supports the word 'lying' suggests that the Conservative Party is dishonest.</li> </ul>
	<b>Image caption</b> 'The prime minister, Boris Johnson, jogs with his dog, Dilyn, through St James's Park near Downing Street yesterday'	<ul style="list-style-type: none"> <li>May suggest that the PM is unconcerned about his reputation while jogging with his dog.</li> </ul>
	<b>Body text</b>	<ul style="list-style-type: none"> <li>The language used is formal and serious, appropriate for a well-educated, ABC1 audience.</li> <li>Much higher proportion of text to image.</li> <li>More of a focus on facts and statistics and less on emotive language.</li> </ul>
	<b>Secondary headlines</b> 'What we miss about working in the office' 'When art and wine collide'  'UK sending anti-tank weapons to Ukraine'  'Inquiry launched into MoD over 'V' video release'	<ul style="list-style-type: none"> <li>The G2 section focuses on educated middle-class people and how their working life changed due to COVID-19 combined.</li> <li>International politics are discussed factually, suggesting that the headline regarding the inquiry is not as important as the other stories, although the placing of the story on the front page is leaning of the <i>Guardian</i> reader to believe it is wrong.</li> </ul>

## Answer Sheet 10.1: Main Task 1 – The Sun’s Representation

- Gender
- Religion
- Social class
- Ethnicity/Nationality

## Answer Sheet 10.2: Intro Task – Explaining Media Language

- Gender wage gap
- Extremism
- Benefits abuse
- Immigration



# Answer Sheet 10.3a: Main Task 1 – The Sun’s Representation

Element	Explanation	
Imagery: Metaphoric imagery	Use of an iconic London landmark: the clock of the Palace of Westminster with a hypodermic needle as its hands. Use of the heart-shaped Union Jack. Both create symbols of British pride.	Having a sense of history to create a sense of the 'army' of the war, and the enemy, to be fought.
Imagery: Selection of British celebrities	Use of Gary Lineker and Kate Garraway to represent the voice of the people of Britain.	Selecting a focus on readers who might listen to the radio.
Layout: Entire front page dedicated to one story / Headline occupies the majority of the page	Connotation: The contribution of the people will be incredibly important in defeating the virus.	<i>The Sun</i> has a focus on serious (e.g. election) campaigns.
Strapline: ‘The people’s paper’	It is implied that <i>The Sun</i> has a better idea of what the general British public want than politicians do and that it is the voice of the people of the country.	<i>The Sun</i> heavily focuses on immigration and focuses its attention on the British population.
Text: ‘As 2021 dawns, we call on YOU to volunteer for Britain’s vaccination drive. So...’	By placing its readers (the British public) at the centre of its main story. By using the first-person pronoun ‘we’ and ‘YOU’, <i>The Sun</i> is forming a relationship with the target audience.	The reader is part of the narrative. This perpetuates its focus on placing the reader at the centre.
Headline: JOIN OUR JABS ARMY	This headline is used to construct <b>personal identity</b> . The readers are encouraged to see the virus as an enemy that they can defeat.	<i>The Sun</i> constructs a narrative that places power and responsibility on the target audience and gives power to the reader.
Conclusion	<i>The Sun</i> constructs a narrative that places power and responsibility on the target audience. The target audience are positioned as the heroes of this narrative helping to administer vaccines.	

# Answer Sheet 10.3b: Main Task 1 – The Sun’s Representation

Answers are provided in the newspaper section, directly after Worksheet 10.3.

# Answer Sheet 10.4a: Main Task 1 – The Guardian’s Representation

Element	Explanation	
Imagery: Representation of the prime minister	Deliberate selection of image where Boris Johnson looks comically dishevelled and unprepared. He is pictured as an ‘everyman’ rather than a leader.	The connotation is of a man who is not in control. He is joggling with the accusations sent to him.
Image: Representation of readers’ lifestyle	The images from the niche situation comedies relating to working from the office or home and the image of bottles of wine both support a readership of middle-class, ‘white-collar’ workers.	<i>The Guardian</i> targets a readership that are most likely to work jobs that can be done from home. Members are also likely to be spent on luxuries, at least, on enjoying a glass of wine. This results in a preference for the <i>Guardian</i> .
Text: Representation of Boris Johnson	The headline reveals that Johnson has come under criticism from one of his own advisors. Language and reported speech are used to create a tone of suspicion: ‘denied allegations’, ‘The PM waved it aside... had told him repeatedly’, ‘He’s MY guy’.	<i>The Guardian</i> has been critical of the Conservative party’s policy of austerity. The party’s policy of austerity is used to criticise Boris Johnson. The broadsheet paper is used to support its criticism, as opposed to the tabloid which is more supportive.
Text: Representation of Conservative Members Parliament	The article on the right of Conservative peer Lord Hailsham receiving money from the PM’s contracts suggests that some people in positions of power were using the pandemic to their advantage.	<i>The Guardian</i> will appeal to the capitalist ideology that they will take it as a benefit from the pandemic. The ‘lane’ will support the readers.
Headline	By using only the surname ‘Cummings’, there is an assumption that readers will know of the PM’s former chief advisor and their history. The use of ‘lying’ draws the attention of left-wing supporters.	Dominic Cummings’ behaviour of the PM. <i>The Guardian</i> readers will be critical of the Conservative leadership.
Conclusion	Generally, <i>The Guardian</i> is representing COVID-19 as a political issue. The general feeling is that the prime minister at least, not been behaving as they should or, at worst, have used the pandemic to their advantage. The main image and article make this argument by constructing negative representations of politicians. In doing so, <i>The Guardian</i> establishes itself as a voice for the left to hold the government to account.	

## Answer Sheet 10.4b: Main Task 1 – The Guardian's Representation

Answers provided in the newspaper section, directly after Worksheet 10.4.

## Answer Sheet 11.1: Starter Task 1 – Decoding Media Language

1. Anchorage
2. Meaning
3. Red tops
4. Masthead
5. Headline
6. Adverts

## Answer Sheet 11.2: Introduction Task 1 – Defining Media Language

<b>Adverts</b>	A common way for newspapers to generate commercial revenue
<b>Anchorage</b>	How the meaning of a picture is shaped in a newspaper through the caption
<b>Headline</b>	The text that introduces an article's content and subject matter
<b>Masthead</b>	The visual identifier of new papers referring to the designed title unique to each publication
<b>Meaning</b>	The scope of media language is to create and circulate this type of information
<b>Red tops</b>	An identifying feature of British tabloids

## Answer Sheet 11.3: Main Task – Media Language: Exam-style Questions

**Images:** Maximum of 5 marks. 1 mark for mentioning any of the three images. 1 mark for each point students might wish to consider:

- The representation of the prime minister, Boris Johnson, as unprepared and unfit for his role
- The comical representation of the prime minister jogging with his dog while serious accusations are made
- The images from niche situation comedies relate to middle-class lifestyles: programmes that they might do. The reference to the change in working lifestyles due to the pandemic
- The image of the bottles of wine to suggest an interest and lifestyle of the middle-class reader

**Text:** Maximum of 10 marks. 1 mark for correctly mentioning each convention and 1 mark for each point students might wish to consider:

- Masthead style: Written (mainly) in lower case and in a curved font, giving the paper a distinctive look from competition. The lower case also allows the paper to shout out for attention without being attributed to the full-caps format. This style is more personal, and gives a much friendlier appearance.
- Main headline: 'Cummings' is positioned as a recognised figure. It is assumed the audience is interested in his opinions on the prime minister.
- Main headline: Use of emotive language – 'accused' and 'lying' – creates a sense of intrigue and has been antagonism between Dominic Cummings and Boris Johnson in the past. *The Guardian* tells a compelling story and appeal to left-wing readers.
- Main headline: The selection of the headline supports *The Guardian's* political ideology – Conservative prime minister is untrustworthy – and would appeal to left-wing readers.
- Image caption: Juxtaposes the serious nature of the accusations with the image of the prime minister, imply that he is not taking the accusations seriously.
- Secondary headline: 'Inquiry launched into Mone...'. *The Guardian's* criticism of the Conservative use of the phrase 'VIP lane' – that they are taking advantage of the COVID-19 situation.
- Kicker article: 'When art and wine collide' – reinforces the middle-class lifestyle of the typical reader.

## Answer Sheet 12.1: Starter Task 1 – Decoding Representation

1. Age
2. Gender
3. Religion
4. Social class
5. Ethnicity
6. Sexuality

## Answer Sheet 12.2: Introduction Task 1 – Understanding Representation

<b>Age</b>	Voter demographics
<b>Gender</b>	Wage gap
<b>Religion</b>	Extremism
<b>Social class</b>	Benefits abuse
<b>Ethnicity</b>	Immigration crisis
<b>Sexuality</b>	Equal marriage

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## Answer Sheet 12.3: Main Task – Media Representation: Exam

### Indicative answers

**Q1a:** Maximum of 10 marks. 1 mark for correct mention of tabloids and correctly identifying the correct social class that tabloids appeal to. 3 marks maximum for correctly identifying the correct political context of the time. 3 marks maximum for identifying the correct political leaning of the set text based on the front page.

- Tabloids: popular press that reports sensational issues
- Audience: low-to-middle social class readers
- Identifying features: image-led, lack of text, easily digestible for type of readers, and to provide information
- Political context of the time: COVID-19 has spread across the UK, leading to deaths and
- Political leaning: right-wing, nationalistic

**Q1b:** Marking tiers as follows:

Tier	Construction of comparative analysis between two media products using a framework to build a sustained argument and draw conclusions
5	<b>17–20</b> Excellent analysis and comparison between two front pages Excellent use of representation theory In-depth and creative attempts at creating comparative judgements and drawing conclusions
4	<b>13–16</b> Satisfactory analysis and comparison between two front pages Satisfactory use of representation theory Good attempts at making comparative judgements and drawing conclusions
3	<b>9–12</b> Satisfactory analysis and comparison between two front pages Satisfactory use of representation theory General attempts at making comparative judgements and drawing conclusions
2	<b>5–8</b> Basic analysis and comparison between two front pages Basic use of representation theory Basic attempts at making comparative judgements and drawing conclusions
1	<b>1–4</b> Basic analysis and comparison between two front pages No use of representation theory No arguments raised or conclusions drawn
0	<b>0</b> No attempt made that justifies any awarded credit

**Note:** The content below is indicative and by no means exhaustive. Students should be encouraged to argue their own points. Possible points for discussion:

#### *The Sun*

- Entirety of the front page dedicated to COVID-19 vaccination programme – seen as a very positive message
- Heart shape used for the Union Jack – patriotic imagery.
- Two British celebrities (Gary Lineker and Kate Garraway) used to give their opinions and support for the programme
- The image of an iconic London landmark – recognisable to most readers. Creates an England identity
- Standfirst: Highly emotive language such as ‘fantastic readers’ and ‘millions of Brits’ is used to encourage participation in the volunteer programme.
- Body text: Constructed like an exciting narrative with phrases such as ‘beating this terrible disease’ and ‘vaccines’.
- There is an active attempt to convince readers of the vaccination programme’s importance and that it is a national duty.
- **Conclusion:** *The Sun* represents Britain as a country in the middle of a battle – against COVID-19. It encourages its readers to believe that they can help to beat the enemy by joining in with many of volunteers to help roll out the programme.

#### *Daily Mirror*

- Entirety of the front page dedicated to COVID-19/lockdown – presented as an extremely negative message
- Context: UK entering into ‘lockdown’ – U-turn by government following announcement that schools should remain closed to school after Christmas
- Image: Prime Minister’s face suggests he is wringing his hands and is looking for a way out of the situation. Appeals to the UK public to give updates on COVID-19.
- Image: Union Jack flag is just seen at the side of the image and is not given prominence, despite its importance in the context of the pandemic.
- Image: Folded newspaper being delivered and crossword to show how the *Daily Mirror* is being used by the public.
- Text: **Binary opposition** – ‘virus blow... vaccine hope’ – the reader is reminded that although the country, there is a positive outlook with the news of the vaccinations.
- Headline: ‘Lockdown 3’ – resembles a film sequel title and reinforces the idea that it is the third time the country has been put in place. The *Daily Mirror* is a left-leaning newspaper and may suggest criticism of the government.
- Text: Triadic structure is used to juxtapose the government (‘shameful bungling, indecisive leadership, lack of planning’). The *Daily Mirror* is focusing on its negative view of the government and its handling of the pandemic.
- **Conclusion:** The *Daily Mirror* presents Britain as a country that will need to help itself out of the pandemic. It will not do anything positive to help – ‘Once again, it’s down to us...’.

**Answer Sheet 13.1: Starter Task – Advertising Terminology**

1. Layout
2. Brand
3. Framing
4. PSA
5. Typography
6. Campaign
7. Copy
8. Advertising
9. Tag line
10. Targeting

**Answer Sheet 13.2: Introduction Task – Defining Advertising**

<b>Layout</b>	The way in which elements of the advert are purposefully laid out
<b>Framing</b>	The angle or perspective from which an advert (or any image) is presented
<b>Typography</b>	The stylised printing of letters
<b>Advertising campaign</b>	A detailed and organised plan of how to promote a product, service or brand
<b>Brand name</b>	The identity, or personality of a product as distinguished from others
<b>Advertising copy</b>	The printed words or quoted speech used in an advert
<b>Advertising</b>	A form of communication that aims to have a persuasive effect on the audience for commercial gain for the sender
<b>Public service announcements (PSA)</b>	Advertising with the ethos of a commercial approach, and with a focus on social issues
<b>Tag line</b>	A short phrase which is long-lasting and often used in company branding
<b>Campaign</b>	A short phrase, usually used as the theme for a product's campaign
<b>Targeting</b>	The concept of aiming the advertising material at a specifically defined audience

**Answer Sheet 13.3: Task 1 – Applying Advertising Terminology**

1. framing, layout
2. PSA, advert
3. brand, tag line, campaign
4. typography, copy
5. target, audience

**Answer Sheet 14.1: Starter Task – Meaningful Structure**

1. Correct tag line: I'm lovin' it.  
Company: McDonald's  
Brand image: fast food that you can fall in love with.
2. Correct tag line: Just Do It.  
Company: Nike  
Brand image: if you go ahead with it, it can be done (as long as you are wearing Nike)
3. Correct tag line: Every Little Helps  
Company: Tesco  
Brand image: providing all you need from a supermarket: value, quality and convenience
4. Correct tag line: Because You're Worth It.  
Company: L'Oréal  
Brand image: providing the best quality beauty products for customers who deserve the best
5. Correct tag line: It's finger lickin' good  
Company: KFC  
Brand image: the food is so good, you'll want to lick the excess off your fingers

**Answer Sheet 15.1: Plenary Task – Gap-fill**

1. Semiotics, signs, meaning
2. connotative, denotative
3. Ferdinand de Saussure, signified, signifier
4. Charles S Peirce
  - a. symbol
  - b. index
  - c. icon

**Answer Sheet 15.2: Task 1 – Establishing the Elements of Narrative**

<b>Structure</b>	An element of narrative that is comprised of form and content
<b>Content</b>	A technical term for the story. Normally, this is concerned with what the story is about
<b>Form</b>	The technical term for the form of the story. Normally, this is concerned with how the story is told
<b>Plot</b>	The term used to describe how the main events in the story unfold
<b>Storytelling</b>	The activity of presenting a story to an audience
<b>Action</b>	Can either be the physical movements of the people in a story or their behaviour
<b>Dialogue</b>	The engagement of conversation or vocalised thought of the people in the story
<b>Conflict</b>	The struggle that often presents itself in a story, normally needing to be resolved
<b>Character</b>	Any person, animal or figure presented in a story
<b>Setting</b>	The time and place in which the story takes place
<b>Event</b>	Something that will happen, has happened, or is thought to happen in the story

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## Answer Sheet 16.2: Task 2 – Vladimir Propp's Character The

**Character:** Adult male

**Character type:** Hero

**Reason:** His code of body language, with his arm on the girl, connotes protection. Their pro father. He is represented as powerful and caring. He is also denoted holding a device to address with the audience challenges the gender stereotypes as he is a strong male hero but

**Character:** Young girl

**Character type:** Princess

**Reason:** Her code of body language, lying underneath the covers of the bed connotes vulnerability. Looking up towards the hero figure suggests her dependency on the figure to get her the help

## Answer Sheet 17.1: Task 2 – Media Representation: Exam-st

- **Patriarchal society:** the two women are given a choice in the advert, but the man is the choose from. This is reinforced by centrally framing the man in the advert, and subsequent
- **The male gaze:** the man sees himself as the leader and the centre of attention in most s on him. His eyeline is also directed at the product which is placed on his lap. This gives t significance. Men would then seek to identify relate to this product as a means of obtain current Lynx deodorant t's. This falls under the theoretical perspectives explored
- **The role of women:** Although not overtly sexualised, the two women here are objectified comm. The women in the advert are thankful for the man to be providing for them embrace the form of a kiss on the cheek. Although the theme (relating to chocolate) is advert, the underlying beliefs employed by this advert are a direct reflection of soci men are the providers, and women are the ones provided for.
- **Two contrasting female stereotypes:** In the advert, the two main women come from t and brunettes. Blondes are seen as fun, desirable, sexual and less intelligent. The blond red dress (the colour representative of sin). On the other hand, brunettes are seen as sn material: the brunette is wearing a red and white striped top (equal parts sinful and inn temptresses.
- **'What a delicious dilemma':** This tagline is very evidently a double entendre. The adv dilemma is aimed at which choice either of the two women should make, in terms of the below the surface, the tag line is laced with innuendo. It is also implied here that the dile in the advert and which of the two women he wishes to choose: blonde or brunette.

## Answer Sheet 18.1: Introduction Task – Main Representation

1. heavily, roles, demonstrated, value, historical
2. plays, Quality Street, wed, NHS 111, fathers
3. common, attract, aimed, alienated, targeting
4. ethnically, social context, series, campaign, target audiences

## Answer Sheet 18.2: Task 1 – Main Representations in Advert

1. Language: 'delicious', 'delightful', the name of the product 'Quality Street'. Imagery: man The women want the product. The subjects found in the artwork are intrigued by the pr
2. Women are wearing everyday clothes (middle class). Man is in a suit (upper-middle cla extravagant clothing (upper class) for the time. All three classes are centred in the adve way anchoring the product (women picking a chocolate; man looking down at the tin; tv three people on the sofa to see what the man has on his lap). The advert is implying that product, it is suitable for people from all social classes.
3. The man is in the centre of the image. He is in control of the product, and, thus, of the se disposal. This can be seen as reflective of the choice and opportunities that women had which were dictated by men.
4. The women's body language is very submissive when compared to their male companio need a man in order to gain any form of status in wider society.
5. Due to the ages represented in the advert the target audience is adults between the ages the age groups shown, and regardless of gender or social class (men and women are rep social classes are present in the advert, the age group is the only consistent categorisation.

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**Answer Sheet 18.3: Task 2 – Main Representations in Advert**

1. A negative stereotype about men is that they are less involved in caring for their children. The advert reflects this stereotypically less likely to go to the doctor or to ask for help. The advert reflects this perception about men. Historically, there has also been an over-representation of men in the media. This product subverts and constructs a more realistic picture of modern British society. To this extent, the advert also subverts negative stereotypes of black men in the media.
2. The man is central to the advert. He is denoted in the middle, holding his arm to protect his face. His expression is serious but calm, representing him as capable and responsible. His direct gaze encourages the audience to connect with him. He holds the phone to connote that he is getting advice or support. The message that the target audience can cope like him.
3. The man in the advert is not presented in a way that seems artificial. He is wearing jeans and a t-shirt. His facial expression is serious. He is denoted holding a phone and with his arm on the girl's shoulder to encourage identification from the audience.
4. The advert opted not to use a celebrity in this campaign, but rather went with using an everyday man that men can identify with and relate to what is being presented to them.
5. The word 'you' can have a **positive** impact on the target audience. It encourages connection and makes the audience feel empowered and involved in the message. However, it may create a sense of isolation if you are in need of support.

**Answer Sheet 18.4: Main Task 1 – Decoding Media Language**

1. Colour
2. Slogan
3. Image
4. Adverts
5. Anchorage
6. Persuasion

**Answer Sheet 19.2: Main Task – Media Language: Exam-style**

**Images:** Maximum of 5 marks. 1 mark for identifying the imagery in the advert. 3 marks for addressing the implication as a whole, alongside the other two conventions.

- Man as main feature of the advert. Shot is long shot. Man is not a celebrity or spokesperson. People from all walks of life. There are no particular demographics who should be interested. Making this advertising campaign applicable to as many people as possible is crucial.

**Text:** Maximum of 5 marks. 1 mark for correctly mentioning one piece of text. 3 marks for addressing the implication as a whole, alongside the other two conventions.

- 'Get to the help you need'. 'Help' has an implication of vulnerability. 'You' encourages identification. This text, added on top of the image, communicates the key message of the advert: use the help.
- 'HM Government' connotes authority and encourages trust. This connotes that the message is trustworthy.

**Layout:** Maximum of 5 marks. 1 mark for brief description of layout. 3 marks for a correct explanation of how the layout creates meaning. 1 mark for addressing the implication as a whole, alongside the other two conventions.

- One image and subject of the image across the entire advert, suggesting that the model is relatable (in line with Vladimir Propp's character type theory goes). He is a role model to all men across the UK. Every man has the right to ask for help.

**Culmination of elements to create meaning:**

The tag line used in the advert (Sweating like a pig, feeling like a fox) is placed over an image of a woman. She is sweating, her armpits are bare, her hair stuck to her face, but instead of looking embarrassed she has an expression of determination and pure satisfaction which is visible still, even though the audience is not seeing her face. The hashtag in the top left-hand corner of the advert is there to draw attention to the fact that this is a simple printed media product trying to get women interested in sport. Women are asked to share the hashtag. Moreover, this advert is one component of a much larger campaign. Therefore, the message about Sport England can do so by navigating through a quick hashtag search online.

**Answer Sheet 20.2: Main Task 1 – Decoding Representation**

- |                 |                |
|-----------------|----------------|
| 1. Gender       | 4. Audience    |
| 2. Ethnicity    | 5. Connotation |
| 3. Demographics | 6. Denotation  |

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## Answer Sheet 20.2: Main Task – Media Representation: Exam

**Qa:** Maximum of 5 marks. 1 mark for correct mention of historical period and providing at least one identified. 2 marks for correctly identifying typical representation of men at the time. 2 marks for correctly identifying typical representation of women at the time.

**Qb:** Marking tiers as follows

Tier	Construction of comparative analysis between two media products using a range of representation theory to build a sustained argument and draw conclusions
5	<b>21–25</b> Excellent analysis and comparison between two adverts Excellent use of representation theory In-depth and concise attempts at creating comparative judgements and drawing conclusions
4	<b>16–20</b> Good analysis and comparison between two adverts Good use of representation theory Good attempts at making comparative judgements and drawing conclusions
3	<b>11–15</b> Satisfactory analysis and comparison between two adverts Satisfactory use of representation theory General attempts at making comparative judgements and drawing conclusions
2	<b>6–10</b> Satisfactory analysis and comparison between two adverts Satisfactory use of representation theory Basic attempts at making comparative judgements and drawing conclusions
1	<b>1–5</b> Basic analysis and comparison between two adverts No use of representation theory No arguments raised or conclusions drawn
0	<b>0</b> No attempt made that justifies any awarded credit

Points to be made:	
Similarities	Differences
Same historical context; aimed at the same social class	Products are different Quality Street aimed at young people Hoover aimed at middle class
Style: graphic representation, not photography	Quality Street: you can see the product Hoover: you can't see the product then it is your choice whether to buy or not choice of selecting between two products
Stereotypes: women seen as materialistic	Hoover: a man can keep the house clean the right appliance around the house
Theme: women need men to make them happy, and the way to do that is to provide them with material things	
Argument/Conclusion: both the similarities and differences point to the same thing; women are seen as materialistic beings. Essentially, they are superficial beings who are easy to please as long as they are happy. The man's job is the provider, and the woman's job is the home-maker. Prior to this, women were seen as the opposite sex. However, women are still seen as commodities that the man needs to make his home comfortable.	

## Answer Sheet 21.1: Starter Task – The Different Methods of Media Representation

- Trailers
- Posters
- Social media
- Publicity
- Merchandising

## Answer Sheet 22.1: Introduction – Understanding Different Media

- (a) commercial, (b) promoting, (c) condensed
- (d) trade, (e) marketing, (f) contexts
- (g) Internet, (h) footage, (i) interviews, (j) content
- (k) promotional tours, (l) talk shows, (m) publicity tour, (n) enthusiasts
- (o) activity, (p) branded, (q) sold, (r) profit

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## Answer Sheet 22.1: Introduction – Codes and Conventions Used

**Imagery:** Provides people with insight into the narrative and story.

**Layout:** Provides structure to the poster and the audience's opinions of the film.

**Colour:** Enhances the tone of the film.

**Text:** Provides further information which is not possible through the other conventions.

## Answer Sheet 23.1: Task 2 – Barthes' Enigma Codes (explained)

### Task 2.1

1. **Action codes:** The simplification of complex actions in small detail, to explain larger actions.
2. **Enigma codes:** This system of codes involves the set-up and resolution of a puzzle. A film sets up the puzzle, enticing the audience to go to see the film in order to answer the question.
3. **Semic codes:** Signs referring to additional meaning through the use of connotation.
4. **Symbolic codes:** A range of symbolic references found in an image or text. These are contrasting codes (black vs white, good vs evil, men vs women) known as binary opposites.
5. **Cultural codes:** All references found within a text that can be understood through a good knowledge of the culture that is being referenced.

### Task 2.2

1. **Action codes:** The golden gun being loaded with a bullet with 007 inscribed on it implies that Bond will shoot.
2. **Enigma codes:** The title of the film, *The Man with the Golden Gun*, and the poster featuring an unknown assailant. This sets up questions for the audience as to who the man with the golden gun is and can only be given by seeing the film.
3. **Semic codes:** The words 'Golden Gun' in the film title and the image of a golden gun in the poster are of relative importance.
4. **Symbolic codes:** Binary opposites are featured in the poster:
  - a. two women, one protecting Bond, and one pointing him out to the shooter (good vs evil)
  - b. Bond (hero) and the man with the golden gun (villain)
  - c. beach hut being exploded on the left and untouched on the right
5. **Cultural codes:** The man in the boat on the top right-hand side of the poster seems Asian, possibly a reference to the film's setting.

## Answer Sheet 24.1: Task 1 – James Bond and Gender

### Similarities:

- Title: James Bond
- Name of the film at the bottom of the poster – male actor playing Bond is more significant.
- Villain is typically also male (both villains are in these posters)
- Both feature the 'Bond girl' characters – women in revealing clothing such as bikinis and lingerie.
- Peripheral female characters are given power: there is one woman who is in karate attire with guns and one in military-style clothing on NTTD.
- Both Bond figures have crossed arms, exuding strength, confidence and calm in the middle of a fight.

### Differences:

- The male villain is clearly featured twice on the poster for NTTD.
- A non-violent significant male character is featured on the poster for NTTD – men are shown as more than just aggressive.
- Women are not objectified in the way that they are in TMWTGG poster: NTTD poster shows women holding a gun in a relaxed way, ready for action.
- The 1970s still placed importance on the leading man – 'Roger Moore as James Bond 007' is featured on the 1974 poster; Craig's 2021 *No Time to Die* poster does not feature his name, with the exception of the 'reboot' with Craig as Bond, so many young audiences will only know Bond as Craig.
- Bond in TMWTGG is looking at the audience – the direct mode of address engages the audience with the action and drama. Bond in the NTTD poster is not facing the audience – the narrative, for example, in *Spectre*, suggests that he has turned his back on the secret service and his life of action and adventure.

## Answer Sheet 24.2: Task 2 – James Bond and Other Representations

### *No Time to Die*: Good vs evil

- The socially agreed ethical belief that good will overcome evil. The hero is overarching and he is the answer to all of the disruption in the film.
- The villain character has a facial disfigurement. There is a common association of facial disfigurement with evil in cinema.
- The use of the Japanese mask to hide the villain's feelings and intentions.

### *No Time to Die*: International representation – particularly to the previous film, *Spectre*, and the current film

- The use of the Japanese mask, used and ready for action.
- The male villain, representing the nostalgic artwork of older films in the Bond franchise.
- The use of Madeleine Swann's character in the foreground of the poster – a Bond girl who is a central instalment of the franchise.
- Use of images to suggest plot and action – used to reassure viewers that the traditions are being maintained.

### *The Man with the Golden Gun*: Representation of events

- The 1973 energy crisis. The general public of the mid 1970s would have been familiar with the plans and explosions, as one of the biggest issues of the West back then was the fact that the Middle East was of oil to the West (particularly the USA) due to its involvement in the Egypt-Israel conflict.

### *The Man with the Golden Gun*: Representation of issues

- The woman dressed in the karate outfit does not only propose a welcome change in the franchise when women were mostly represented as sexual or domestic objects, but that coupled with the action in martial arts films that were at the height of their success at this time thanks to the likes of Bruce Lee.

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### Answer Sheet 24.3: Homework

**Title:** *Atomic Blonde*. A play on words (Atomic Bomb), presumably reflective of the character's hair colour.

**Gun:** Representative of the genre, action/thriller (or both) spy film. Unusual to see women

**Body language:** Not facing the audience, going against this typical convention of print media; secretive by nature. The actress appears to be nude; this is either a form of exploitation of vulnerability or alternatively, it may be representative of the fact that assassins are meant to blend in effortlessly like a chameleon which adapts to its environment.

**Credits:** Charlize Theron and James McAvoy are mentioned. Theron is an established and successful actress, she needs the star power of McAvoy to sell a movie. Still, he is mentioned. If it were a film featuring only the female co-star would not be credited on the poster.

### Answer Sheet 25.1: Introduction – Recap of the key points

1. meaning, product, intended
2. network, signs, symbols (symbols, signs, signs, correct)
3. signification, cultural, associative
4. academic, study, semiotics

### Answer Sheet 25.2: Main Task – Film Marketing Media Language

**Images:** Maximum of 5 marks. 2 marks for identifying any imagery in the advert. 3 marks for explaining how the layout uses text and imagery to further enhance meaning.

- 1973 oil crisis. Explosions and power plants. Applicable to the historical context of the film.
- Martial arts significance. Applicable to the historical context of the film.
- Women and the way they are perceived. Can be used to highlight similarities or differences between the two women.
- Typical action film imagery. Spies. Explosions. Guns. Chaos. Propp's character function.
- Enigma codes. The golden gun (who is holding it?). Ideally discussed in context of the film.

**Text:** Maximum of 5 marks. 2 marks for correctly mentioning at least one piece of text. 3 marks for explaining how the layout uses text and imagery to further enhance meaning.

- Actor's name is given importance. The poster is relying on Roger Moore's fame to help sell the film.
- Producer names are also clearly legible. Harry Saltzman and Albert Broccoli were highly successful producers of James Bond films by the time this film was released. Through the highlighting of their association with the film, the poster suggests what they can expect.
- The title is featured heavily, possibly because the Ian Fleming novels which the films are based on.

**Layout:** Maximum of 5 marks. 2 mark for correctly describing the layout and the elements of the layout. 3 marks for explaining how the layout uses text and imagery to further enhance meaning.

- 'Roger Moore as James Bond 007' is placed on the top of the poster, right above the image of the actor.
- The title of the film *The Man with the Golden Gun* is placed at the bottom of the poster, below the image of the golden gun with a bullet with 007 inscribed on it.
- The gun is pointed at Bond... further creating an enigma code according to Barthes (who is the villain?).
- Many binary opposites are placed in sequential order and a certain distance from each other:
  - Women in bikinis are on either side of Bond: one seemingly protecting him and another one seemingly attacking him.
  - The Asian beach/river hut on either side of Bond's head is in two opposing states: on the left it is being propelled off the hut, while on the right it is untouched and there is a fisherman.
  - Bond as the hero and the golden gun as a villain also qualify as binary opposites, the gun is placed in the lower foreground.
- The text carefully sandwiches the imagery in the middle so that when the audience views the poster offers its own concentrated narrative of the film.

### Answer Sheet 26.1: Introduction – Recap of the key points

1. concept, how, choose
2. complex, impossible, audience, if relate
3. concerned, ethnicity, relation

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**Answer Sheet 26.2: Main Task – Representation: Exam-style**

**Qa:** Maximum of 5 marks. 1 mark for correctly identifying the genre (spy film, action film, or not correct.) 2 marks for correctly identifying typical representation of men and how the genre changes. 2 marks for correctly identifying changing representation of women, different from expectations.

Further information:

- Action hero perception in society: white male, confident, strong and sexy; however, he is not always like this.
- Typically male villain in the centre of the poster.
- Women are featured on the poster but the images are smaller. All use direct mode of address.
- One woman featured holding a gun, wearing military clothing. One woman holding a gun, wearing 'girl' clothing. One woman fully clothed and looking demure.

**Qb:** Marking tiers as follows

Tier	Construction of comparative analysis between two media products using a range of representation theory to build a sustained argument and draw conclusions
5	<b>21–25</b> Excellent analysis and comparison between two posters Excellent use of representation theory In-depth and concise attempts at making comparative judgements and drawing conclusions
4	<b>16–20</b> Good analysis and comparison between two posters Good use of representation theory Attempts at making comparative judgements and drawing conclusions
3	<b>11–15</b> Satisfactory analysis and comparison between two posters Satisfactory use of representation theory General attempts at making comparative judgements and drawing conclusions
2	<b>6–10</b> Rudimentary analysis and comparison between two posters Basic use of representation theory Basic attempts at making comparative judgements and drawing conclusions
1	<b>1–5</b> Basic analysis and comparison between two posters No use of representation theory No arguments raised or conclusions drawn
0	<b>0</b> No attempt made that justifies any awarded credit

Propp's character functions (implied gender according to Propp):

Propp's character function (implied gender)	Descriptor	
Hero ( <b>male</b> )	Main character who goes on a quest; often for the greater good (often male)	B
Villain ( <b>male</b> , unless evil witch or queen)	An evil character who wants to antagonise the hero	B
Princess or prize ( <b>female</b> unless prize is money or gold)	The reward given to the hero for overcoming the villain	B
Dispatcher ( <b>male</b> )	Character who sends the hero on their quest/journey	M
Helper ( <b>male</b> unless mythical creature such as fairy)	Sidekick	M P
Donor ( <b>male</b> )	Character who prepares the hero for their journey and provides him with the tools needed	Q
False hero ( <b>often male</b> , but in the case of Cinderella, the evil stepsisters are the false heroes)	Character who attempts to take credit for the hero's achievements	N

**The hero:**

- Bond is the traditional hero, close to what was envisioned by Propp: white, male, strong and handsome.
- In *Atomic Blonde* the hero is Charlize Theron's character, who is female. This creates confusion about the gender of the hero.

**The princess:**

- In *James Bond*, there is a choice of Bond girls. However, in *Atomic Blonde* it is anyone's guess who the princess would be in the form of a prize (as in *Frozen*, where the prize was for Anna and Elsa to be that the princess is a prince instead or, because of the growing representation of the LGBTQ+ community, be that Theron's character is gay, thus the princess would remain unchanged.

**The villain:**

- The Bond villain in *James Bond* is very straightforward; traditionally a wealthy man, featuring a facial disfigurement which is often used to explain their malice. The image with the mask is a common trope.
- How may this affect *Atomic Blonde*? It could be that the villain remains male (maybe the villain is a woman who is just as strong as a man, and is just as capable of being a hero as a man, but a woman).

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