

Teaching Pack for BTEC Tech Awards in Creative Media Production (2022)

Component 1: Exploring Media Products

Endorsed Edition v2.0, January 2024



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Teaching Pack for BTEC Tech Award in Creative Media Production: Component 1

A Note Regarding Endorsement

In order to ensure that this resource offers high-quality support for the associated Pearson qualification, it has been through a review process by the awarding body. This process confirms that this resource fully covers the teaching and learning content of the specification or part of a specification at which it is aimed. It also confirms that it demonstrates an appropriate balance between the development of subject skills, knowledge and understanding, in addition to preparation for assessment.

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Teacher's Introduction

Included in this teaching pack is a set of lesson plans with accompanying information sheets and worksheets that equate to the guided learning hours (36) and cover all of the learning outcomes required for **Component 1: Exploring Media Products (teaching from September 2022)**.

Component 1 allows learners to develop their knowledge and understanding of:

- the way media products are created, and the codes, conventions and techniques used to make them, to communicate meaning and engage audiences
- the relationship between media products, their audiences and purposes
- how media products combine genre, narrative and representation to create meaning
- how media production techniques are combined in media products to create specific effects

This teaching pack covers the following topics:

- A1 **Media Products, Audiences and Purposes**
- B1 **Genre, Narrative and Representation**
- B2 **Media Production Techniques**

The table below shows how many hours have been allocated to each of the learning outcomes.

Learning Outcome	Hours
Learning Outcome A: Investigate media products	18
Learning Outcome B: Explore how media products are created to provide meaning and engage audiences	18

Each lesson is set out in a similar format with a starter, a main lesson activity, an exposition, a plenary, and a homework or extension task. Some lessons also include an info sheet that collates all the information learnt in the lesson. For each of the lesson plans I have included learning aims to show what your learners should have learnt during the course of that lesson and should now understand, highlighting the relevant keywords. Each lesson is designed to encourage learners' discussion through a variety of tasks. I have also included hands-on workshops for learners to explore how media production techniques are used to create effects and communicate meaning by deconstructing selected examples, developing their understanding of how the production techniques used are combined to generate meaning for their audiences. Also included is a glossary of key terms.

Learners will

- ✓ produce a range of media products including print, internet, audio, video, DVDs, and magazines
- ✓ use a range of media production techniques including research, editing, layout design, and recording
- ✓ evaluate the effectiveness of their own and others' media products
- ✓ understand the role of media products in society
- ✓ understand the role of media products in the economy
- ✓ understand the role of media products in culture
- ✓ understand the role of media products in the environment
- ✓ understand the role of media products in the community
- ✓ understand the role of media products in the world

Although designed to last one hour, most lessons also offer an extension or homework depending on the needs and abilities of your learners. Equally, you may choose to split sessions to support lower ability learners.

Practice assignments have been included in this teaching pack which can be used in the classroom or as homework. You should also refer to the sample PSAs / the PSAs on the BTEC website.

A web page containing all the links listed in this resource is automatically provided on ZigZagEducation.com. You may find this helpful for accessing the resources rather than typing in the addresses.

This resource contains only practice assignments for students to complete to help them understand the requirements for actual assessment. The assignments provided by the awarding body are the only ones that will be used for assessment. Throughout the learning phase, it is intended that students will be asked to complete assignments that are similar to those they will be asked to complete in their actual assessment. Alternatively, by setting a 'mock assignment' for students to complete, you can help them to gain the scale and experience of completing an actual assignment. You may wish to take the first approach through the first Learning Aim, and setting a mock assignment so that when they do their very first assessment they already have some experience of completing an assignment.

Endorsement edition, update v2.0, January 2024:

- Definition for oppositional reading completed on page 84.

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Specification Overview: Component One: Explor

What to expect

An introduction to a wide range of different innovative and influential media products of media producer, aimed at different audiences and consumed on different platforms.

What media products to cover

- Historical media products, defined as pre-2000
- Contemporary media products, defined as post-2000
- Media products created by different types of media producer
- Media products new to learners
- Media products learners enjoy

The media products from each of the three producers selected for teaching and learning the same theme or target audience, but do not have to link together.

For the Pearson-set assignment (PSA), learners must select the media products in the Pearson-set for learning outcomes A and B.

How to select media products

- Selected by the teacher
- Selected by the learner
- Selected by a mix of teacher/learner

About the Learning Outcomes

Learning Outcome A:

Investigate media products covers the relationship between media products, the relationship should be explored from the perspective of both the media producer and the products chosen for the teaching and learning activities should include:

- contemporary media products (post-2000) and historical media products (pre-2000)
- media products created by different types of media producer

What will learners need to do?

- Will be required to provide supporting evidence for their ideas and arguments
- Can work together to research the key points of different audience theories
- Use primary and secondary research sources to help develop their understanding of media practice
- Investigate how audience statistics can help build the picture of the relationship between media products and their audiences (how the audience responds to and interprets media products)

Learning activities on primary and secondary research can be included in this and your learners in discussing how to access the validity and reliability of secondary reference the work of others.

Tips:

- Direct learners to consider the type of media producer, their ethos, motivations and products and their purpose through their production values, participants, content and marketing when it comes to investigating production.
- When investigating audience interpretation, direct learners to cover passive audience theory, audience engagement theory and uses and gratification theory.

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Audience interpretation key points

Through their research, learners should be able to conclude that:

- audiences can be directly influenced by the media (media effects)
- media producers encode preferred readings into media products but audiences interpret a media product in different ways, e.g. preferred, negotiated, oppositional readings
- audiences passively or actively consume media products depending on the situation they are in and the level of audience involvement, e.g. primary, secondary
- audiences actively choose and engage with media products for specific reasons such as information, diversion (entertainment or escapism), personal identity and/or socialisation

Learning Outcome B:

Explore how media products are created to provide meaning and engage audiences. Compare and contrast media products from one sector, or media products from different sectors to develop theoretical and practical knowledge and understanding. Learners should select media products for comparison.

What will learners need to do?

- compare and contrast media products use generic conventions to engage the audience
- investigate the common characteristics of the selected genre – as well as any sub-genres, or in some cases subverting generic conventions and the effect on the audience
- compare how the use of narrative features in each media product creates meaning, including storytelling, narrative structure, point of view, characterisation, theme and mode of address
- investigate how each narrative feature has been used and the effect these features have on the audience
- develop understanding of how media products construct representations of people, places, issues and events from different perspectives
- explore how media products represent people, places, issues and events from different perspectives
- explore how media products position the audience, stereotyping and its consequences, representation, misrepresentation, positive and negative representations and audience response
- develop skills in textual analysis and explore how encoding, anchorage and production techniques are used in media products
- explore and explain the effects created by different ways of using production techniques in different media sectors through practical experimentation
- compare how the combined use of production techniques contributes to the audience response, creating atmosphere, developing characters or constructing the story

The learning activities included within this teaching pack will provide learners with the knowledge and skills to compare how genre, narrative, representation and media production techniques are used to create meaning and engage audiences in different media products.

About the assessment

The internally assessed, externally moderated components are designed to demonstrate knowledge and understanding. The Pearson Product Assignment (PSA) provides clear instructions and the given format of the assessment is varied, e.g. practical assessment / presentation. For more information on the PSA, please visit the Pearson website.

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Lessons Overview

Lesson	Lesson Aim	Resources Needed	Additional Information
1-2	Learners to understand research methods and techniques including primary and secondary sources, ways of recording research outcomes to present research findings/results, and the purpose of research in creative media production	<p>Learning Outcome A: Investigate Media Products</p> <p>Research Techniques Worksheet</p>	N/A
3	Learners to understand the different types of media products within audio	<p>Radio adverts – https://www.radiocentre.org/how-to-do-it/creativity/get-inspired/</p> <p>Radio broadcast – listen live or catch up</p> <p>BBC Radio 1 – https://www.bbc.co.uk/radio1</p> <p>Heart Radio – https://www.heart.co.uk</p> <p>talkSPORT – https://talksport.com</p> <p>Podcasts – http://www.bbc.co.uk/podcasts/</p> <p>Historical radio adverts</p> <p>Toys R Us (1983) – https://www.youtube.com/watch?v=K9q8TdC37Z</p> <p>Pepsi (1966) – https://www.youtube.com/watch?v=NcCPXp-hT_Y</p> <p>Star Wars (1978) – https://www.youtube.com/watch?v=C3Dz-RQEMkw</p> <p>Jaws (1980) – https://www.youtube.com/watch?v=In3R091MZY</p> <p>Beautilocks Hairdryer (1920) – https://www.youtube.com/watch?v=fFzZu2Fh-Mo</p> <p>Miscellaneous – https://www.youtube.com/watch?v=0KEfTWjff8</p> <p>Textual Analysis Worksheet</p> <p>Textual Analysis Worksheet</p> <p>TV adverts:</p> <p>Range Rover Evoque Stunt – https://www.youtube.com/watch?v=ALtGqSdt-4w</p> <p>Ikea – The Nightclub – https://www.youtube.com/watch?v=j-y8wYLW80A</p> <p>EasyJet – Imagine – https://www.youtube.com/watch?v=FaKOBPFjYSU</p> <p>Sheba – Proposal – https://www.youtube.com/watch?v=zOsWa4GB7eM</p> <p>Film trailers:</p> <p>Mary Poppins Returns – https://www.youtube.com/watch?v=-3jsfXDZLIY</p> <p>Bohemian Rhapsody – https://www.youtube.com/watch?v=m8VHYFEOAU</p>	<p>Information Sheet – Creating Meaning</p> <p>Information Sheet – Audio Keywords</p> <p>Information Sheet – Radio Broadcast</p>

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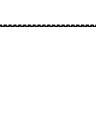
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Lesson	Lesson Aim	Resources Needed	Additional Information
5 and 6	 <p>Learners should understand the different types of print media products</p>	<p>Learning Outcome A: Investigate Media Products</p> <p>Newspapers – zed.ed.uk/11774-newspapers</p> <p>Magazines – zed.ed.uk/11774-magazines</p> <p>Comics – zed.ed.uk/11774-comics</p> <p>Brochures:</p> <p>School/college brochure – https://www.oxfordsixthformcollege.com/wp-content/uploads/2021/09/OxSFC_College_Prospectus_2021-final-presentation.pdf</p> <p>Holiday brochure – https://brochure.disneylandparis.com/A22/UK/brochure/index.html#/brochure/welcome</p> <p>Restaurant menu – https://www.nandos.co.uk/food/menu</p> <p>Advertisements:</p> <p>British Heart Foundation – https://www.bhf.org.uk/what-we-do/news-features/the-bhf/news-archive/2021/june/vinnie-jones-teams-up-encourage-everyone-learn-cpr</p> <p>McDonald's – https://www.adsofttheworld.com/media/print/mcdonalds_taking</p> <p>British Airways – https://www.adsofttheworld.com/media/print/british_airways_plane</p> <p>iKEA – https://www.adweek.com/creativity/ikea-turned-the-living-rooms-from-impsons-stranger-things-and-friends-into-perfect-ads/</p> <p>Newspaper – https://metro.co.uk/news/</p> <p>Magazine – https://madnews.files.wordpress.com/2010/04/sugar.jpg</p> <p>Comic – https://www.comixology.co.uk</p> <p>Brochure – https://www.themeparkbrochures.net/maps/legoland-windsor/</p> <p>Advert – http://www.aadevee.com/2014/10/john-lewis-little-waitrose-home-beauty-door-print/</p> <p>Flipbook e-magazine – http://www.issuu.com/supportawahp/docs/awahpingchristmas1211</p> <p>Toyota interactive iPad advert – http://www.youtube.com/watch?v=w9gR_VKhlq</p> <p>Interactive online game – Fortnite – https://www.youtube.com/watch?v=yvGLIqI0v0</p> <p>Interactive video – The Treasure Hunt: A Chad, Matt & Rob Interactive Adventure! – http://www.youtube.com/watch?v=W3Isu-r_xBw&list=PLE10985FA3983396E&index=1</p> <p>Video live streaming services – Twitch https://www.twitch.tv/p/en/about/</p>	<p>Information Sheet – Creating Meaning</p> <p>Print Terminology Information Sheets</p>
7 and 8	<p>Learners should understand the different types of media products within interactive media</p>	<p>Ranking Grid</p>	<p>Information Sheet – Creating Meaning</p> <p>Interactive Media Terminology Information Sheets</p>
9	<p>Learners to understand the main reasons for audiences engaging with media products</p>		<p>N/A</p>

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Lesson	Lesson Aim	Resources Needed	Additional Information
1-4	 Learners should understand generic characteristics and representation	e-magazine home page – http://insidenow.deloitte.lu/magazine/home/ Website home page – https://malchimp.com Television channel ident – https://www.youtube.com/watch?v=XdwSghQ Generic Codes Sheet Representation Template	Information Sheet – Genre and Representation
5-7	Learners should understand the concept of narrative, and how media products use narrative to communicate meaning to engage audiences	Genre and Representation Pop Quiz Crossword Narrative Pop Quiz	Information Sheet – Narrative
8	Learners should understand media production techniques related to audio/moving image media products	Guess the Shot Name Activity Sheet Framing and Angle List Movement List Mise en Scène List	N/A
9	Learners should understand media production techniques related to audio/moving image media products	Guess the Lighting Activity Sheet Lighting Test Shot List	N/A
10	Learners should understand media production techniques related to audio/moving image media products	Sound List Cards Editing List Cards Sound clips: https://zigzageducation.co.uk/public/support-files/5137/Sound1.mp3 https://zigzageducation.co.uk/public/support-files/5137/Sound2.mp3 https://zigzageducation.co.uk/public/support-files/5137/Sound3.mp3 https://zigzageducation.co.uk/public/support-files/5137/Sound4.mp3 https://zigzageducation.co.uk/public/support-files/5137/Sound5.mp3 Kuleshov effect video – http://www.youtube.com/watch?v=TNVf1N34-ic Trailers – http://www.youtube.com/user/movieclipsTRAILERS	

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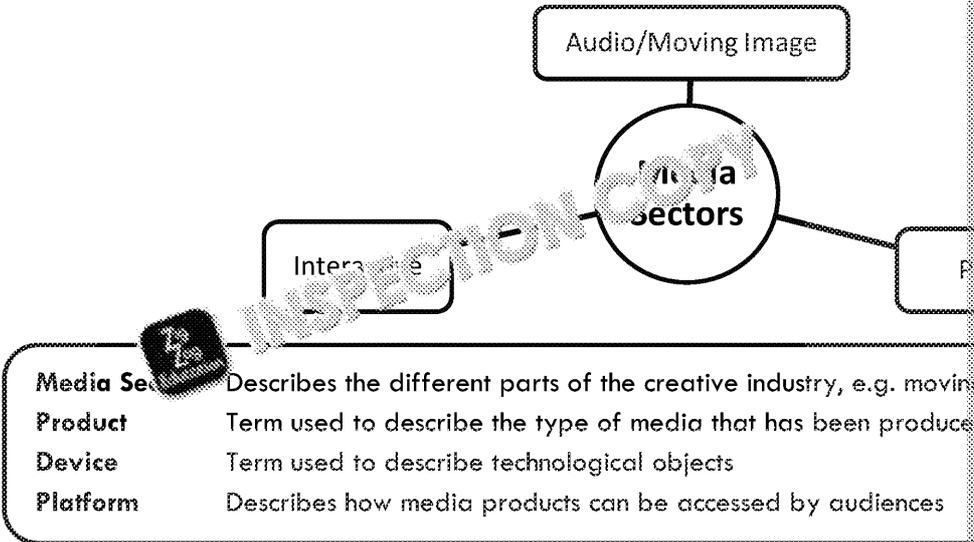


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Introduction to Media Sectors: Notes

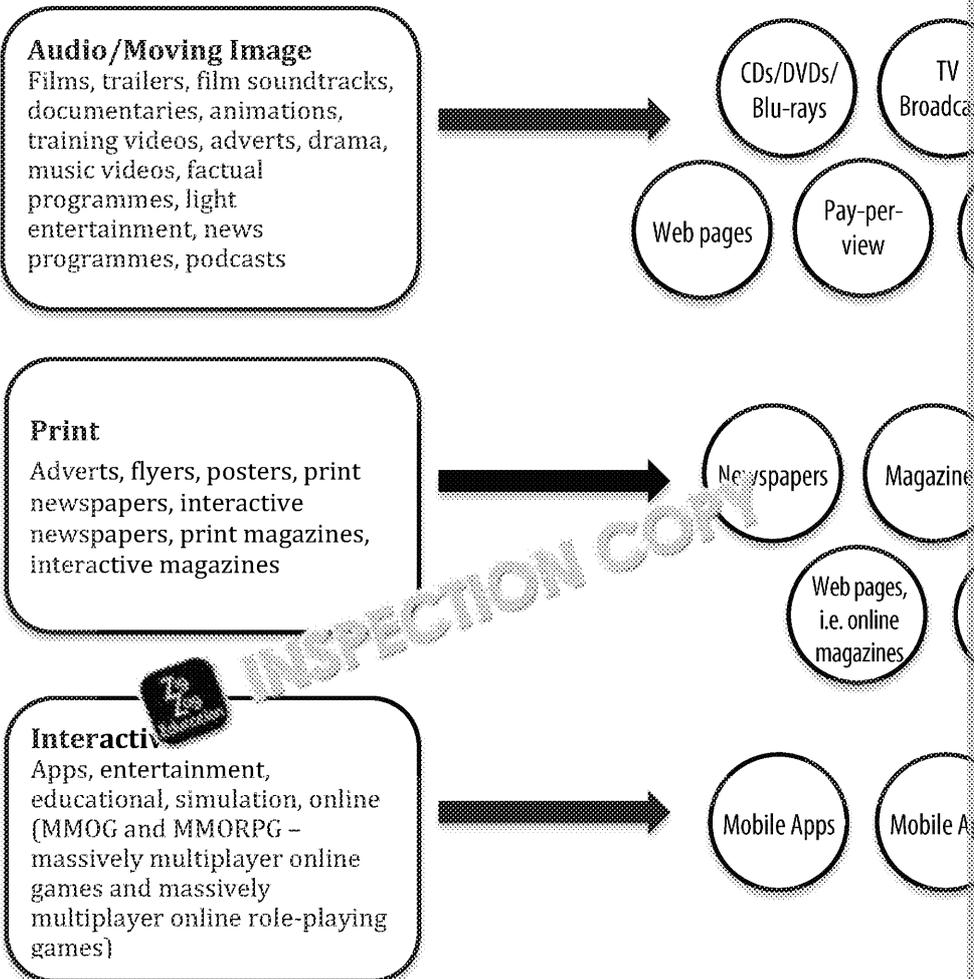
The following pages contain some preliminary information on media sectors to help introduce the course. A media products log and a profile sheet are also included.

Notes



Media Products:

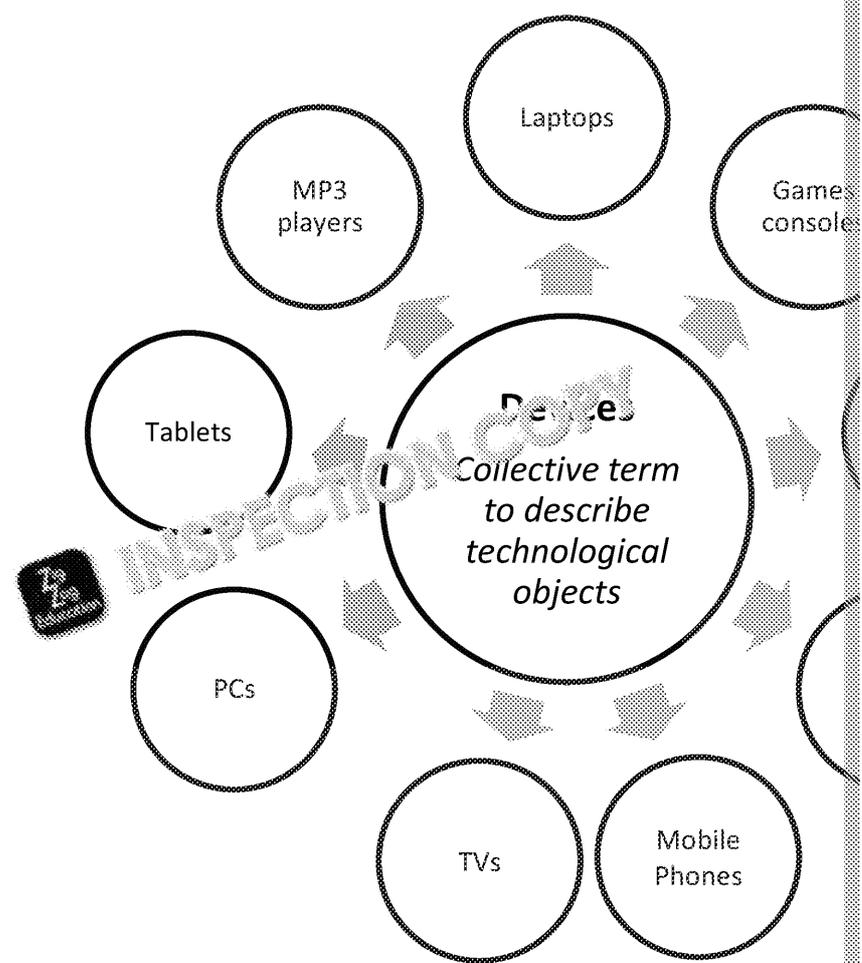
Media Platform (How media products are accessed)



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Synergy

Definition: Describes two or more media sectors ‘working together’. The combined effect can be greater than the lone effect of each of the individual media sectors.

Example: The Walt Disney Company is an excellent example of synergy. As a result of the following subsidiaries: Touchstone Pictures, Pixar, Marvel Entertainment and the Disney television channel, Radio Disney, the Disney branded store, Disney branded merchandise, such as toys and clothing, as well as CDs, DVDs, and new parks and Disney resorts and Celebration, Florida – a residential community.

Notes on the advantages/implications of synergy:

- Cross-media synergy raises/creates national and/or global awareness of a wider target audience and demographic which creates revenue and market.
- Cross-media synergy enables companies to utilise each other’s skill sets in a varied range of media platforms which would be restricted given just one platform, allowing for wider dissemination.
- Cross-media synergy allows for a greater presence of a particular company, it increases brand awareness and becomes easily recognisable by the audience.

On the following pages, there are several activities to introduce learners to different

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Activities

Media Products Quick Activity 1

Learners to match up the Media Product cards with the Sectors. This activity can be used during the scheme of work or used as a refresher activity to remind learners of media products.

Sectors

Audio/moving image
Print 
Interactive

Media Products

Blu-ray	Factual program
Trailers	Factual program
Podcasts	Music video
Interactive newspapers	Posters
Simulation games	Film soundtrack

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Media Products Quick Activity 2 – Odd One Out Quiz

For each row, find the odd one out.

Circle it, and then write down **why** you think it is the odd one out.

1. Radio broadcast Website
Why?
2. MP3 players Podcasts
Why?
3. Posters Digital Interactive
Why?
4. Mobile phones DVDs
Why?
5. CD Tablets
Why?
6. Podcasts Music video Film
Why?
7. Moving image Games
Why?
8. Music videos Films
Why?
9. Adverts Print
Why?
10. Tablets Laptop
Why?

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Media Products Quick Activity 3 – Pop Quiz

1. Which one of the following would be considered a device?
 - a) Games console
 - b) TV broadcast
 - c) DVD
 - d) Digital download

2. You have been asked to create a new advert for promoting a new media product.
 - a) Name **three** sectors you could work with to create the advert.
 1. 
 2.
 3.

 - b) Name **one** media platform that could be used to distribute the advert.
.....

3. The cinema and DVD are two platforms that can be used to distribute a film. Name two other platforms that could be used to distribute a film.
 1.
 2.

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Media Products Activity 4 – What Am I?

Learners will need to be in pairs for this activity and will need paper and a pen, marker. Give out 4–6 cards per pair; learners are to write down examples of the of the cards. Learners must then turn them face down so they cannot see what it takes a turn to describe or draw the media product for his or her partner to guess correctly, they swap over. Continue until each pair have guessed all their cards

<p>Media Product: Website</p> 	<p>Media</p>
<p>Media Product: Film</p>	<p>Media</p>
<p>Media Product: Magazine</p>	<p>Media Prod</p>
<p>Media Product: Newspaper</p> 	<p>Media Pro</p>

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Media Products Log

Use the below to make a log of media products that you have covered to help knowledge of Component 1. Remember to make a record of how these media

Audio/Moving Image	Print
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Media Product Profile Sheet

The media product (WHAT):

Audio/Moving Image

Print

Interactive

The target audience (WHO):



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The purpose of the media product (WHY):



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Practice Assignment Tasks and Marking

The following pages contain practice tasks that are for the setting of practice assignments. The templates found on the Pearson secure site must be used when setting and marking the practice assignments. The Templates / writing frames must not be provided in the actual assignment, and the resources in this section of the resource are for practice assignments only.

Practice Assignment 1

Introduction

This practice assignment is intended for you to show your knowledge and understanding of media products, the purpose they serve and who they are aimed at, while also identifying the production techniques used to create them.

In this practice assignment, you will complete two tasks:

- For Task 1, using research techniques, you will select examples of media products that have a specific theme in different ways.
- For Task 2, based on the research relating to the theme, you will be expected to explain how media products use genre, narrative, representation and media production techniques to create meaning to audiences.

You have approximately 10 hours of formal supervision to complete the practice assignment.

- 3 hours to complete Task 1
- 7 hours to complete Task 2

Your teacher will advise you when you can move on to the next task.

You must work independently.

You cannot work with or discuss your work with others unless group or collaboration is allowed. You will be required to create your own independent responses and work.

All work relating to the practice assignment must be held securely between sessions.

You will be able to access the Internet for the purpose of research and any social media, but this will be monitored by your teacher.

Useful tips

- ➔ Read the information given in the vocational context and each task section of the practice assignment carefully prior to starting any work.
- ➔ Tasks often link to one another, so it is important to make sure you understand the requirements before starting the practice assignment.
- ➔ Ensure all work completed is your own. You'll be asked to sign a declaration of originality.
- ➔ Ensure you reference and clearly identify others.
- ➔ If you have questions about the requirements of tasks, what evidence you need to collect, or what resources you are allowed to access, you can ask your teacher during the practice assignment.
- ➔ You cannot request feedback about how to improve your work, nor can you request solutions to any questions or problems in the tasks.

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Qualification	Practice Assignment 1
Relevant component	1: Exploring Media Products
Name of learner	
Completion time	Approximately 10 hours
Submission deadline	
Assessment type	Practice Assignment

Resources	<ul style="list-style-type: none"> • A media lab/studio or working space • A range of media equipment, software and materials as relevant, delivered, with appropriate safety equipment • Secure digital file storage for keeping work safe between sessions • Access to a library and/or Internet resources for learners to consult • Resources for recording and editing audio work, such as cameras
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Vocational context	<p>As part of its diversity agenda, a national association is creating a campaign interested in exploring implicit prejudices.</p> <p>The campaign coordinators have asked media students to consider the theme of prejudice, explore media products that approach this theme. Based on the theme, you should investigate:</p> <ul style="list-style-type: none"> • media products that include prejudice-related content or themes • how prejudice is portrayed in media products • audience responses to prejudice in media products • the use of prejudice in the production of media products
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TASK 1	<p>Investigate media products</p> <p>Use research techniques to select examples of media products that explore the theme in different ways.</p> <p>You must select at least one media product from each of these categories:</p> <ul style="list-style-type: none"> • audio/moving image • print • interactive media products <p>Based on these examples, you should undertake research that explores:</p> <ul style="list-style-type: none"> • forms of media products • the purposes of media products • types of audiences and how they interpret and respond to media products • the relationship between media products, their purpose and their audience
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Learning outcome	A: Investigate media products
-------------------------	--------------------------------------

Suggested evidence	<p>One or any combination of:</p> <ul style="list-style-type: none"> • written analysis • research log • presentation • recordings of discussion • screen captures
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Supervised hours to complete	Task 1 will take approximately 3 hours to complete
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TASK 2	<p>Explore how media products are created to provide meaning</p> <p>Based on your research relating to the theme of prejudice, explore how media products use and combine media codes and conventions to create meaning for different audiences. You may choose to focus either on products from one or two different sectors.</p> <p>You should undertake an analysis of media products and provide evidence of:</p> <ul style="list-style-type: none"> • how genre, narrative and representation are used • how media production techniques are used • how genre, narrative, representation and media production techniques are used to create meaning and engage audiences
Learning outcome	B: Explore how media products are created to provide meaning
Suggested evidence	<p>One or any combination of:</p> <ul style="list-style-type: none"> • written analysis • recorded responses • audio/visual presentations with speaker notes • recordings of audiovisual presentations • screen capture/recordings • practical experiments and responses • annotated practical work
Supervised hours to complete	<p>Task 2 will take approximately 7 hours to complete</p>

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Practice Assignment 2

Introduction

This practice assignment is intended for you to show your knowledge and understanding of media products, the purpose they serve and who they are aimed at, while also identifying the production techniques used to create them.

In this practice assignment, you will complete two tasks:

- For Task 1, using research techniques, you will select examples of media products that have approached a theme in different ways.
For Task 2, based on the research relating to the theme, you will be expected to identify how media products use genre, narrative, representation and media production techniques to create meaning to audiences.

You have approximately 10 hours of free time to complete the practice assignment under supervision to complete the practice assignment.

- 3 hours to complete Task 1
- 7 hours to complete Task 2

Your teacher will advise you when you can move on to the next task.

You must work independently.

You cannot work with or discuss your work with others unless group or collaboration is allowed. You will be required to create your own independent responses and solutions.

All work relating to the practice assignment must be held securely between yourself and your teacher.

You will be able to access the Internet for the purpose of research and any software you may need, but this will be monitored by your teacher.

Useful tips

- Read the information given in the vocational context and each task section of the practice assignment carefully prior to starting any work.
- Tasks often link to one another, so it is important to make sure you understand the requirements of each task before starting the practice assignment.
- Ensure all work completed is your own. You'll be asked to sign a declaration of your work at the end of the practice assignment.
- Ensure you reference and clearly identify others.
- If you have questions about the requirements of the tasks, what evidence you need to collect, what resources you are allowed to access, you can ask your teacher during the practice assignment.
- You cannot request feedback on your work to improve your work, nor can you request help with any problems in the tasks.

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Qualification	Practice Assignment
Relevant component	1: Exploring Media
Name of learner	
Completion time	Approximately 10
Submission deadline	
Assessment type	Practice Assignment

Resources	<ul style="list-style-type: none"> • A media lab/studio or working space • A range of media equipment, software and materials as being delivered, with appropriate safety equipment • Secure digital file storage for keeping work safe between • Access to a library and/online resources for learning research • Resource for organising and evidencing work, such as
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Vocational context	<p>As part of its campaign for gender equality, a national equality campaign to overcome gender bias.</p> <p>The campaign coordinators have asked media students to create. Using the theme of gender bias, explore media products that in different ways. Based on the theme, you should investigate:</p> <ul style="list-style-type: none"> • media products that include gender-bias-related content • how gender bias is portrayed in media products • audience responses to gender bias in media products • the use of gender bias in the production of media products
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TASK 1	<p>Investigate media products</p> <p>Use research techniques to select examples of media products on the theme in different ways.</p> <p>You must select at least one media product from each of the following:</p> <ul style="list-style-type: none"> • audio/moving image • print • interactive media products <p>Based on these examples, you should undertake research to investigate:</p> <ul style="list-style-type: none"> • forms of media products • the purposes of media products • types of audiences and how they interpret and respond to • the relationship between media products, their purposes
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Learning outcome covered	A: Investigate media products
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Suggested evidence	<p>One or more of a combination of:</p> <ul style="list-style-type: none"> • written analysis • research log • presentations with speaker notes • recordings of audiovisual presentations • screen capture/recordings
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Supervised hours to complete	Task 1 will take approximately 3 hours to complete
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<p>TASK 2</p>	<p>Explore how media products are created to provide me</p> <p>Based on your research relating to the theme of gender bias products use and combine media codes and conventions to audiences. You may choose to focus either on products from from different sectors.</p> <p>You should undertake an analysis of media products and products</p> <ul style="list-style-type: none"> • how genre, narrative and representation are used • how media production techniques are used • how genre, narrative, representation and media products create meaning and engage audiences
<p>Learning outcome</p>	<p>B: Explore how media products are created to provide audiences</p>
<p>Suggested evidence</p>	<p>One or any combination of:</p> <ul style="list-style-type: none"> • written analysis • research log • presentations with speaker notes • recordings of audiovisual presentations • screen capture/recordings • practical experiments and responses • annotated practical work
<p>Supervised hours to complete</p>	<p>Task 2 will take approximately 7 hours to complete</p>

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Marking Criteria

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Learning Outcome A

Mark Band 0 (No rewardable material)	
<p>Mark Band 1 (1-3 marks)</p> <ul style="list-style-type: none"> → Superficial consideration of media products in relation to the brief → Limited links between products, purpose and audience interpretation → Basic understanding → Basic application of media research techniques used to identify and select limited material 	<p>Mark Band 2 (4-6 marks)</p> <ul style="list-style-type: none"> → Straightforward consideration of media products in relation to the brief → Partially appropriate links between products, purpose and audience interpretation → Adequate understanding → Adequate application of media research techniques used to identify and select material
<p>Mark Band 3 (7-9 marks)</p> <ul style="list-style-type: none"> → Competent consideration of media products in relation to the brief → Appropriate links between products, purpose and audience interpretation → Good understanding → Competent application of appropriate media research techniques used to identify and select mostly relevant material from a variety of primary and secondary sources 	<p>Mark Band 4 (10-12 marks)</p> <ul style="list-style-type: none"> → In-depth consideration of media products in relation to the brief → Effective links between products, purpose and audience interpretation → Thorough understanding → Confident application of appropriate media research techniques used to identify and select relevant material from a variety of primary and secondary sources

Learning Outcome B

Mark Band 0 (No rewardable material)	
<p>Mark Band 1 (1-3 marks)</p> <ul style="list-style-type: none"> → Superficial account of how media products use genre, narrative and representations → Basic understanding → Limited examples → Superficial account of how media products use media production techniques → Basic understanding of how media products create meaning and engage audiences → Limited links between the combined use of genre, narrative, representation and media production techniques → Superficial analysis → Basic application of media research techniques used to identify and select limited material 	<p>Mark Band 2 (4-6 marks)</p> <ul style="list-style-type: none"> → Straightforward account of how media products use genre, narrative and representations → Adequate understanding → Some relevant examples → Straightforward account of how media products use media production techniques → Adequate understanding of how media products create meaning and engage audiences → Some relevant links between the combined use of genre, narrative, representation and media production techniques → Partially appropriate analysis → Sufficient application of media research techniques used to identify and select material
<p>Mark Band 3 (7-9 marks)</p> <ul style="list-style-type: none"> → Competent account of how media products use genre, narrative and representations → Good understanding → Mostly relevant examples → Competent account of how media products use media production techniques → Good understanding of how media products create meaning and engage audiences → Mostly relevant links between the combined use of genre, narrative, representation and media production techniques → Competent analysis of mostly relevant examples → Competent application of appropriate media research techniques used to identify and select mostly relevant material from a variety of primary and secondary sources 	<p>Mark Band 4 (10-12 marks)</p> <ul style="list-style-type: none"> → In-depth account of how media products use genre, narrative and representations → Thorough understanding → Relevant examples → In-depth account of how media products use media production techniques → Thorough understanding of how media products create meaning and engage audiences → Effective links between the combined use of genre, narrative, representation and media production techniques → In-depth analysis of mostly relevant examples → Confident application of appropriate media research techniques used to identify and select relevant material from a variety of primary and secondary sources

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Practice Assignment Planning Templates

Learning Outcome A / Practice Task

These templates must only be used during practice assignments. Pre-prepared during the PSA.

Historical media products chosen for:

Audio/Moving image:

Print:

Interactive:

Contemporary media products chosen for:

Audio/Moving image:

Print:

Interactive:

Research techniques I will use:

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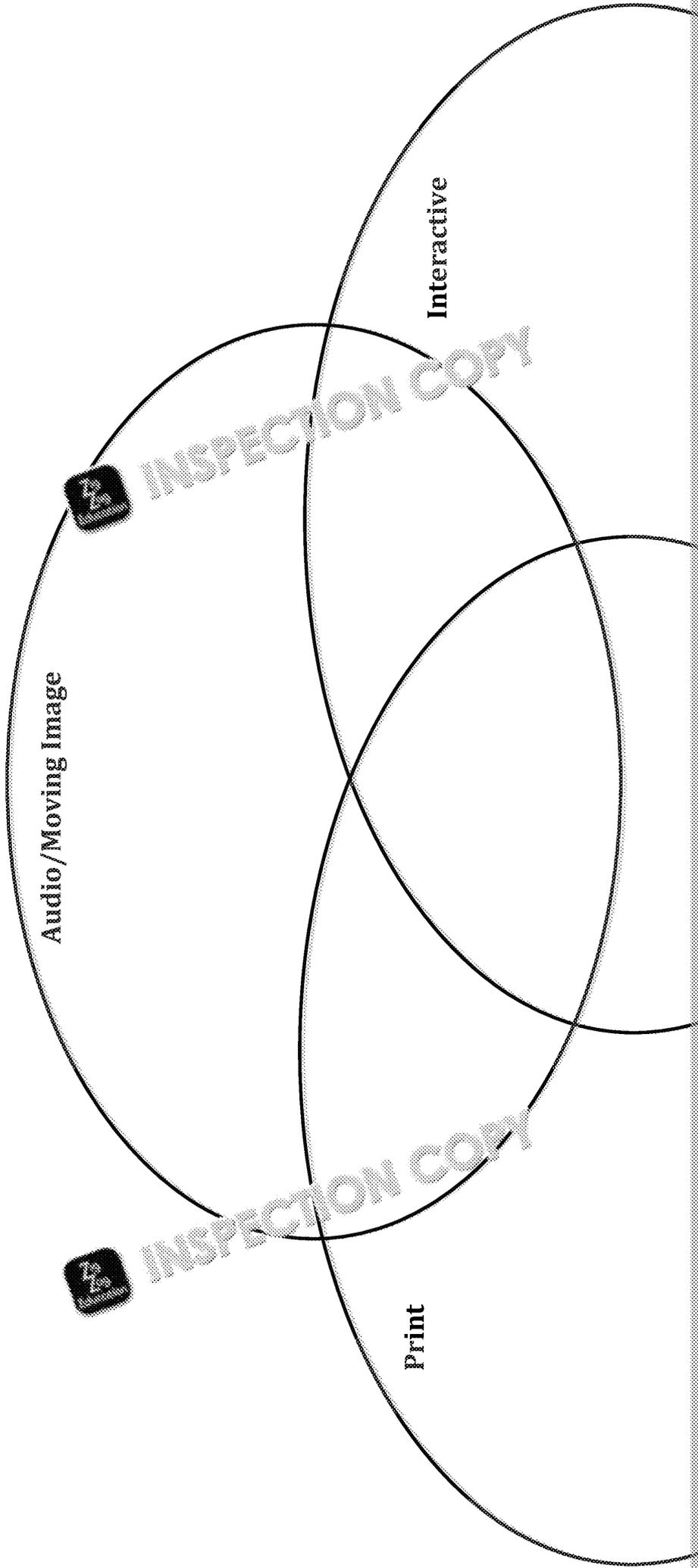
My primary sources are:	My secondary sources are:


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Analysis of the relationship between the media products that I have chosen related to the theme of _____, their purpose and audience interpretation:



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What supporting evidence will I use?

- Written analysis
- Research log
- Recording of audiovisual presentations
- Screen captures/recordings
- Presentations (including speaker notes)
- Practical experiments and response
- Annotated practical work

Have I used appropriate and correct terminology in my research?

- Yes
- No

How can I improve my answer?

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List the ways in which audiences may interpret the same media product in

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Learning Outcome B / Practice Task

Note: You may choose to focus either on products from one sector or on products from different sectors.

Historic and contemporary media products selected:

Historic.....

Contemporary

	Historic media products	Contemporary media products
Genre		
Narrative		
Representation		
Media production techniques		

Summary points on how **historic** media products use genre, narrative, representation and media production techniques to create meaning and engage the target audience on a particular product.



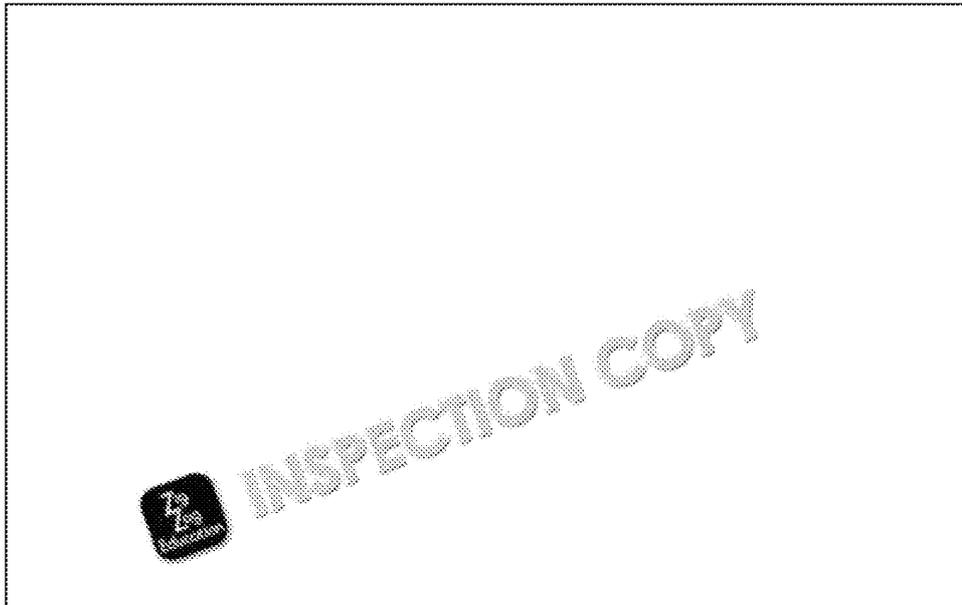
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Summary points on how contemporary media products use genre, narrative production techniques to create meaning and engage the target audience on



List the media production techniques used to create meaning and engage

Production technique used	Meaning created	

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What supporting evidence will I use?

- Written analysis
- Research log
- Recording of audiovisual presentations
- Screen captures/recordings
- Presentations (including speaker notes)
- Practical experiments and response
- Annotated practical work

Have I used appropriate and correct terminology in my analysis?

- Yes
- No

How can I improve my analysis?

Area for handwritten notes on how to improve analysis.

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Audiovisual Presentation Planning Checklist

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Name of learner:

Date:

Media product related to:	Learning outcome:
Audio/Moving image <input type="checkbox"/>	A1 Media product
Print <input type="checkbox"/>	B1 Genre, narrative
Interactive media <input type="checkbox"/>	B2 Media product

What I need to include in my evidence for Component 1:

ITEM	TICK BOX	
I've planned my presentation and script	<input type="checkbox"/>	
I've practised my presentation and received feedback	<input type="checkbox"/>	
I've checked the room and equipment available to me	<input type="checkbox"/>	
I've prepared answers to questions that I might be asked	<input type="checkbox"/>	
I'm using the correct format and structure	<input type="checkbox"/>	
I'm using correct spelling and grammar	<input type="checkbox"/>	
I'm using appropriate language	<input type="checkbox"/>	
Meaning is clear	<input type="checkbox"/>	

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Feedback Sheet

Name of learner:

Name of teacher:

Class:

Date:

Teacher feedback:



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Learner response:

Learner actions / next steps:



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Lessons 1–2 – Researching Media Products and Media Research Techniques

Lesson Outcomes:

Learners should understand:

- ✓ research methods and techniques, including primary and secondary sources
- ✓ ways of recording research outcomes to present research findings/results
- ✓ the purpose of research in creative media production



Keywords:

- primary source
- research logs
- audiovisual recordings
- discussions
- audience research
- production research

1

STARTER

Start the lesson by asking learners what they know about research in media production. You can prompt/steer discussion by approaching the following key questions. Learners complete the *Research Techniques Worksheet*:

What types of research are important in creative media productions?

- Audience research
- Market research
- Production research

What types of data can be used to research audiences?

- Socio-economic / Age / Gender / Sexual orientation / Occupation / Education
- Geodemographic / Demographic / Ethnographic / Psychographic
- Media preferences
- Buying patterns

What types of data can be used to research the market?

- Competitor analysis
- Google trends
- Consumer trends
- Government statistics
- Market research reports

What types of data can be used to research productions?

- Social media analytics
- Google analytics
- Production rates
- Financing grants and funding
- Location libraries
- Talent databases (networking sites)

What is the purpose of audience research?

- ✓ understand audience attitudes and behaviours
- ✓ use audience data to create audience profiles
- ✓ gather information about the target audience for a particular media product

What is the purpose of market research?

- ✓ understand existing media products in the market
- ✓ understand the competition / competing media products
- ✓ understand marketing and distribution routes
- ✓ understand the unique value proposition of the media product

What is the purpose of production research?

- ✓ understand the viability of a project
- ✓ understand the personnel needed to go ahead
- ✓ understand the costs of production
- ✓ scout out potential locations

Examples of primary sources:

- Definition: first-hand information about an event or topic
- ✓ Records of events, interviews, focus groups, BARB figures, RAJAR figures

Examples of secondary sources:

- Definition: information gathered from people who did not experience the event
- ✓ Journals, newspaper reviews, websites, documentaries

Examples of qualitative research:

- Definition: collecting non-numerical *data* to describe characteristics and to test hypotheses
- ✓ Focus groups
- ✓ Interviews
- ✓ Observations
- ✓ Questionnaires

Examples of quantitative research:

- Definition: collecting numerical *data* to describe characteristics and to test hypotheses
- ✓ Circulation figures
- ✓ Ratings
- ✓ Sales
- ✓ Sentiment analysis

Examples of recording research:

- ✓ Note-taking, audiovisual recordings
- ✓ research logs

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2 MAIN

Split learners into groups and assign each group one of the following:

- research and planning a magazine cover
- research and planning a radio advertisement
- research and planning a newspaper article
- research and planning a television advertisement

Each group to identify which research methods and techniques they will use on their selected media product as well as how they would record research outcomes. They should be prepared to justify their decisions.

During this lesson, discuss with learners how to assess the validity and reliability of research sources, how to reference the work of others and how to select and record information from research sources through the use of a research log. A template has been provided.

3 EXPOSITION

Recap what has been covered in the lesson, reiterating the importance of research techniques to gather and capture information covering audience research, primary research, qualitative and quantitative research, and primary research. Make explicit reference to:

- ⇒ assessing the validity and reliability of secondary sources and their use
- ⇒ objectivity (fact, propaganda, opinion, bias)
- ⇒ timeliness (in date vs out of date)
- ⇒ importance of fact-checking
- ⇒ importance of referencing

4 PLENARY

Learners to summarise the topic 'research techniques' in five sentences, then reduced to one word.

5 EXTENSION OR HOMEWORK

Each learner to complete a research log using the template provided. They should:

- ⇒ list the primary or secondary source, e.g. personal interview and source, podcast
- ⇒ include a summary, screen recording or copy of selected example information

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Media Research Techniques Worksheet

	Audience research	Market research
<i>Definition</i>		
<i>Purpose</i>		

Primary sources	Secondary sources
Quantitative research	Qualitative research

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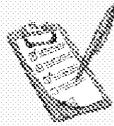
Lesson 3 – Contemporary (post-2000) and Historical (pre-2000) Audio Media Products

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Lesson Outcomes:

Learners should understand:

- ✓ the different types of media products within audio
- ✓ textual analysis and personal response techniques for audio media products



Keywords:

audio
radio broadcasts
interpretation
connotation
polysemy

1 STARTER

Start the lesson by putting learners into groups and hand out Post-it notes. Learners to write down as many audio media products and examples as they can think of in two minutes. Use as a discussion point to lead into the main activity. Keywords to add if they have not been covered: incidental music, dialogue, levels, clarity, pitch, diegetic/non-diegetic, voice-over, motifs, sound effects, denotation, connotation, encoding, anchorage, polysemy.

2 MAIN

Learners to stay in groups. Allocate each group a contemporary (post-2000) audio media product, e.g. radio advertisement, radio broadcast.

Example contemporary audio media products (post-2000)

Radio advertisements	Radio broadcasts
A selection of radio advertisements across different genres: https://www.radiocentre.org/how-to-do-it/creativity/get-inspired/	<ul style="list-style-type: none"> • BBC Radio 1 - https://www.bbc.co.uk/radio1 • Heart Radio - https://www.heart.co.uk • talkSPORT - https://talksport.com

Example historical audio media products (pre-2000)

Radio advertisements	Radio broadcasts
<ul style="list-style-type: none"> • Toys R Us (1983) - https://www.youtube.com/watch?v=K9q8TdC372w • Pepsi (1966) - https://www.youtube.com/watch?v=NcCPYtuh7Y • Star Wars (1978) - https://www.youtube.com/watch?v=3Dz-RQEMkw • Jaws (1980) - https://www.youtube.com/watch?v=Jn3JR091MZY • Beautilod dryer (1920) - https://www.youtube.com/watch?v=fFzZ6izllWo • Miscellaneous - https://www.youtube.com/watch?v=0KEftIWjlf8 	<ul style="list-style-type: none"> • BBC Children's 1 (1940) - https://www.youtube.com/watch?v=VJI9LPFQth4 • War of the Worlds (1938) - https://www.youtube.com/watch?v=Xs0K4ApWl4g • British Declaration (1939) - https://www.youtube.com/watch?v=FQcaFI6m6DQ

Using A3 paper or the Textual Analysis Worksheet, learners are to analyse a contemporary audio media product and identify how these stylistic codes contribute to interpretation (personal response). Allow 20 minutes for learners to analyse and 15 minutes for the *The Creating Meaning Information Sheet, Production Timeline Worksheet* and *Production Timeline Worksheet* used as prompts to help learners.

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3 EXPOSITION

Learners to create a fact sheet on audio media products including radio broadcasts and podcasts. This can be done as an individual learner activity or a fact sheet on radio broadcasts has been done for you.

4 PLENARY

Arrange learners into a circle. Encourage learners to throw a ball to each other to give answers relating to the lesson to demonstrate their learning. Alternatively, learners to stand up and you ask questions and throw the ball to learners to answer a question correctly, the learner to sit down.

5 EXTENSION OR HOMEWORK

Using the completed fact sheets on audio media products, learners can compare their understanding of contemporary and historical media products to:

- are created by different types of media producer
- are available on different platforms
- offer different genre and narrative conventions
- present different representations
- employ different media production techniques

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Textual Analysis and Personal Response

Chosen audio media product: _____

	Incidental music	Bridges	Aural motifs	Jingle
Denotation				
Connotation				
Anchorage				
Encoding				
Polysemy				

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Textual Analysis and Personal Response V

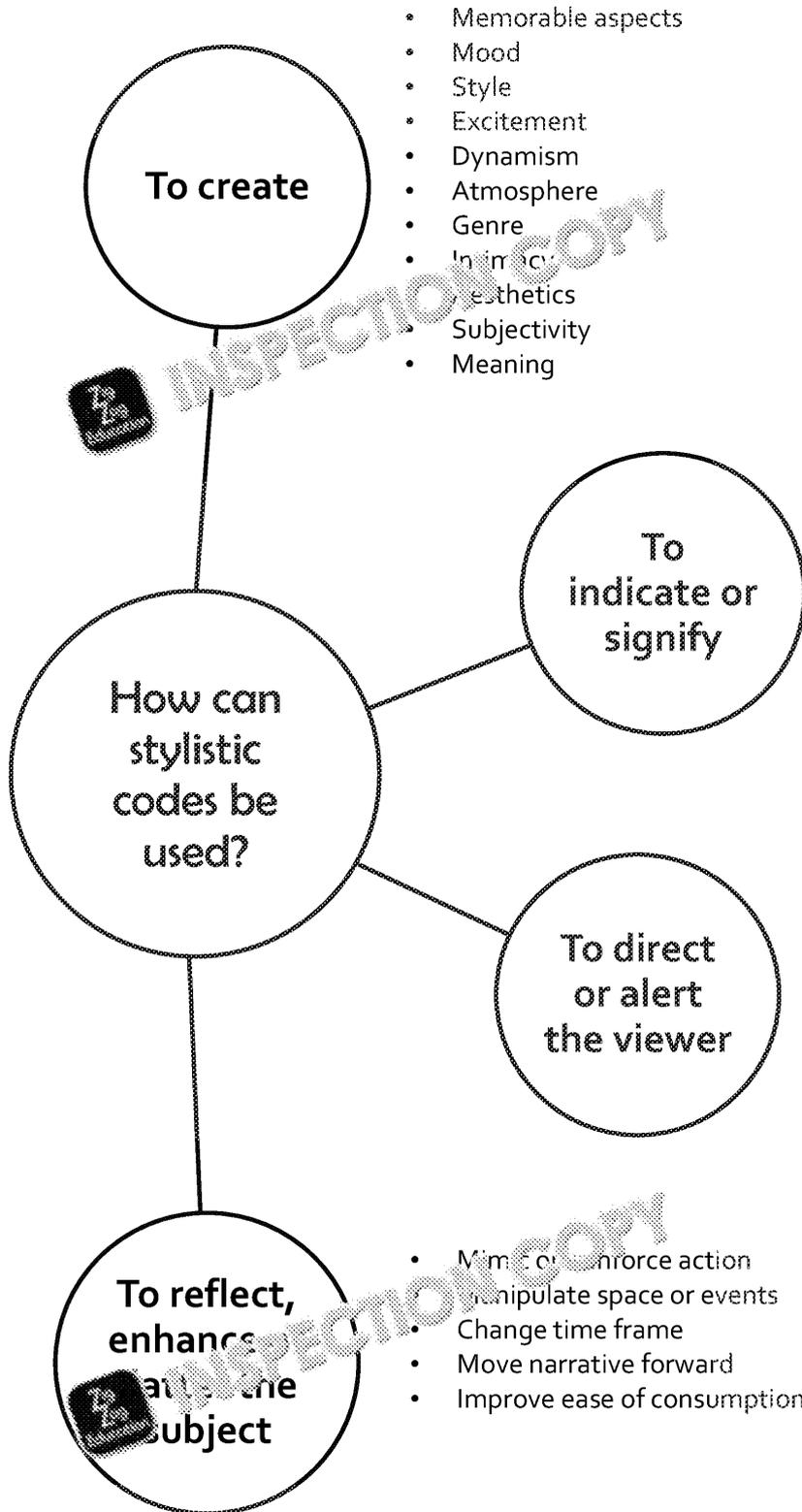
	Dialogue	Levels	Perspective	
Denotation				
 Connotation				
Anchorage				
Encoding				
 Polysemy				

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Creating Meaning Information Sheet



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Audio Keywords Sheet

Incidental music	Describes music in a television programme or video game that is not the main music, but background music.
Bridges	Where sound continues from one scene to the next, creating a sense of continuity.
Aural motif	Sound that is suggestive of a particular idea.
 Jingle	A catchy, musical song often used in advertisements. Also known as a theme song.
Voice-over	Off-camera commentary that is heard in television and film.
Sound effect	Artificial sound that is not diegetic, e.g. an explosion.
Dialogue	Conversation between two or more characters.
Levels	How quiet or loud the sounds are.
Perspective	The position of sound in terms of volume and timbre.
Diegetic	Describes actual sound in the scene, such as character dialogue.
 Non-diegetic	Sound that is added in the post-production, such as mood music.

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Example: Radio Broadcast Information Sheet

What is a radio broadcast?

A radio broadcast is a one-way transmission using radio waves that can reach different types of radio broadcast: satellite TV radio, Internet radio, digital radio. Radio broadcast licences can be broken down into the following categories: commercial radio, hospital radio, long-term radio licence, short-term radio licence, online radio (Internet radio), radio advertising production music licence and independent radio.

Why use a radio broadcast?

- Useful for educating the audience
- Useful for entertaining the audience
- Real-time information
- Reaches a wide audience

What should I consider for a radio broadcast?

- | | |
|--|---|
| <ul style="list-style-type: none">• Genre, styles and conventions• Representation, e.g. people, place, ideological messages and values• Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background• Narrative structure (opening, ending, linear/non-linear, circular)• Use of stars, e.g. celebrities, reality stars, no stars• Style, e.g. realist, abstract, intertextual, parody• Themes and subtext• Editing (bridges)• Aural landscape (combination of music, dialogue and effects)• Mode of address, e.g. friendly, formal, imperative• Objectivity and subjectivity (bias)• Purpose, e.g. create mood (tension, authority, fear, laughter), interview, atmosphere, live performance, presentation, dialogue, group debate, audience interaction• Ambience• Rhythm/pace (beat)• Functional (communicate information)• Persuasion (repetition, communication methods/techniques) | <ul style="list-style-type: none">• Presenter/character• Digital audio file (MP3, AAC, WAV, CDDA, compressed)• Audio platforms (iPod, iTunes, Real Player, Real Play)• Listening systems (stereo, headphones)• Microphone type (dynamic, condenser, direct connected, USB, laptop, mobile phone)• Recording and editing software (Audacity)• Live or pre-recorded• Interior/exterior• Voice-overs• Announcements• Idents• Interviews• Incidental music• News reports• Jingles• Phone-ins• Icons• Silence (beat)• Music• Effects• Dialogue |
|--|---|

Task: Listen to the example radio broadcasts and work through the list above, identifying elements. How many can you get?

Examples:

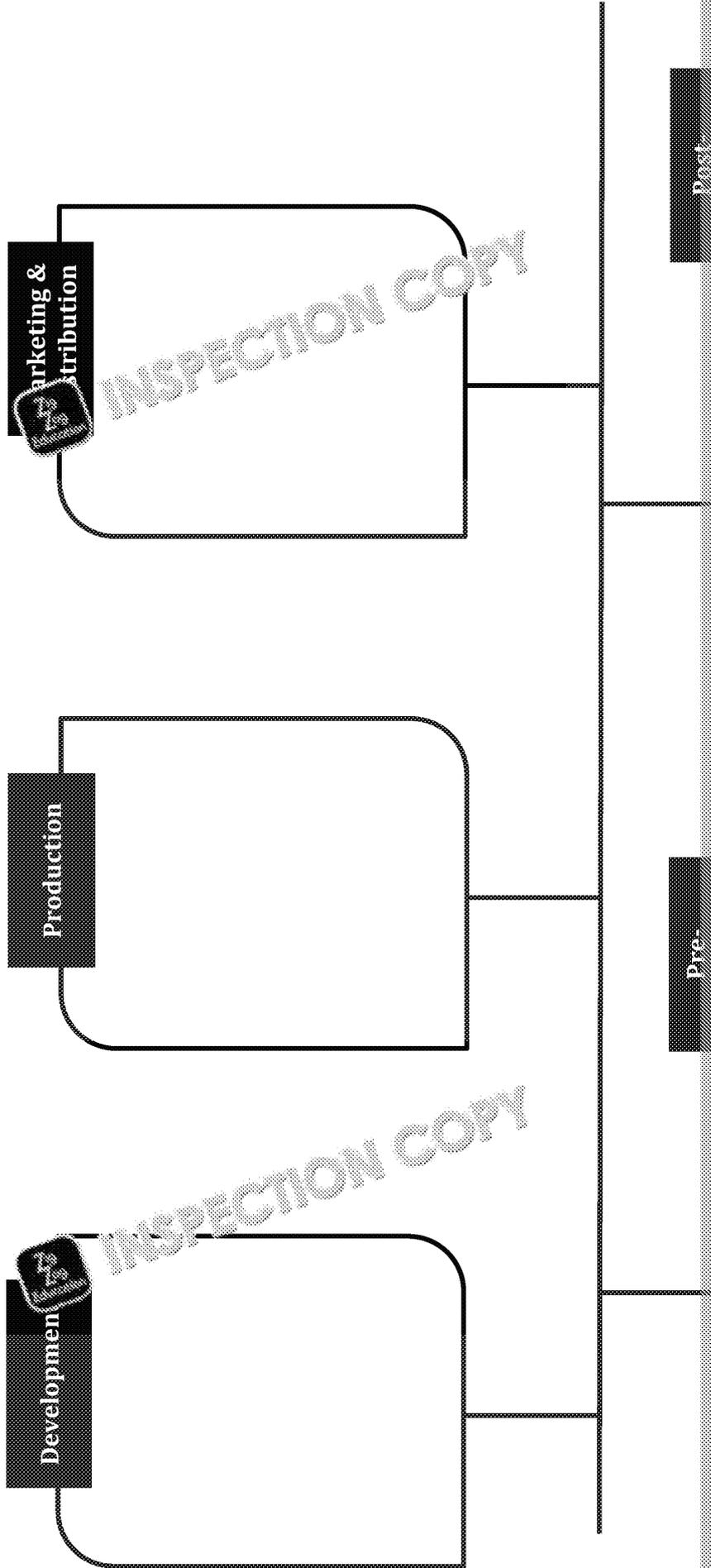
- 1) <https://www.radioharrow.org/>
- 2) <http://www.hri.org.uk>
- 3) <https://www.radiohillington.com/listenliveoptions.php>
- 4) <http://hrc.org.uk>

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Production Timeline Worksheet (Audio Media Products)



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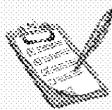
Lesson 4 – Contemporary (post-2000) and Historical (pre-2000) Moving Image Media Products

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Lesson Outcomes:

Learners should understand:

- ✓ the different types of media products within moving image
- ✓ textual analysis and personal response techniques for moving image media products



Keywords:

audio/image
TV programmes
music videos

1 STARTER

Start the lesson by putting learners into groups and hand out Post-it notes. Learners work in pairs to think of as many moving image media products and terminology as they can. Learners to write down as many as their group can to put up the Post-it notes on the board. Use as a discussion point to lead into board as reference for the main activity.

Keywords to add if they have not been covered: denotation, connotation, enunciation, pace, rhythm, continuity, cuts, fades, transitions, costumes, hair, make-up, props, body language, production design, sets, under lighting, overhead lighting, side lighting, low-key lighting, shadows, silhouette, functional lighting, camera movements, audio keywords from the previous lesson.

2 MAIN

Hand out the Moving Image Keywords Information Sheet. You may change the Information Sheets as match-up activities. Simply cut out the keywords and the definitions for learners to correctly match up the keywords with their definitions. Learners to group a contemporary (post-2000) and a historical (pre-2000) moving image advertisement, scene from a TV programme, film trailer, music video, animation.

TV advertisement	Film trailers	Music videos
<ul style="list-style-type: none"> • Range Rover Evoque Stunt – Speed Bump – https://www.youtube.com/watch?v=ALtGqSdt-4w • Ikea – The Nightclub – https://www.youtube.com/watch?v=j-y8wYLBwBoA • EasyJet – Imagine – https://www.youtube.com/watch?v=FoKOBPffYSU • Sheba – Proposal – https://www.youtube.com/watch?v=4a4ub7eM 	<ul style="list-style-type: none"> • <i>Mary Poppins Returns</i> – https://www.youtube.com/watch?v=-3jsfXDZLIY • <i>Bohemian Rhapsody</i> – https://www.youtube.com/watch?v=mP0VHJYFOAU • <i>A Star is Born</i> – https://www.youtube.com/watch?v=8SjU90 • <i>Academy Award</i> – https://www.youtube.com/watch?v=WDkg3h8PCVU 	<ul style="list-style-type: none"> • Ariana Grande – <i>7 rings</i> – https://www.youtube.com/watch?v=QYh6mYIJG • Ed Sheeran – <i>Perfect</i> – https://www.youtube.com/watch?v=2Vv-BfVoq4 • Mark Ronson & Miley Cyrus – <i>Nothing Breaks Like a Heart</i> – https://www.youtube.com/watch?v=A9hcfjgtrm6 • Sam Smith – <i>Too Good to Say Goodbyes</i> – https://www.youtube.com/watch?v=J_ub7Etch2

Go to zzed.uk/11774

Using A3 paper or the Textual Analysis and Personal Response Worksheet, learners to identify the stylistic codes of their given media product and identify how these stylistic codes contribute to the meaning (personal response). Allow 20 minutes for learners to analyse in class. *The Creating Meaning Information Sheet, Production Timeline Worksheet and Personal Response Sheet can be used as prompts to help learners.*

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3 EXPOSITION

Learners to create a fact sheet on moving image media products include from a TV programme, film trailer, music video, animation. This can be done as an individual activity or as a group activity. Refer to the radio broadcast Information Sheet in Lesson 2.

4 PLENARY

Ask every learner to think of three questions based on the lesson. Pick three learners to take the hot seat in the middle of the classroom. Encourage learners to ask questions of the learner in the hot seat to answer. Set a timer of 2 minutes per learner in the hot seat until the 10 minutes are up.

5 EXTENSION OR HOMEWORK

Using the completed fact sheets on moving image media products, learners demonstrate their understanding of contemporary and historical media products by:

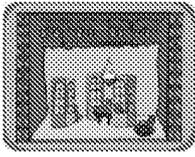
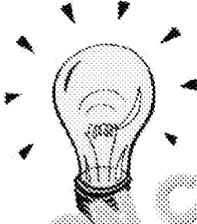
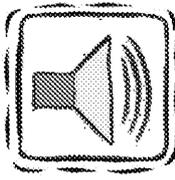
- explain how they are created by different types of media producer
- explain how they are available on different platforms
- explain how they use different genre and narrative conventions
- explain how they construct different representations
- explain how they employ different media production techniques

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Moving Image Keywords Information Sheet

Mise en scène	Lighting	Sound
		
 Costume	Fill	Aural motifs
Hair	Functional	Bridges
Make-up	High-key	Dialogue
Props	Low-key	Diegetic
Setting	Overhead	Incidental music
Figure expression	Shadows	Jingle
Body language	Side	Levels
	Silhouette	Non-diegetic
		Perspective
		Sound effects
		Voice-over

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Long shot (LS)	A shot that shows a full body shot background.
Close-up (CU)	Where part of the subject takes up very little background. A shot used
Medium long shot (MLS)	A shot where the subject fills up n
Extreme close-up (ECU)	A shot used to show extreme deta
Medium close-up (MCU)	A shot halfway between a close-up shows the subject clearly, without
Medium shot (MS)	s ot from a medium distance.
Overhead	A shot from above.
Over shoulder (OS)	A shot that is framed from behind subject. This is a typical shot used between two characters.
Point of view (POV)	A shot used to show what the character they see the world.
Straight on	A shot that is looking straight at t
High angle	A shot used to look down on the s
Low angle	A shot used to look up at the subj
Panning	A camera movement that goes fro
Tilting	A vertical camera movement that camera is stationary.
Tracking	When a camera is mounted on a c creating a very smooth movement
Slow motion	Showing a moving image more slo
Speed	Suggests how fast or slow the mo
Zoom in	A change in the camera lens's focu illusion that the camera is moving
Zoom out	A change in the camera lens's focu illusion that the camera is moving subject.
Handheld	Gives the shot a jerky effect that c
Crane	Refers to a dolly shot taken in the equipment that the camera is mo
Contrast	The separation between the dark image to create shadows and high
Brightness	Makes an image lighter or darker

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Black and white	Shades of grey with no other colours.
Filters	Used to produce certain colours or effects.
Saturation	The intensity of a specific colour.
Desaturation	Removing/limiting the intensity of a colour so it appears duller and greyer.
Shades	The different grades of colour, e.g. light green.
Tone	Refers to the lightness or darkness of a colour.
Layout	The arrangement of objects.
Focus	Attention given to a particular subject, making it blurred or sharp.
Rule of thirds	A guideline that is used in the composition. A guideline splits the image into nine equal parts. Important elements should be positioned at the intersections of imaginary lines or at their intersections, rather than in the centre.
Asymmetrical composition	An unbalanced spatial arrangement.
Balance	The spatial arrangement of objects to create a sense of equilibrium.
Juxtaposition	The placing of two opposite elements side-by-side to emphasise their differences.
Integration of text with image	
Fonts	A style of lettering.

Action

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Textual Analysis and Personal Response

Chosen moving image media product: _____

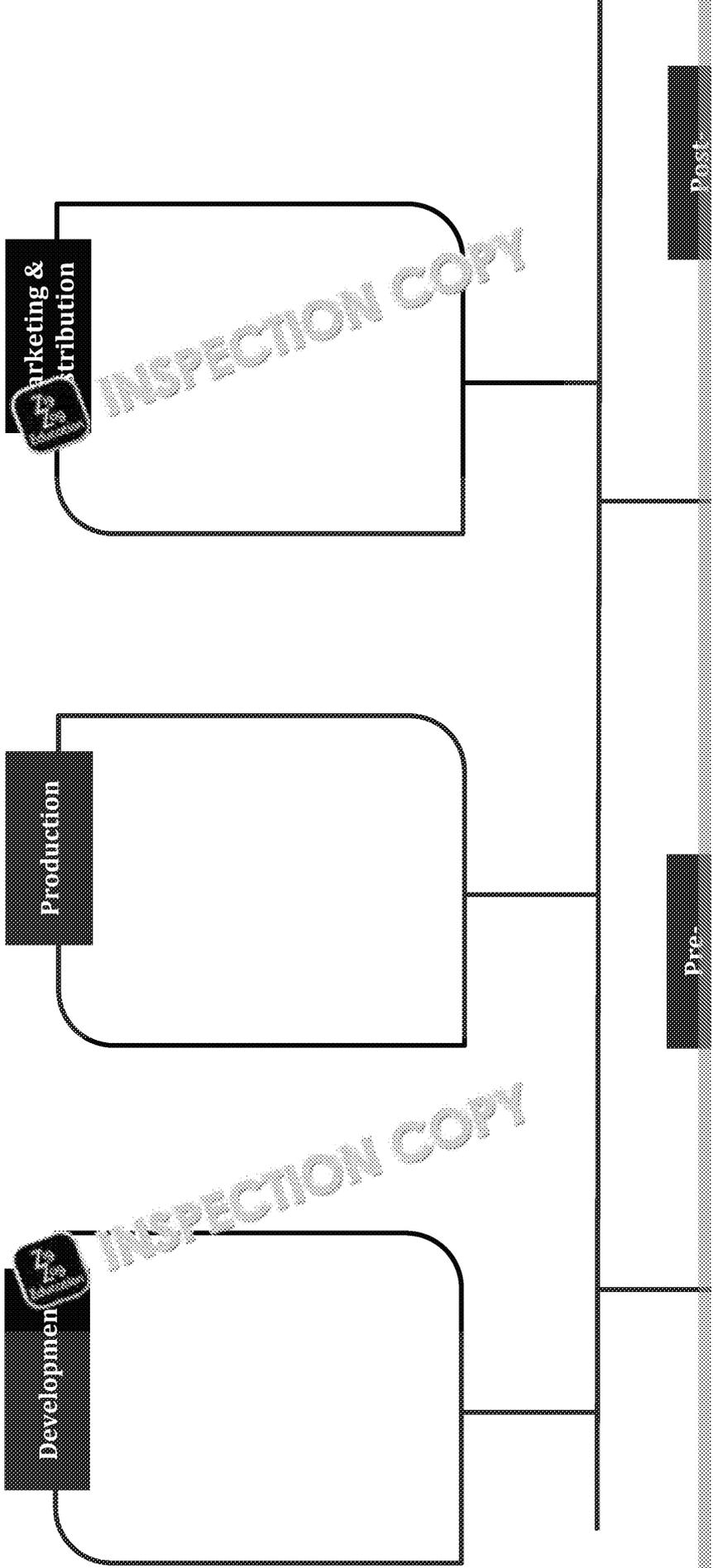
	Mise en scène	Lighting	Sound	Editing
Denotation				
Connotation				
Anchorage				
Encoding				
Polysemy				

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Production Timeline Worksheet (Moving Image Media Products)



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3 EXPOSITION

Learners to create a fact sheet on print media products including news brochures and advertisements. This can be done as an individual learner activity to the Radio Broadcast Information Sheet in Lesson 6 as an example.

4 PLENARY

Display a picture at random and on screen of either or all of these (using newspaper, magazine, comic, brochure and advertisement, and ask learners to identify what has been used and what meaning this creates / how the audience would interpret it / how it has been used to connote danger.

Links to use:

- Newspaper – <https://metro.co.uk/news/>
- Magazine – <https://madnews.files.wordpress.com/2010/04/sugar.jpg>
- Comic – <https://www.comixology.co.uk>
- Brochure – <https://www.themeparkbrochures.net/maps/legoland-windward-island>
- Advertisement – <http://www.wadevee.com/2014/10/john-lewis-little-waitrose/>

5 EXTENSION OR HOMEWORK

Using the completed fact sheets on print media products, learners can demonstrate their understanding of contemporary and historical media products through:

- are created by different types of media producer
- are available on different platforms
- use different genre and narrative conventions
- construct different representations
- employ different media production techniques

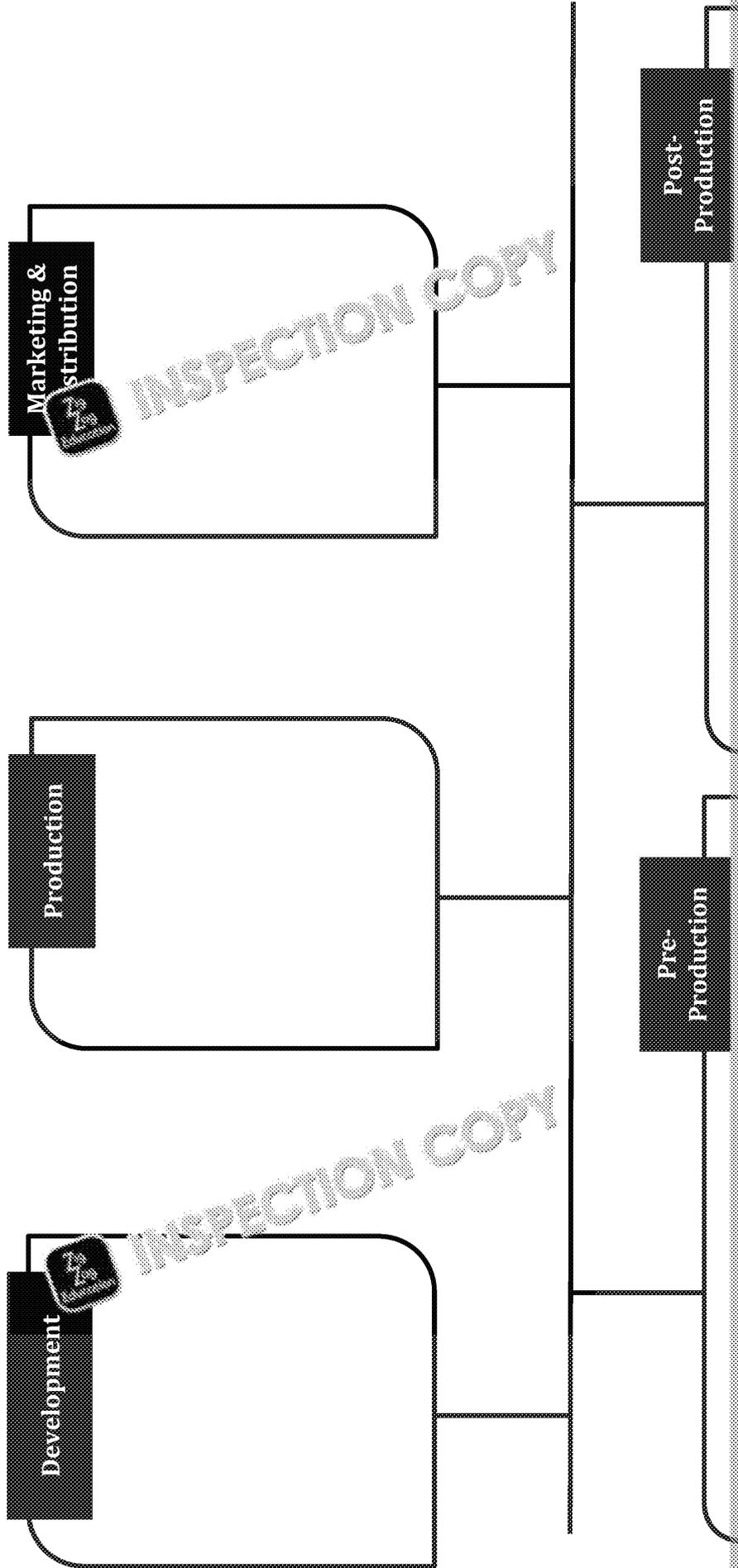
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Production Timeline Worksheet (Print Media Products)



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Print Keywords Terminology Information Sheet

Anchorage text	Refers to text that fixes the meaning of an image. Anchorage text is a caption that accompanies a picture in a newspaper or magazine.
Broadsheet newspaper	Newspapers that are taken more seriously than tabloids. They deal with serious subject matter. An example is <i>The Guardian</i> .
Tabloid newspaper	Describes a type of journalism that focuses on entertainment and sensational news. An example of this is the <i>Daily Mirror</i> .
Regional newspaper	A newspaper that contains news that relates to a specific region. An example is the <i>Evening Standard</i> (London).
Headline	The one-sentence introduction to a news story.
Masthead	Refers to the title of a newspaper. The title will be printed on the newspaper on the front page.
Dateline	A line at the head of a newspaper article showing the date and place of writing.
Strapline	A subsidiary heading or caption in a newspaper or magazine.
Splash head full caps	A heading in a newspaper or magazine that is written in all capital letters.
Byline	The name of the person who has written the article.
Page lead	The main story in a newspaper or magazine.
Four-colour picture	A picture that is shown in colour using CMYK printing process using cyan, magenta, yellow and black. These four colours are printed in CMYK.
Caption	A word or phrase superimposed on top of an image, usually describing the image, or where they are.
Support story	A news story that is not the main lead feature.
Graphics	A visual element printed on a piece of paper.
Underscored	A line drawn under a word or phrase for emphasis.
General interest	Content aimed at a specific group of readers.
Special interest	Aimed at a specific group of readers with one particular interest.
House style	Standards for writing as part of an internal style guide.
Anchorage text	Where the meaning of a media text is established by text.
Cover line	Refers to the main headline on the front cover of a newspaper or magazine.
Puff	Used to make something stand out on the front page. It is text within a shape.

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Print Keywords Terminology Information Sheet

Colour scheme	Choice of colours used in the design of the magazine.
Layout	How elements are arranged in a magazine.
Mode of address	Tone of the written style of the magazine used to address the audience.
Superimposition	Placement of one thing over another.
Headline	Heading of articles within a magazine.
Pull quote	Attention-grabbing quotation taken from the text of an article.
Typeface	Refers to the font size used within a magazine.
Main cover image	Refers to the picture used on the front cover of a magazine as a selling point, e.g. celebrity image.
Plug	Refers to the selling points of a magazine.
Slogan	Refers to a memorable motto or phrase.
Cover price	Refers to the cost of a magazine.
Issue number	Refers to how many times a magazine has been published.
Buzzwords	Refers to a word or phrase (new or existing) that is popular for a short length of time.
Strapline	Refers to a subheading in a magazine article.
Celebrity endorsement	Refers to a form of advertising using a celebrity to promote or sell a product.
Direct gaze	Looking directly at the camera.
Pose	A way of sitting or standing in order to be photographed.

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Textual Analysis and Personal Response

Chosen print media product: _____

	Layout	Codes and conventions	Mode of address	Visual effects
Denotation				
Connotation				
Anchorage				
Encoding				
Polysemy				

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Textual Analysis and Personal Response V

	Written codes	Focus	Expression
Denotation			
 Connotation			
Anchorage			
Encoding			
 Polysemy			

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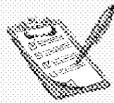
Lessons 7 and 8 – Contemporary (post-2000) (pre-2000) Interactive Media Products

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Lesson Outcomes:

Learners should understand:

- ✓ the different types of media products within interactive media
- ✓ textual analysis and personal response techniques for interactive media products



Keywords:

interactive
mobile apps
mobile games
online games

1 STARTER

Start the lesson by splitting learners into groups and hand out Post-it notes. Give learners two minutes to think of contemporary interactive media products and explain the terminology as they can. Learners to write down as many as their group can think of to put up their Post-it notes on the board. Use as a discussion point to lead into the board as reference for the main activity.

For lesson 8, you may wish to repeat this starter but asking learners to add to the list.

2 MAIN

Learners to stay in groups. Allocate each group a contemporary (post-2000) interactive media product, e.g. website, mobile app, e-magazine, mobile game, advertisement.

Examples of interactivity media to use for this activity:

- Flipbook e-magazine – <http://www.issuu.com/supportawahp/docs/awa>
- Toyota interactive iPad advert – http://www.youtube.com/watch?v=-w3lsu-r_xBw
- Interactive online game – Fortnite – https://www.youtube.com/watch?v=W3lsu-r_xBw
- Interactive video – *The Treasure Hunt: A Chad, Matt & Rob Interactive Ad* – http://www.youtube.com/watch?v=W3lsu-r_xBw&list=PLE10985FA398
- Video live streaming services – Twitch <https://www.twitch.tv/p/en/about>

Using A3 paper or the Textual Analysis Worksheet, learners are to analyse the interactive media product and identify how these stylistic codes contribute to interpretation (personal response). Allow 20 minutes for learners to analyse and 15 minutes for the *The Creating Meaning Information Sheet, Production Timeline Worksheet* and *Textual Analysis Worksheet* to be used as prompts to help learners.

3 EXPOSITION

Learners to create a fact sheet on interactive media products including interactive magazines, mobile games, video games, mobile games and advertisements. This can be an individual learner activity or as a group activity. An example on websites and you.

4 PLENARY

Learners to summarise interactive media in fewer than 280 characters. Learners to create their own pop quiz on interactive media and test each other.

5 EXTENSION OR HOMEWORK

Using the completed fact sheets on interactive media products, learners to demonstrate their understanding of contemporary and historical media products.

- ➡ are created by different types of media producer
- ➡ are available on different platforms
- ➡ use different genre and narrative conventions
- ➡ construct different representations
- ➡ employ different media production techniques

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Textual Analysis and Personal Response

Chosen interactive media product: _____

	Layout	Codes and conventions	Mode of address	Navigation
Denotation				
Connotation				
Anchorage				
Encoding				
Polysemy				

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Example Interactive Media Terminology Information

Website Information Sheet

What is a website?

Useful data that is stored on a set of related web pages served from a single web server.

Why use a website?

- To inform
- To educate
- For sharing documents
- For entertainment, e.g. photo sharing
- Access, e.g. on the move

What should I consider for a website?

- | | |
|--|--|
| <ul style="list-style-type: none">• Genre, styles and conventions• Representation, e.g. people, place, ideological messages and values• Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background• Narrative structure (opening, ending, linear/nonlinear, circular)• Use of stars, e.g. celebrities, reality stars, no stars• Style, e.g. realist, abstract, intertextual, parody• Themes and subtext• Mode of address, e.g. friendly, formal, imperative• Purpose, e.g. inform, educate, entertain, persuade, storage, sharing, social interaction• Function (communicate information)• Web pages• Content• Hyperlinks• Web browsers, e.g. Google Chrome, Internet Explorer, Firefox, Safari• HTML/CSS | <ul style="list-style-type: none">• PHP/AJAX/JavaScript• Tags• Metadata• Page properties• Tables• Page layout• Alignment• Colours• Text, images, graphics• Images (formats)• Videos (formats: Flash, RealVideo)• Audio (formats: MP3, AAC)• Animation (formats: GIF, SWF)• Navigation – site structure, search function, buttons• Aesthetics• Composition• User-friendly• Interactivity |
|--|--|

Task: Look at the example websites below and work through the list above, identifying elements. How many can you get?

Examples:

- 1) http://www.nasa.gov/audience/forstudents/#.U2SkZVy6_wl
- 2) <http://www.bath.co.uk>
- 3) <http://www.hscic.gov.uk>
- 4) <https://www.cityoflondon.police.uk/advice-and-support/fraud-and-crime/nfib/Pages/default.aspx>

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Mobile Apps Information Sheet

What is an app?

An app is a self-contained program or piece of software, designed to fulfil a particular function, downloaded.

Why use an app?

- To educate
- To entertain
- To persuade (use of advertising in apps)
- Can access while offline
- Accessibility
- Speed

What should I consider for an app?

- | | |
|--|--|
| <ul style="list-style-type: none">• Genre, e.g. conventions• Representation, e.g. people, place, ideological messages and values• Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background• Narrative structure (opening, ending, linear/nonlinear, circular)• Use of stars, e.g. celebrities, reality stars, no stars• Style, e.g. realist, abstract, intertextual, parody• Themes and subtext• Advertising capabilities• Mode of address, e.g. friendly, formal, imperative• Objectivity and subjectivity (bias)• Purpose, e.g. inform, educate, entertain, persuade, storage, sharing, social interaction• Function (communicate information, educate, entertain, etc.)• Character identification• Platform: console, PC, handheld device, mobile, tablet | <ul style="list-style-type: none">• Screen resolution• Screen pixels• RAM (size and speed)• Gameplay modes (single player, cooperative and competitive, death match, social)• Types of gamers (casual, hardcore, social niche)• Specialist interests• Objectives• Encounters• Navigation• Pickups• Graphics, text, images• Ambient sound/music• 2D or 3D• Layout• Lighting• Interactivity |
|--|--|

Task: Look at examples of apps listed in the link below and work through the list of different elements. How many can you get?

Example:

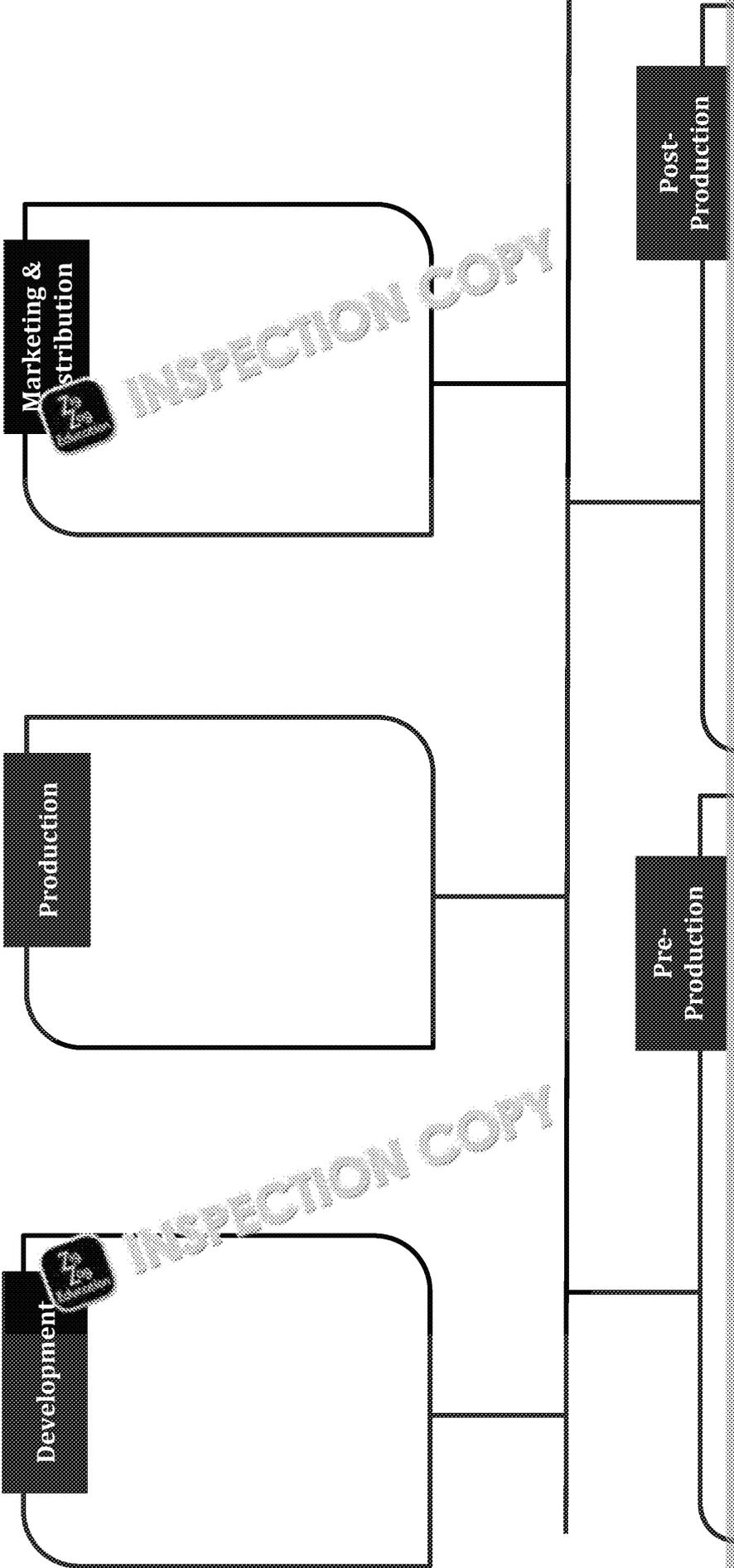
<http://www.guardian.com/technology/appsblog/2013/jun/19/50-best-apps>

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Production Timeline Worksheet (Interactive Media Products)



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Lesson 9 – Context of Production

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Lesson Outcomes:

Learners should understand:

- ✓ the main reasons for audiences engaging with media products



Keywords

- Purpose
- Entertain
- Inform

1 STARTER

Learners are to list all the reasons (the purpose for) that they can think of for why they engage with media products.

- Watching their favourite TV programme
- Reading a book they haven't read before
- Looking at a news website, etc.

Write the keywords on the cards below. You'll want to keep going with examples using the below words.

- persuade
- challenge
- entertainment
- escapism
- profit
- community benefit
- raising awareness
- critical acclaim
- innovation
- experimentation

2 MAIN

Split learners into groups and either assign or ask each group to come up with a list of reasons why they engage with the media product they have chosen. Then, using the Ranking Grid, learners are to rank the least important to the most important. Repeat the task, but this time asking them to rank the least important to the most important aims and motivations of media products. Learners to feed back their findings to the class along with their justifications. There is no right or wrong answer here as it is down to individuals and how they meet/fulfil certain needs.

3 EXPOSITION

Recap what has been covered in the lesson, reiterating the importance of different types of media products and media producers, e.g. media conglomerate, public service broadcaster, independent media producer, community media organisation.

4 PLENARY

Encourage learners to demonstrate their understanding of why audiences engage with different types of media products and the aims and motivations of media producers with a quiz. Show learners media products whereby learners have to identify the correct reason/example. Encourage learners to work in groups and come up with their own examples.

Media products to use:

- BBC news programme; reason: *inform*
- Instagram; reason: *persuade and entertain*
- Reality TV programme, e.g. *Love Island*; reason: *entertainment*
- Game show, e.g. *Jeopardy!*; reason: *entertainment*

Media producers to use:

- Media conglomerate such as Sky to *generate profits and innovations to reach a wide audience (motivation), create media products that are high quality (aim)*
- Public service broadcaster such as the BBC for *public service responsibility (motivation), create media products that are impartial, diverse and inclusive (aim)*
- Independent media producer such as Aardman for *self-expression and entertainment (motivation), create media products that are accessible (aim)*
- Community media organisation such as Cotswold Hospital Radio to *benefit the local community (motivation), create media products that are inclusive and distinctive (aim)*

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5 EXTENSION OR HOMEWORK

Learners to create a fact sheet on the different models they have seen and ask each person what their favourite media product / least favourite (historical) and post-2000 (contemporary). Remember to ask for their reasons for their favourite / least favourite. Can the learner correctly identify the main reasons they are asked engaged with certain media products and not with other media products? How have media habits changed over time?

Media products interviewees to choose from:

Audio/Moving Image Products	Print Products
TV programme Music video Advertisement Radio broadcast Film Animation Podcast	Magazine Brochure Comic Advertisement Newspaper

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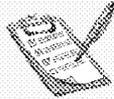
Lesson 10 – Audience Interpretation

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Lesson Outcomes:

Learners should understand:

- ✓ different audience types and how each type of audience interacts with media products



Keywords:

audience profile
gender
age
uses and gratifications

1 STARTER

Begin by asking learners what they know about the term 'audience'. Do the profiles of, for example, consumers, readers, gamers, job surfers, listeners (think about the purpose of audience profiling, listing suggestions on the list suggestions). Draw a line on the board with 'most important' written at one end. Learners to decide which suggestion can be considered the most important reasons for audience profiling. This can also be done as an individual task and develop into a class discussion.

Suggested questions:

- Describes who the consumers are
- Describes why consumers act as they do (psychographics)
- Helps media producers make better media products suited to the needs of the audience statistics such as box office figures, circulation, sales, hits, subscribers
- Saves time and money by minimising the risk that the audience will not buy
- Can help with gaining advertising revenue / sponsors who share a similar target audience

2 MAIN

- 1 Introduce the term 'demographics' to learners, defining what it is (e.g. gender, age, socio-economic groupings, lifestyle profiles). Using the Data Grid to create a demographics grid of their class. Write down the advantages and disadvantages of demographics that the class encounters during this activity. Otherwise, the activity emphasises both the advantages and disadvantages of demographics.
- 2 Using 'Find someone who...', set a time limit of two minutes and ask learners to find someone in the class as they can. This can be used as a basis for discussing research (e.g. differences) in the types of media product, platforms and media consumption habits and genders. You may also want to cover what good survey questions look like (multiple choice, likert scale, rating scale, ranking questions, open-ended questions) and how a question looks like, how to approach collating survey responses. A free platform like [surveymonkey.com](https://www.surveymonkey.com) would be a good starting point for learners to explore creating their own survey questions.
- 3 Arrange learners into small groups; each of the groups is to choose a media product and determine the product's audience. Show examples of audience profiles to learners and let them create their own using the Audience Profile Template.

3 EXPOSITION

Recap the concepts learnt in the lesson and highlight the importance of demographics.

4 PLENARY

Learners are to complete the Audience Interpretation Part 1 Pop Quiz. Learners are to discuss their answers so they can identify what they have learnt from the lesson. Hand out the Audience Profile Template. Learners to use the information sheet as reference for class discussion/extension/homework task.

5 EXTENSION OR HOMEWORK

Using 'Understanding Audience Statistics', learners are to create audience profiles for the scenarios provided. This task aims to aid learners in understanding information and how to use it to create an audience profile. Please note that the information provided is fictional and only for this task. *Learners are to create their own audience profile for a media product. Learners will need to consider demographics (gender, age, socio-economic groupings, consumption habits), etc.*

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Demographics Grid

Create a demographics grid of your class...

Age	
Gender	
Occupation 	
Social grade	
Interests	
Media consumption habits	
Likes 	
Dislikes	

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Find someone who...

Find someone who...	Reason why.
enjoys watching adverts	
likes music videos	
reads an e-magazine	
listens to podcasts regularly	
plays video games	
watches documentaries	
likes the comedy genre	
owns a tablet	
listens to CDs	
goes to the cinema regularly	
watches the news	

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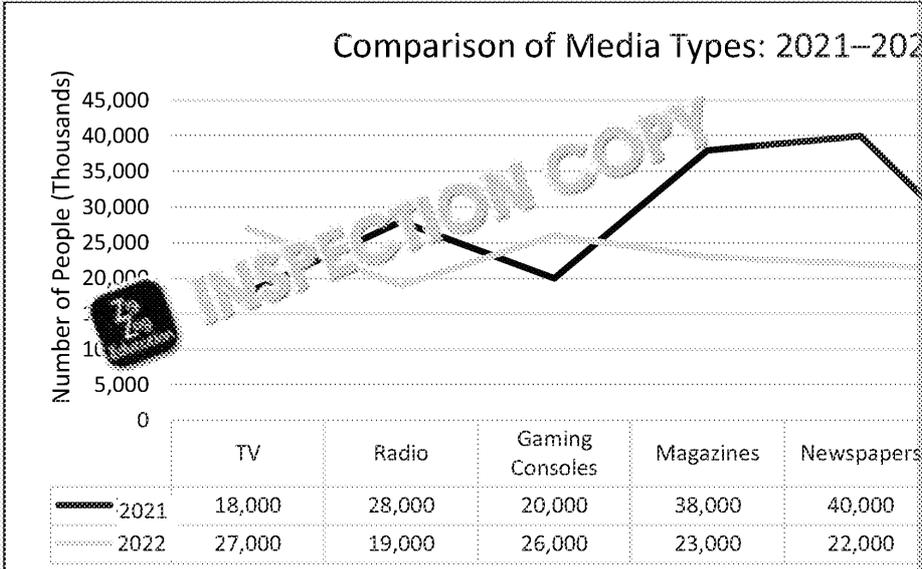
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Understanding Audience Statistics

Create audience profiles from the various scenarios provided.

An extensive survey was conducted to find out whether there has been a change in the types of media audiences consume in the UK. The findings are shown below:



A TV executive wanted to find out the latest viewing figures for the channels to better understand the demographics of TV consumers. The findings are shown below:

Channel	Average Daily Reach		Weekly Reach*		Average Weekly Viewing Hrs per person
	'000s	%	'000s	%	
BBC 1	28,429	49.1	47,264	81.7	
BBC 2	13,781	23.8	33,130	57.3	
ITV	21,138	36.5	40,310	69.7	
ITV +1	2,460	4.3	11,120	19.2	
ITV HD	2,855	4.9	7,315	12.6	
Channel 4	11,713	20.2	34,236	59.2	
Channel 4 HD	2,565	4.4	11,731	20.3	
Channel 5	8,897	15.4	28,203	48.7	
Channel 5 +1	1,025	1.8	5,278	9.1	
Sky 1	2,448	4.2	9,630	16.6	
Sky 1 +1	116	0.2	741	1.3	

*Weekly Reach = The percentage of people who have viewed the channel for at least three consecutive minutes

**Share of Total Viewing (%) = The percentage of total weekly viewing for the channel

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Review

The TV programme *Hollyoaks* was reviewed by the following age groups. Some below:

16-24:

'I think that Hollyoaks is great; the content reflects issues I face so I can really relate to most of the time.'

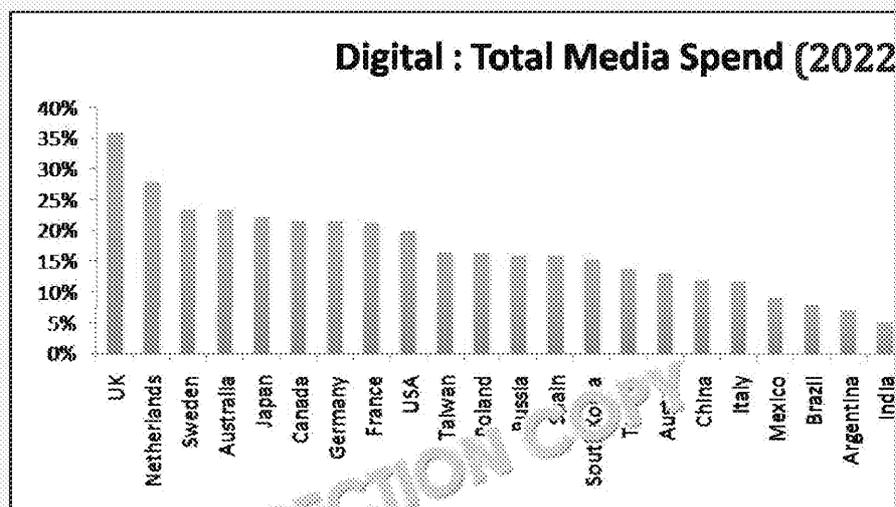
65+:

'What is this rubbish? I can't relate to any of the stories. It's too dramatic for my taste.'

34-43:

'Hollyoaks isn't my cup of tea; it does remind me of when I was younger but it doesn't interest me now.'

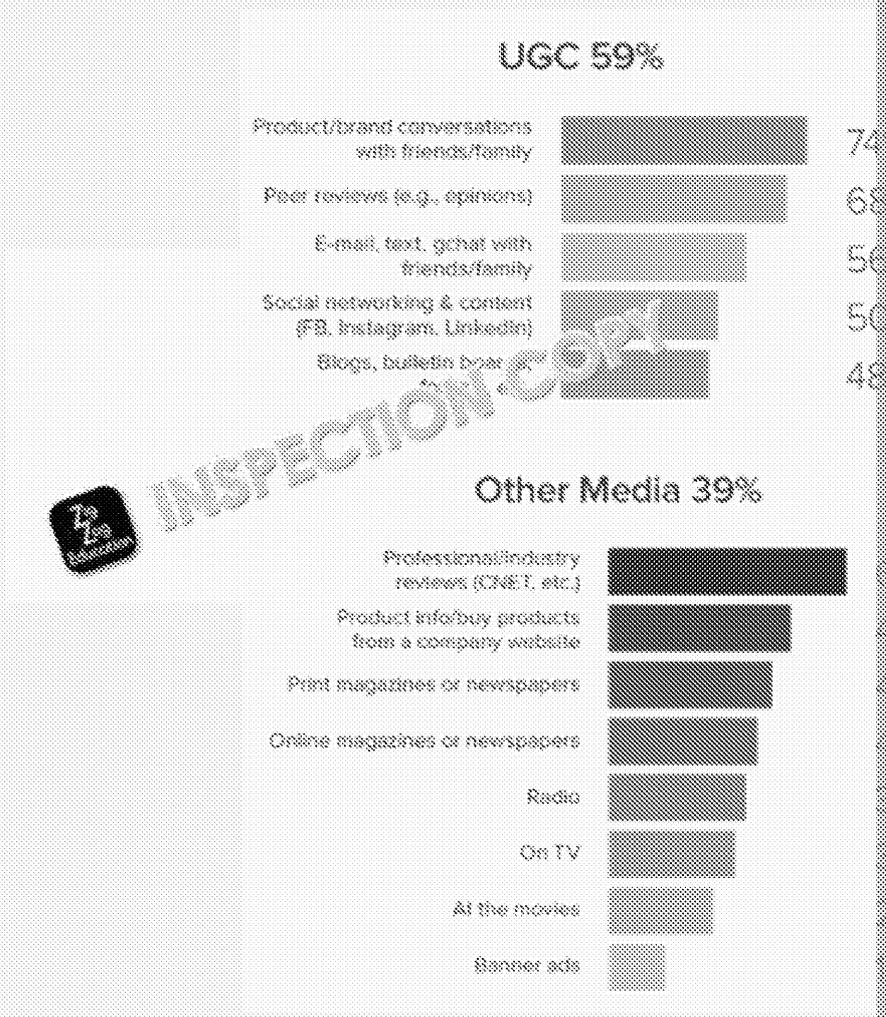
Google recently conducted some secondary research to assess the state of the worldwide and to determine which markets should be targeted for Google's latest products. The findings are shown below.



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A media research company carried out a research project on media trustworthiness generated content and other media. The findings are shown below.



Source: <https://awario.com/blog/get-your-customers-to-se>

According to a report on interactive content:

- **43% of consumers** prefer interactive videos over static videos.
- One of the most shared quizzes online got **5.4 million interactions** through past five years.
- **9 out of 10 marketers** say that interactive content is better for consumer than static content.
- **81% of respondents** said that interactive content is more effective than static content.
- **Nine in ten** adults have Internet access at home.
- **8% of UK adults** online have already explored the growing TV trend of social media platforms such as Facebook and Twitter.
- Direct audience feedback is well established in the form of mobile and web social media. Some content makers are exploring a future whereby audience engagement is used to immediately buying a product seen on screen, or providing product information about pivotal moments of an episode. **21% of young people** watching shows that allow them to provide this form of direct audience feedback. **those aged 55 and over** – would be happier keeping their ratings to themselves.

Did you know?

Big Brother Brazil 20 holds the Guinness World Record for the most public votes programme when 1,532,944,337 votes were cast online by viewers from 29th to 31st October 2010.

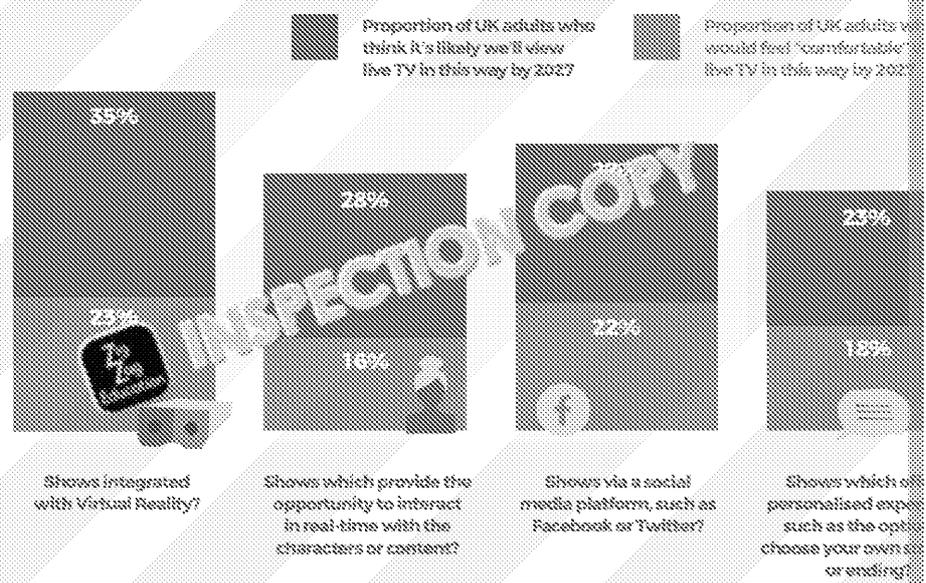
Sources: <https://spott.ai/content-interaction>
<https://www.guinnessworldrecords.com/world-records/most-public-votes>

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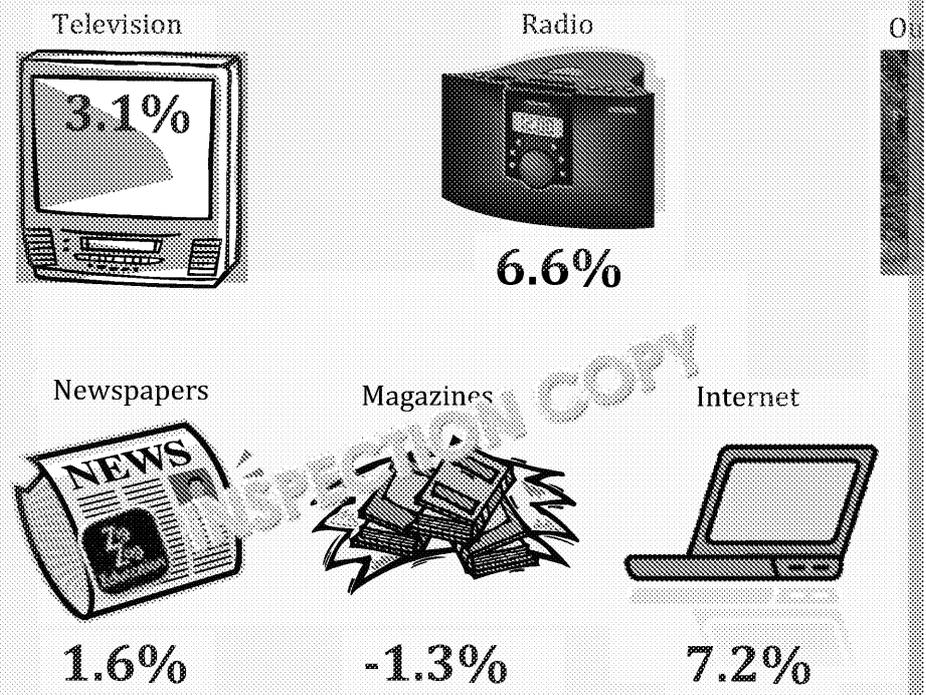


Which current and dystopian trends are we likely to embrace and how do they make us feel?



Source: <https://www.tvlicensing.co.uk/ss/Satellite?blobtype&blobheadervalue1=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blob>

An advertising agency is promoting a new product to 40-50-year-olds. The agency is spending advertising to help them identify the best means of communicating with this demographic group. The findings are shown below. In this figure, the percentage of advertising per medium.

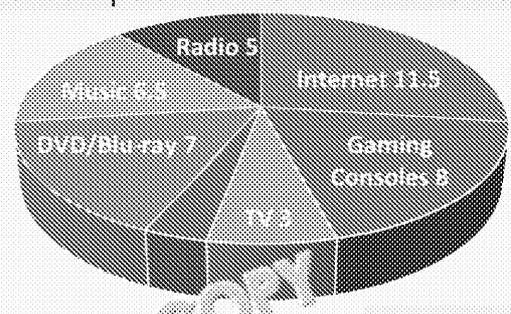


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A Media class were asked to log all of their media intake over a period of 72 hours

Consumption of media in 72 hours

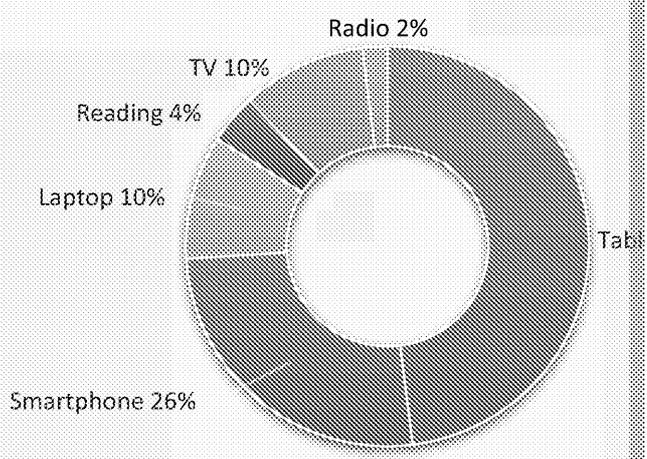


Reading 1

Bauer Media conducted a survey to find out how consumers of *Heat* magazine distributed by Bauer Media. The findings are shown below:



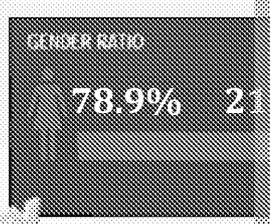
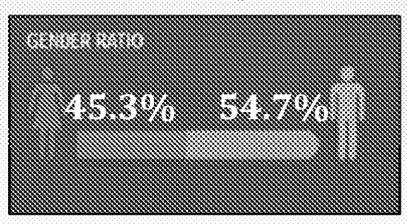
How consumers of Heat access media



A student conducted a survey to find out the gender profile for *Kerrang!* and *Heat*

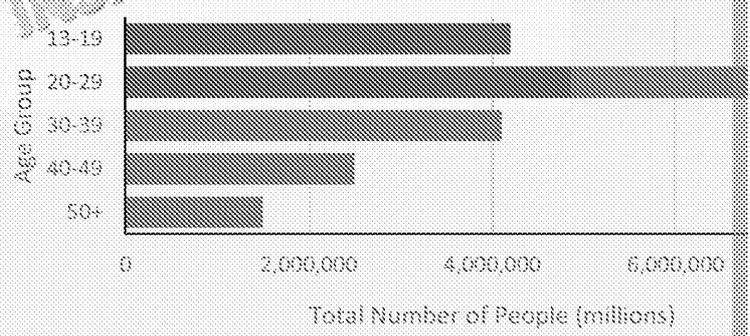
Kerrang!

Heat



Facebook conducted an online poll to determine the Facebook users in the UK by age

UK Facebook User Age Distribution



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Audience Profile Template

Age Range	
Gender 	
Social Class (ABC) / NRS Social Grade	
Occupation	
Media Interests	
Hobbies 	
Personality Traits	

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Audience Interpretation Part 1 Pop Quiz

1. Explain **one** way in which demographics are used by media producers.

.....
.....

2. Which of the following is an example of audience statistical data?

- a) Circulation
- b) Box office figures
- c) Website hits
- d) Sales figures
- e) Ratings
- f) All of the above

3. a) What is an audience profile?

.....
.....

b) Give **one** purpose of audience profiling.

.....
.....

4. Give **one** example of the impact of technology changing patterns of consumption.

.....
.....

5. Give **one** example of audience statistics.

.....
.....

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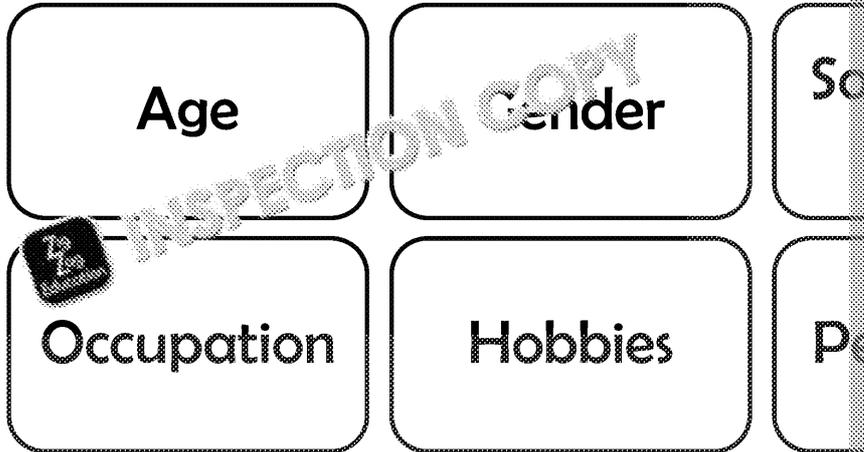
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Information Sheet - Audience Profile

Audience Profile

An audience profile is a detailed breakdown (profile) that defines the type of person interested in a particular media text. Producers will use audience profiling when developing a television programme, to suggest who the primary audience would be. An audience profile usually consists of presenting **demographics** such as:

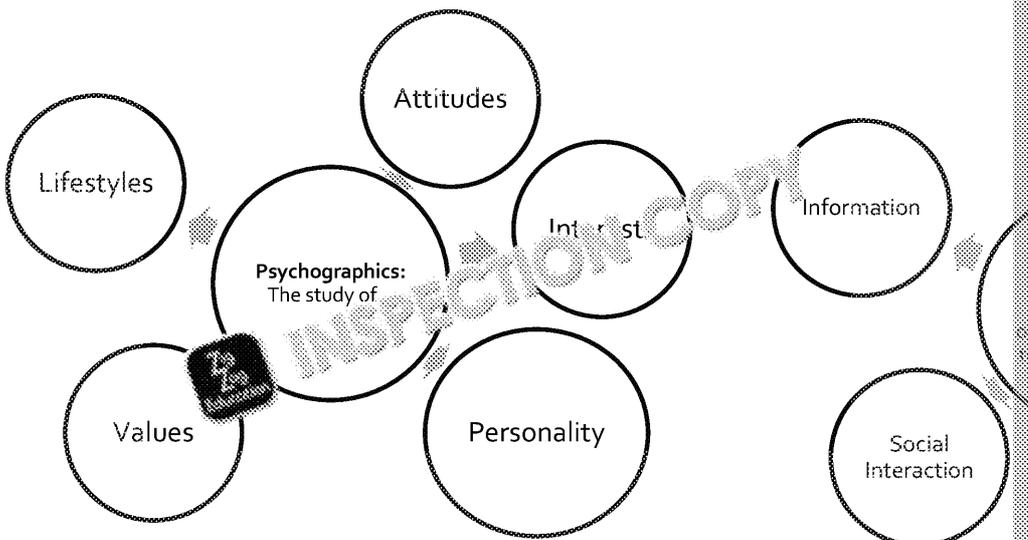


alongside:



Psychographics

Uses and



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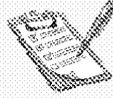
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Lesson 11 – Audience Interpretation

Lesson Outcomes:

Learners should understand:

- ✓ how audiences can be separated into primary audiences and secondary audiences and how to recognise the differences between them
- ✓ how audiences can be segmented using profiles/profiling



Keywords:

primary audience
gender age
socio-economic groups
uses and gratification
passive audience
preferred

1 STARTER

Introduce the terms 'audience identification', 'primary' audience and explain to learners what they mean. You may wish to refer to the glossary at the end of the pack to define these terms. Use an example to make the meaning clear to the learners. Get learners to think about the identification of the primary audience for a range of media products and the secondary audience. Tag their knowledge and understanding of demographics for the lesson. To begin with, provide the following headings: gender, age, socio-economic status. Learners will provide a range of examples to help learners in defining primary and secondary audiences.

Suggested media products:

- Fashion magazine – fashion- and beauty-conscious women and men aged 18–35
- Solitaire card app – achievement-conscious women and men aged 30–65
- BBC news website – individuals wanting to find out about what's going on in the world
- Comedy podcast – men and women aged 16–25 with an interest in comedy

2 MAIN

The main activity will focus on the differences between an active audience and a passive audience.

- 1 Firstly, lead a class discussion about what these terms mean; work with learners to define them (in their words).
- 2 Secondly, suggest a range of media activities to learners, such as watching a video, playing a game, seeing a pop-up advert on a website, listening to a podcast, watching a film, participating in a discussion forum on a film. Learners are to identify which are active viewing and which are passive viewing. This can be done by using the following definitions:

Suggested answers:

- Watching TV while playing on your phone – passive
- Playing a game – active
- Seeing a pop-up advert on a website – passive
- Listening to music while doing homework – passive
- Watching a film – passive
- Participating in a discussion forum on a film – active
- Online voting to vote for your favourite contestant on a reality TV show – active
- Creating consumer-generated content such as fan fiction featuring characters from books – active
- Reading a 'Choose Your Own Adventure' book where the reader makes choices that determine the plot outcome – active

3 EXPOSITION

Hand out the top 'n' tail exercise. Learners are to correctly match up each activity with its audience. Get learners to think about consumer-generated content (examples and advantages).

4 PLENARY

Learners are to answer the Audience Pop Quiz Part II. Learners should be able to explain and justify what they have learnt from the lesson. Hand out Informative Audiences: Part II. The information sheet can be used as a reference for learners to identify different types of audiences. Learners to highlight keywords or add to the information sheet to tag their knowledge.

5 EXTENSION OR HOMEWORK

Options:

- Learners are to give a presentation on the primary and secondary audiences for a chosen media product, learner's choice.
- Learners are to create their own consumer-generated content and explain the primary and secondary audiences.

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TERMINOLOGY

Passive media

Active viewing

Active media

Passive viewing

Secondary audience

Primary audience

DEFINITION

Media that requires engagement to secure message of the product such as *The Treasure Interactive Adventure*
<https://www.youtube.com/watch?v=xBw>

An audience member interact fully with the content). They also influence the production way.

Media that requires active response, e.g. passive media to so

An audience member fully with a media product become part of the product while retaining an element they interact with it

Who the media product to as the target audience

Describes spectators outside the primary spectators can affect accounted for.

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Audience Interpretation Part 2 Pop Quiz

1. Give **one** example of active viewing.

.....
.....

2. Give **one** example of passive viewing.

.....
.....

3. Give an example of social-economic grouping.

.....
.....

4. What does the term 'demographics' mean?

.....
.....

5. Give **two** advantages for media producers of using consumer-generated

1.

2.

6. Which **one** of the following is an example of a secondary audience?

- a) Adults who take their children to see a children's film at the cinema
- b) Female teenagers reading an online article on teenvogue.com
- c) Children watching *SpongeBob SquarePants*
- d) Middle-aged men watching *Top Gear*

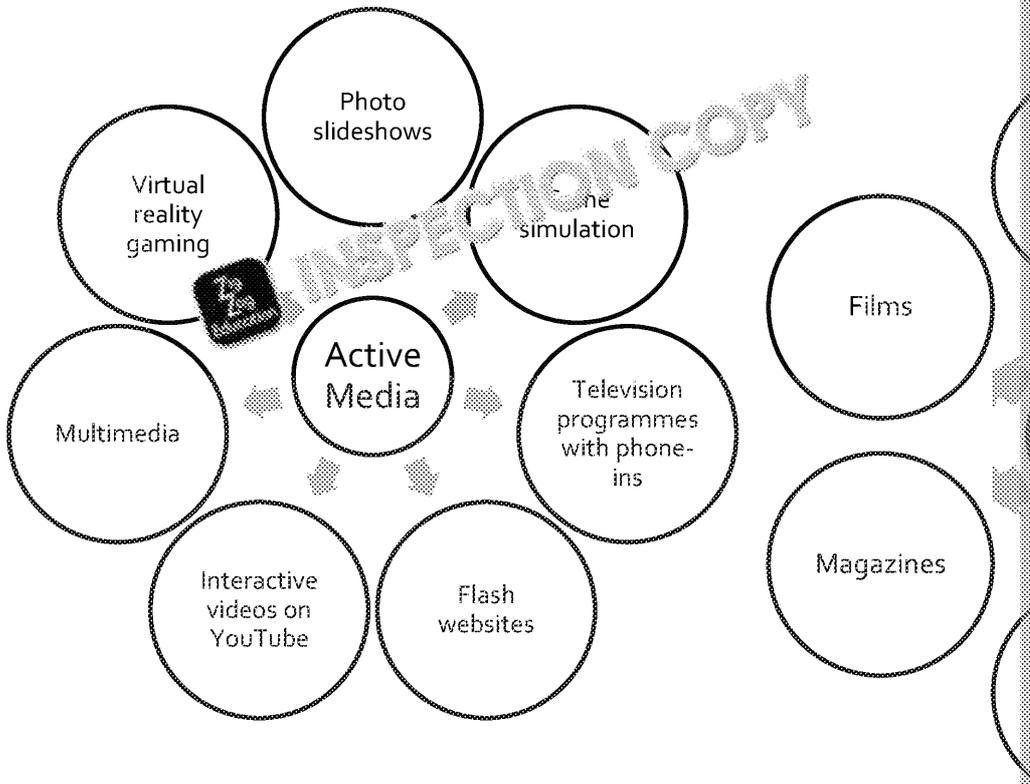
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Information Sheet - Audience Interpretation

Primary Audience	Secondary Audience
Who the media product is aimed at (also known as the target audience)	Describes spectators outside the primary target audience. These spectators can affect consumption of the product but are not accounted for.



Terminology	Definition
Active media	Media that requires audience interaction and engagement to understand the meaning or message of the product, e.g. interactive <i>Hunt: A Chad, Matt & Rob Interactive Adventure!</i> (https://www.youtube.com/watch?v=W3lsu-r_xf8)
Secondary audience	Describes spectators who are considered to be outside the primary target audience. These spectators can affect consumption of the product but are not accounted for.
Passive viewing	An audience member who does not physically interact with the product (or its associated content). They also do not generate any feedback about the product in any way.
Primary audience	Who the media product is aimed at (also referred to as the target audience)
Passive media	Media that requires observation rather than an active response. It can be described as passive media to some extent.
Active viewing	An audience member who interacts physically with the product. They contribute to and become part of the product, while retaining an element of control over how they interact with it.

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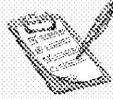
Lesson 12 – Audience Interpretation

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Lesson Outcomes:

Learners should understand:

- ✓ passive audiences
- ✓ active audiences
- ✓ preferred reading



Keywords:

active audiences
preferred reading
connotation
negotiated reading
aberrant reading

1 STARTER

Start Lesson 3 by using the Signs sheet. Learners are to identify/interpret each sign? Do any of the signs have multiple meanings? If so, what are they? Review 'denotation' to learners and provide an explanation of their meaning if learners give examples of words that denote the same thing but where each has a different significant other. Activities highlight the importance of interpretation in the media.

2 MAIN ACTIVITY

The main activity will focus on the following: preferred reading, oppositional reading and aberrant reading, explaining to learners that the audience interprets

- 1 Give out the Match-up exercise. This is to be done as either an individual or group activity. The teacher will help learners with their definitions and understanding of the concepts.
- 2 For the next activity, choose a range of images that will help to develop learners' understanding of preferred reading, oppositional reading, aberrant reading and negotiated reading. Learners are to use 'denote' and 'connote' in their answers. Each group is to present to the rest of the class. Learners will start to draw on stylistic codes (consciously or unconsciously) also wish to include examples that cover all media products. Suggested images have been supplied on the Types of reading activity sheet.
- 3 Introduce learners to active and passive audience theory. The Audience Theory activities are for learners to apply the relevant audience theories to their chosen media products.
 - ◆ **Reception theory** – asserts that media texts are encoded by media producers and decoded by the audience
 - ◆ **Uses and gratifications theory** – the theory that audiences use media to satisfy their basic needs, such as: escapism, surveillance, personal identification, personal social interaction
 - ◆ **The hypodermic needle theory** – the theory that proposes media messages are transmitted directly to the audience and influence people to act in a particular way

3 EXPOSITION

Explain to learners the importance of interpretation in the media that they use. Examples include e.g. assumptions, symbolism, to construct meaning. This links with identity and representation.

4 PLENARY

Hand out the Information sheet – Audience Interpretation. Learners are to use the information sheet to demonstrate their knowledge.

5 EXTENSION OR HOMEWORK

Learners are to choose a media product, either historical (pre-2000) or contemporary (e.g. e-magazine, website, TV clip, film trailer, music video, advert). This can be assigned to learners in small groups. You may wish to allocate media products to learners. A list of media products is covered in readiness for the assignment task. Learners are to present their findings to the class.

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Match Up

Preferred reading

Describes
interpretations
from the
producer

Not related reading

The rejection
meaning of
audience
intended
media products

Oppositional reading

The intention
text creator

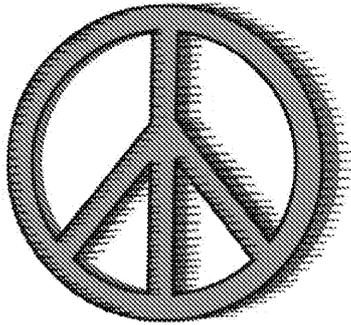
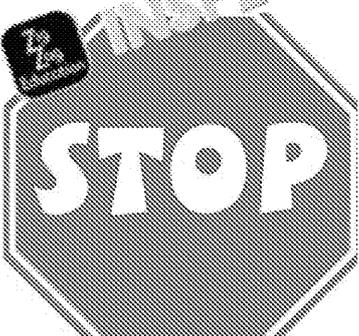
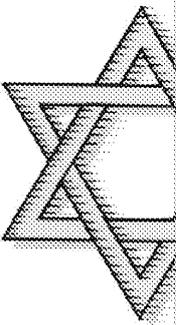
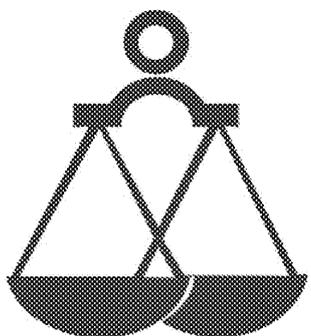
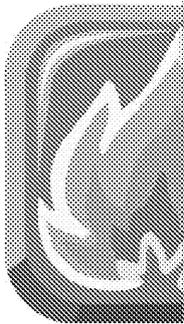
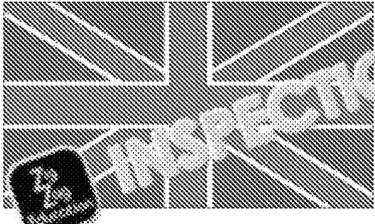
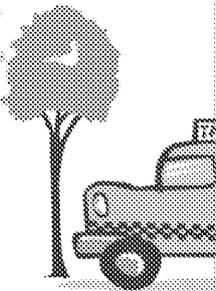
Aberrant reading

Meaning
depending
brings to
attitudes
personal

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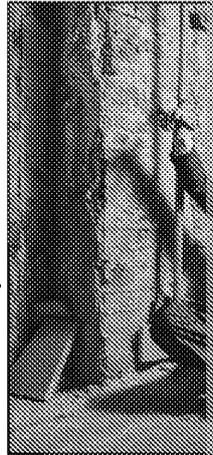
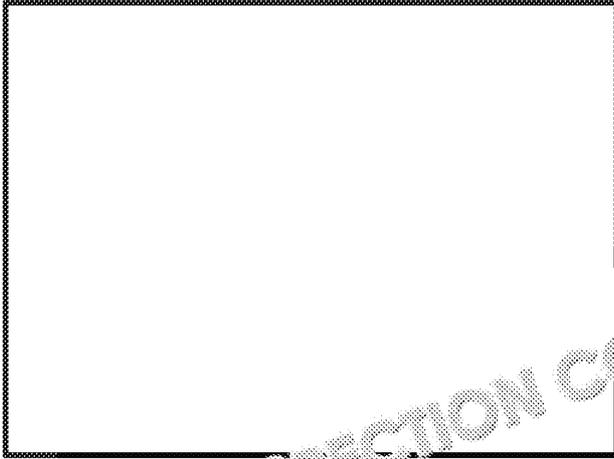


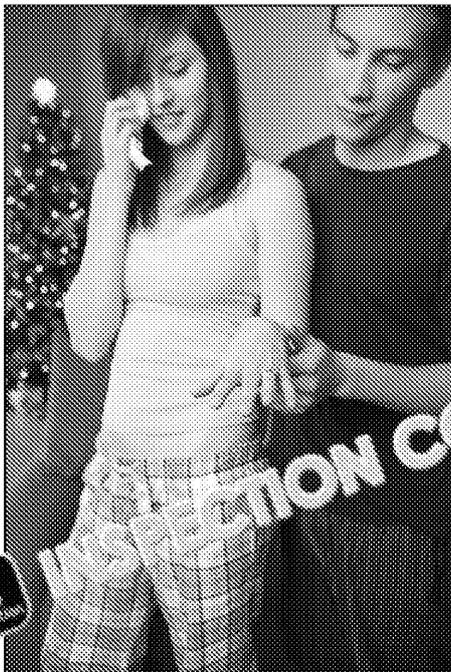
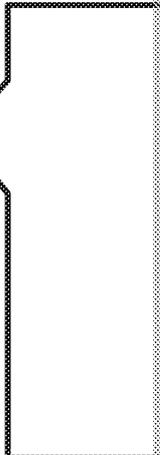
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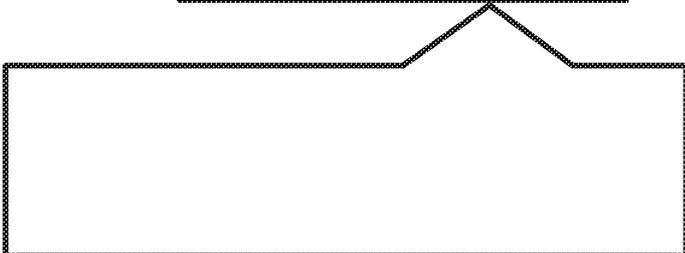




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Information Sheet - Audience Interpretation

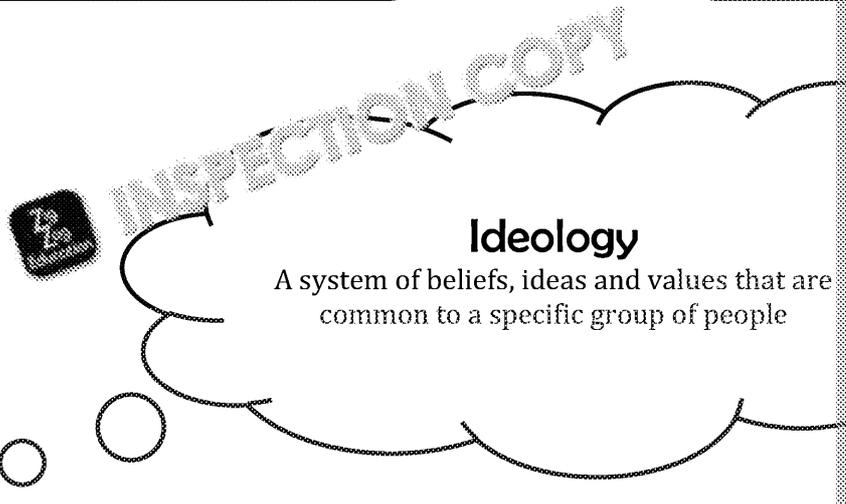
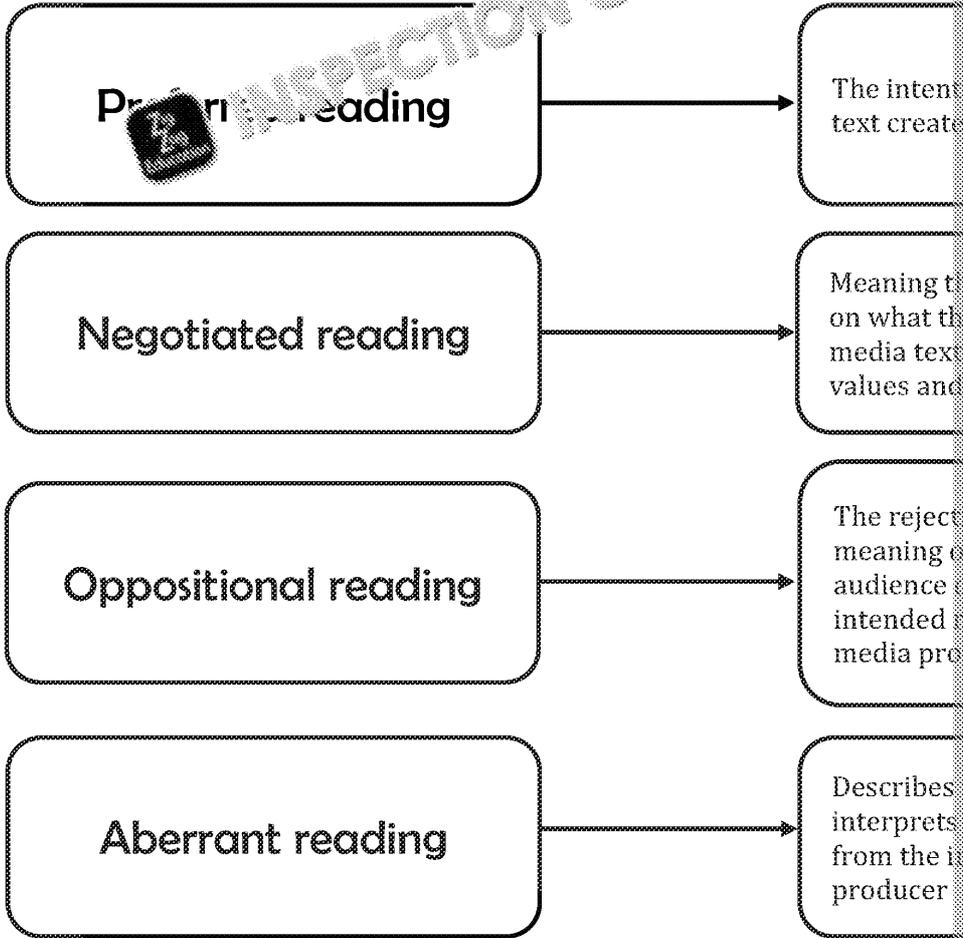


What a phrase or word suggests or implies

The literal meaning of

e.g. The word 'snake' has negative connotations of evil and sneaky

e.g. A snake is a legless



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Audience Theories Worksheet

Look at **three** media products. For each media product apply the following

- Reception Theory
- Hypodermic Needle Theory
- Uses and Gratifications Theory

Media Product 1: _____

Reception Theory	Uses and Gratifications Theory
	

Media Product 2: _____

Reception Theory	Uses and Gratifications Theory

Media Product 3: _____

Reception Theory	Uses and Gratifications Theory
	

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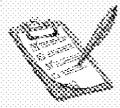


Lesson 13 – Practice Assignment for Learning Task 1 – Investigate Media Products

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Lesson Outcomes:

- ✓ Learners to complete a practice assignment for Learning outcome A / Task 1



Keywords:

media products
purpose

1 STARTER

Split the class into teams. Each team needs a runner. Using the practice assignment on page 19, ask learners a series of questions relating to Learning outcome A, e.g. what is the purpose of the assignment? How can learners present evidence of the assignment? Name the highest grade of the assignment. Give each team an example of evidence. Teams must discuss their answer and then a runner to hit the board (hit the board with their hand) before they can answer. Use the marking criteria on page 21 to help you with this starter activity.

2 MAIN

Using the Media Product Profile Sheet, learners to select examples of media products and define:

- the primary audience
- the secondary audience
- the purpose of the product
- the relationship between product, purpose and audience

3 EXPOSITION

Learners to put together a draft outline of their answer to Learning outcome A.

4 PLENARY

Learners to sum up the requirements of the practice assignment for Learning outcome A in less than 280 characters.

5 EXTENSION OR HOMEWORK

Learners to complete the draft outline of their answer / checklist of work for Learning outcome A / Task 1.



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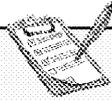
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Lesson 14 – Practice Assignment for Learning Task 1 – Investigate Media Products

Lesson Outcomes:

- ✓ Learners to complete a practice assignment for Learning outcome A / Task 1



Keywords:

media products
purpose

1 STARTER

Ask a selection of learners to share their progress with the group.

2 MAIN

Learners are to use the lesson to work on their practice assignment for

3 EXPOSITION

Use this time as an opportunity for learners to ask questions on the p

4 PLENARY

Ask learners to share their progress and feed back to the group on any

5 EXTENSION OR HOMEWORK

Learners to update their checklist in readiness to continue working on the next lesson.

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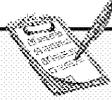


Lesson 15 – Practice Assignment for Learning Task 1 – Investigate Media Products

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Lesson Outcomes:

- ✓ Learners to complete a practice assignment for Learning outcome A / Task 1



Keywords:

media products
purpose

1 STARTER

Ask a selection of learners to share their progress with the group.

2 MAIN

Learners are to use the lesson to work on their practice assignment for

3 EXPOSITION

Use this time as an opportunity for learners to ask questions on the p

4 PLENARY

Ask learners to share their progress and feed back to the group on any

5 EXTENSION OR HOMEWORK

By the end of this lesson, learners should have completed Task 1. Learners are to prepare for Task 2, highlighting keywords.



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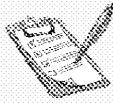
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Lessons 1–4 – Genre and Representation

Lesson Outcomes:

- ✓ generic characteristics
- ✓ representation



Keywords:

iconography subgenres
repetition conform
generic conventions
audience identification convention
subverting generic conventions
audience positioning and perspective

1 STARTER

To start, present to a class member with the same piece of media text homepage, website page or television channel ident. Learners are to write down the audience the product is aimed at and what genre the product is. They are to identify subgenres/hybrid. Learners' answers can be used as a starting point for discussion on audience positioning and perspective as to how everyone in the class reached the same meaning through stylistic codes, e.g. colour, font, framing to denote the genre. Learners are to write definitions for the keywords using examples as needed.

Examples of media texts to use:

- e-magazine homepage <http://insidenow.deloitte.lu/magazine/home/>
- Website home page <https://mailchimp.com>
- Television channel ident https://www.youtube.com/watch?v=2Ei_XdwSghQ

2 MAIN

- 1 Learners are to come up with a list of pros and cons for genre (genre).
- 2 Introduce the terms 'stereotype' and 'countertype' (for higher-ability learners). Discuss the advantages and disadvantages of stereotyping and representation. In your discussion of these concepts, particularly examples of positive representation. You may wish to take this opportunity to introduce the term 'realism' to learners.
- 3 You will need a variety of different media products across all the media sectors (so that all media sectors are covered). Learners are to look at genre (generic codes) and representation using the Representation template. They are to use the knowledge they have gained, e.g. stylistic codes, audience profiling. They are to work in groups, where each group feeds back their ideas to the rest of the class. Learners are to identify traits from each genre and representation (people and place) covered; they are to discuss how all learners contribute to. This could lead on to a comparison exercise, e.g. comparing different products covered.

3 EXPOSITION

Reiterate the importance of genre and representation in creative media. Present learners examples of subverting generic conventions, and use as a discussion point for Lesson 2.

Examples of products that subvert generic conventions:

- *Sherlock* (BBC TV adaption)
- *Luther* (TV)
- *La La Land* (film)

4 PLENARY

Learners are to attempt the Genre and Representation Pop Quiz. Learners are to write answers so that you can identify what they have learnt from the lesson. For Lesson Sheet – Genre and Representation. Learners are to highlight keywords or add to the sheet to demonstrate their knowledge.

5

EXTENSION OR HOMEWORK

Q: Using an example of a media product of your choice, explore how it communicates meaning and engage audiences across different media sectors. Consider the perspective in your answer.

OR

Q: Using an example of a media product of your choice, explore how it communicates meaning and engage audiences across different media sectors. Consider the positioning and perspective in your answer.

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Generic Codes

Camerawork	
Characters	
Graphics	
 Iconography	
Language	
Mise en scène	
Music	
Narrative structure	
Soundtrack	
Style	

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Representation Template

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Representation of
people / social
groups

Representation
of places



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Stereotypes



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Genre and Representation Pop Quiz

1. What is a stereotype?

.....
.....

2. Look at the picture below. Which film genre is it conventional of?



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(1 mark)

3. Which of the following are generic codes?

- a) Mise en scène
- b) Iconography
- c) Narrative structure
- d) Language
- e) Characters
- f) Camerawork
- g) Music
- h) Soundtrack
- i) Style
- j) Graphics
- k) All of the above

4. Give an example of iconography typically associated with the science fiction

.....
.....



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Genre and Representation Information Sheet

'Genre' describes a type that has a set of typical conventions. The term 'genre' type of media text across many media platforms such as magazines, television

Identifying a particular genre is becoming increasingly easy for the audience predictable characteristics associated with a genre. Codes and conventions are characteristics. For example, the codes and conventions of blood, victims and horror TV and film genre. These identifiable codes and conventions contribute can lead to the creation of hybrid genres that appeal to a wider target audience TV and film genre.

However, generic codes and conventions can be subverted. This means going conventions within a media product to create a new meaning, challenge existing appeal to a different type of audience.

Example Genre:

Moving Image	Audio	Print	Websites
<ul style="list-style-type: none"> • Adventure • Comedy • Crime • Fantasy • Science fiction • Romance • Drama • Documentary • Music television • Soap operas 	<ul style="list-style-type: none"> • Audiobooks • Audio guides • Documentaries • Music formats • News • Current affairs • Drama • Soap operas • Comedy • Talk shows • Phone-ins 	<ul style="list-style-type: none"> • Fashion • Music • Technology • Photography • Entertainment • Sport • Cars • Broadsheets • Tabloids • Red tops 	<ul style="list-style-type: none"> • Com e.g. • Com e.g. • Info e.g. we

Representation, Stereotypes and Countertypes

'Representation' is how people, social groups, places, ideas or events are portrayed in media. The term 'stereotype' refers to a person or group of people, or a character associated with a particular social group. These traits are continuously repeated to reinforce an idea of typical ways that social groups behave to the audience.

Through representation, it is very common to associate a stereotype with a genre. The media industry, in particular the news media, creates stereotypes so that the audience can identify characteristics. Stereotypes define people that are grouped together because of shared characteristics. A concern of stereotypes is that they do not allow for individual differences. Representation is a version of reality with a grain of truth that the media industry is evident in tabloids, magazines and television programmes, for example. The way people, ideas or events are represented in media texts and values. This is called 'ideology' in how audiences relate to these media texts.

Like a stereotype, a countertype is ultimately still a simplification of a social group. However, quite diverse. However, a countertype differs from a stereotype because it is not based on the stereotype. Therefore, a countertype can be described as a positive representation. For example, female characters are usually sexualised in their appearance (stereotype), but rather than a smaller role that relies on the male hero (countertype).

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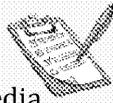
Lessons 5-7 - Narrative

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Lesson Outcomes:

Learners should understand:

- ✓ the concept of narrative and how media products use narrative to communicate meaning and engage audiences



Keywords:

narrative
story
themes
narrative devices
setting
point of view (POV)

1 STARTER

For Lessons 2 and 3, introduce the concept of narrative, using examples with a definition. You may wish to also introduce terms such as 'storyline' (plot), 'characterisation' (identification), 'themes', 'structures' (linear, nonlinear, open) and 'narrative devices' (use of narrator, subjective, objective, mode of address) and 'continuity' (narrative style across products). Provide examples with examples for each.

For the starter activity for Lesson 4, hand out the Crossword - a word search of their terminology for the lesson.

2 MAIN

For the main activity, you may wish to focus on one media product, which can easily be adapted so that learners look at a variety of media products across a range of genres. Arrange learners into five groups and assign each group one of the following tasks: 'storyline and narrative', 'characterisation (identification)', 'themes', 'structures (linear and nonlinear)', and 'narrative devices (use of narrator, subjective, objective, mode of address)'. Each group are to watch the film trailer three times: the first time just watching; the second time taking notes as they watch. Learners are to discuss in their groups then are to feed back to the class. Remind learners that the concepts they have learnt in the previous lesson (genre, structure, characterisation, themes, narrative devices) can also be applied to this activity. You may wish to look at various examples of narrative style across products where learners identify similarities and differences.

Learners to continue working on this throughout Lessons 2, 3 and 4.

3 EXPOSITION

Go over what has been learnt in the lesson, reminding learners of the key concepts.

4 PLENARY

In Lesson 2, learners are to attempt the Narrative Pop Quiz. Learners are to discuss so that you can identify what they have learnt from the lesson. In Lesson 3 hand out the Narrative. Learners to highlight key words or add to the information sheet to be used in both lessons 3 and 4.

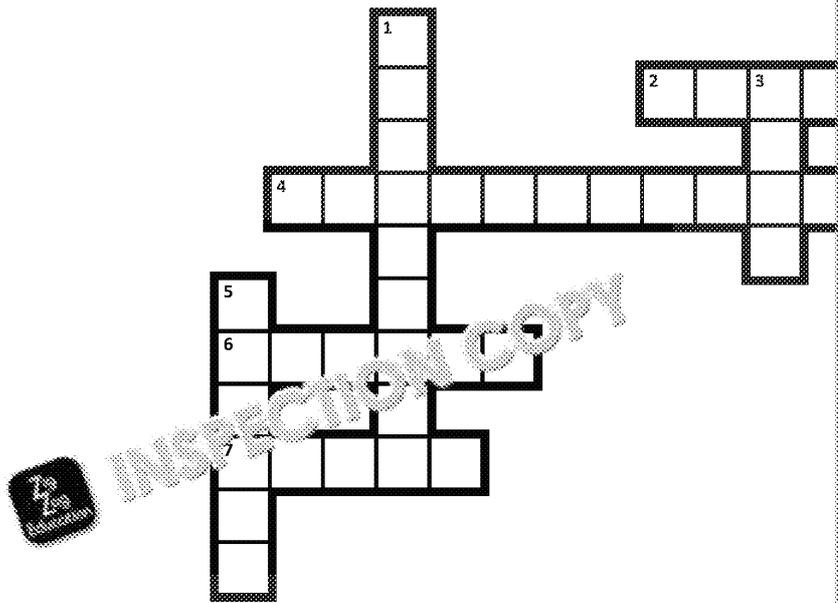
5 EXPOSITION OR HOMEWORK

1. Learners are to come up with a proposal for a new media product, e.g. film or TV show, aimed at a specific audience and is typical of a particular genre (you may choose the genre, or let learners have free rein).
2. Learners will then need to plan their design using their knowledge of style and the key concepts of genre, representation and narrative in mind.
3. Learners will then need to explain their design, e.g. how they have applied their knowledge to a meaning that the target audience will engage with / respond to (practical application).

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Crossword



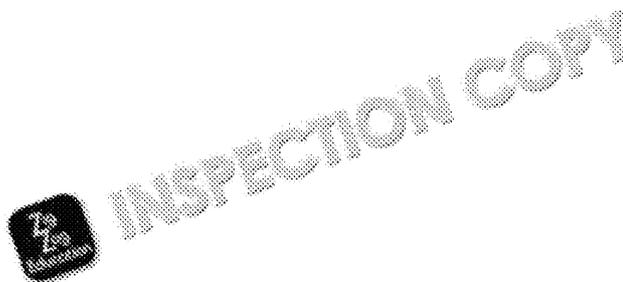
Across

- 2 Defines the events that make up the story (4)
- 4 A number of different storylines in a single episode that appeal to a mass audience (5,6)
- 6 A narrative that follows chronological order (6)
- 7 The recounting of the sequence of events (5)

Down

- 1 A type of narrative that is chronological or reverse chronological
- 3 A narrative with no loose ends
- 5 A narrative with no loose ends (6)

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Narrative Pop Quiz

1. Which **one** of the following is a narrative structure?
- a) Linear
 - b) Plot
 - c) Mode of address
 - d) Continuity

2. Give **one** example of a narrative device.

.....

3. What is the mode of address?

.....

.....

4. Match up the following narrative structures with their correct definitions.

a) Multistrand

b) Open

c) Closed

A clear

A narrative
a sim

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Narrative Information Sheet

Narrative structures:

 Nonlinear	
Multistrand	
 Closed	

Examples of Narrative Structures:

Narrative Structure	Definition	Example
Linear	Follows a typical start, middle and end structure	'Nothing' Ronson & (2018)
Nonlinear	Does not follow a typical start, middle and end structure	13 Reasons
Multistrand	A number of different storylines in a single episode that appeal to a mass	The Time
Open	No sense of an ending	A TV soap
Closed	A clear sense of an ending, with no loose ends left	Game of T

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Part 3: B2: Media Production Techn

Please note: We have included a range of activities in the following workshop for the development of technical skills. You may require more than one lesson per workshop as they are fully practised.

Lesson 8 (Workshop)– Media Production Techn Audio/Moving Image Media Products

Workshop Outcomes:

Learners should understand:

- ✓ the mise en scène, e.g. sets, props, lighting, costume, blocking, production design



Keywords:

- | | |
|-------------|-----------|
| set | framing |
| shot length | angle |
| hair | make-up |
| setting | figure ex |
| blocking | product |

1 STARTER

Camerawork: Learners to do the Guess the Shot Activity Sheet, and discuss the results.
Mise en scène: Write the term 'mise en scène' on the board and ask learners to identify the elements of a mise en scène in groups. Each group to present to the class and the class to correct. The class to discuss what the mise en scène is representing.

2 MAIN

Framing and angle: Using pieces of A4 paper with the middle cut out, learners to use different framing and angle techniques using a makeshift camera. If time allows, the class can watch back what each of the groups has filmed. This could be made into an extra activity, where the class shouts out the correct framing or angle technique. Learners to create a framing and angle list for this activity.

Movement: Using pieces of A4 paper with the middle cut out, learners can practice different movement techniques using a makeshift camera. If time allows, you may want to use a makeshift camera and the class can watch back what each of the groups has filmed. This could easily be made into an extra activity, where the class shouts out the correct movement. Learners to use the movement list for this activity.

Shot length: Learners to create two short video clips on the same topic – one 10 seconds and one 30 seconds. Learners to present back to the class and explain how shot length can be used to create mood.

Mise en scène

- 1) Choose two different examples (ideally contrasting) of an existing audio or video clip. The clips can be short sequences no longer than 30 seconds.
- 2) Learners to individually identify the following: sets, props, lighting, costume, design, expressions, make-up, camerawork
- 3) Allow for opportunity to discuss as a class. It might be useful here to discuss the example from *Great Movie Mistakes* on BBC Three (if available on YouTube) would help. Learners to create a mise en scène list for this activity.

3 EXPOSITION

Go back to the key elements covered in the workshop, reminding learners of the key elements.

4 PLenary

Learners each have two Post-it notes; they write on one: one thing they learned and on the other: one question they have regarding the workshop. Address the questions and allow learners to answer.

5 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) and audio/moving media product. Learners to compare and contrast how meaning is created in the mise en scène.

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Guess the Shot List

Example	What shot is it?
A shot that shows a full body shot of the subject in the background.	
Where part of the subject takes up most of the frame, showing very little background. A shot useful for showing detail.	
A shot where the subject fills up most of the screen, especially.	
A shot used to show the detail of the subject in the frame.	
A shot halfway between a close-up and a medium shot that shows the subject clearly, without getting too close.	
A shot from a medium distance.	
A shot from above.	
A shot that is framed from behind a person, looking at the subject. This is a typical shot used during a conversation between two characters.	
A shot used to show what the character is looking at or how they see the world.	
A shot that is looking straight at the subject (centred)	
A shot used to look down at the subject.	
A shot used to look up at the subject.	

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Framing and Angle List

Long shot (LS)	A shot that shows a full body and the background.
Close-up (CU)	Where part of the subject is in the frame, showing very little background, useful for showing detail.
Medium long shot (MLS)	A shot where the subject fills most of the screen vertically.
Extreme close-up (ECU)	A shot used to show extreme detail in the frame.
Medium close-up (MCU)	A shot halfway between a close-up and a medium shot that shows the subject's face getting too close.
Medium shot (MS)	A shot from a medium distance.
Overhead	A shot from above.
Over shoulder (OSS)	A shot that is framed from behind one person looking at the subject. This is often used during a conversation between two people.
Point of view (POV)	A shot used to show what a character is looking at or how they see the world.
Straight on	A shot that is looking straight at the subject (centred).
High angle	A shot used to look down on the subject.
Low angle	A shot used to look up at the subject.

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Movement List

Panning	A camera movement that goes from
Tilting	A vertical camera movement that p the camera is stationary.
Tracking	When a camera is mounted on a car tracks, creating a very smooth move dolly shot.
Slow motion	Showing a moving image more slow
Speed	Suggests how fast or slow the move
Zoom in	A change in the camera lens's focal illusion that the camera is moving c subject.
Zoom out	A change in the camera lens's focal illusion that the camera is moving f subject.
Handheld	Gives the shot a jerky effect that cre
Crane	Refers to a dolly shot taken in the a equipment that the camera is moun
Blocking	The process of a director mapping o actions in a scene before filming be

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Mise en scène List

Costume	The distinctive style of dress of a people from a certain era or social class.
Hair	A distinctive hairstyle of a particular era or social class.
Make-up	Materials applied to the face used to create a certain appearance or to improve features.
Props	Objects used in the scene that create realism.
Setting	Describes where the event is taking place.
Figure expression	Emotions conveyed by a person's facial expressions.
Body language	Communicating emotion through gestures.

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Lesson 9 (Workshop) – Media Production Tech

Audio/Moving Image Media Products

Workshop Outcomes:

Learners should understand:

- ✓ lighting set-up



Keywords:

under lighting over
side lighting fill
high-key lighting low

1 STARTER

Mix up the cards from Guess the Lighting Activity Sheet. Learners are given terms, definitions and examples.

2 MAIN

Learners will need access to lighting equipment for this activity. Demonstrate examples using the lighting test shot list, or select learners to do so. Learners to create a lighting example in each case.

Discussion: Encourage learners to discuss the different types of lighting and how they typically use each one to create meaning.

3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of the key points.

4 PLENARY

Split the class into teams. Each team picks a runner. Ask a series of questions about types of lighting, teams must discuss their answers and then send the runner (with their hand) before they can answer.

Questions:

- What is the difference between low-key lighting and high-key lighting?
 - Low-key lighting: Illuminates parts of the subject to create a contrast. Used to suggest a sense of alienation.
 - High-key lighting: Lighting that creates low contrast between light and shadow, creating an upbeat mood.
- When would you likely use under lighting? *To lighten subject from below, used upwards. Usually used to create a spooky effect.*
- Name a type of lighting in this room. *Practical lighting.*
- How do I make an image lighter or darker? *Brightness.*
- How are shadows cast? *Shadow area produced by a physical object between light source and surface.*

5 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) audio and audio/moving media product. Learners to compare and contrast how meaning is created through lighting.

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Guess the Lighting Activity Sheet

Under lighting	Lighting the subject from below, where the light is forced to go upwards.
Overhead lighting	Lighting the subject from above, where the light is forced to go downwards.
Side lighting	Light that falls onto the subject from the side.
Fill	Soft lighting that softens shadows within a scene.
High-key lighting	Lighting that creates low contrast between light and dark areas. Lighting that is used to suggest an upbeat mood.
Low-key lighting	Eliminates parts of the subject to create a contrast between light and dark areas. Lighting that is used to suggest a sense of alienation.

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Shadows	A dark area produced by a physical object between the light source and a surface.
Silhouette	An object that can be seen as a dark shape against a lighter background.
Function of lighting	Lighting used for everyday purposes, e.g. to read or to see what is in a room.



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Lighting Test Shot List

Lighting	Definition
<i>Contrast</i>	The separation between the darkest and lightest areas to create shadows and highlights
<i>Brightness</i>	Makes an image lighter or darker
<i>Filters</i>	Used to produce certain colours or colour effects
<i>Saturation</i>	The intensity of a specific colour relative to other colours
<i>Desaturation</i>	Removing/limiting the intensity of a specific colour so they appear duller and more grey
<i>Tones</i>	Refers to the lightness or darkness of a colour, from light to dark
<i>Backlit</i>	Lighting from behind the subject
<i>Portrait lighting</i>	Provides additional highlights and adds depth to the subject
<i>Shade</i>	Screen from direct light
<i>Under light</i>	Lighting the subject from below, where shadows are cast upwards
<i>Overhead lighting</i>	Lighting the subject from above, where shadows are cast downwards
<i>Side lighting</i>	Light that falls onto the subject from the side, creating strong shadows
<i>Fill</i>	Soft lighting that softens shadows with a secondary light source
<i>High-key lighting</i>	Lighting that creates low contrast between light and dark areas
<i>Low-key lighting</i>	Illuminates parts of the subject to create strong shadows and dark areas. Lighting that is used to suggest a dramatic mood
<i>Shadows</i>	A dark area produced by a physical object blocking light from a surface
<i>Silhouette</i>	An object that can be seen as a dark shape against a light background
<i>Functional lighting</i>	Lighting used for everyday purpose, e.g. street lighting, room lighting

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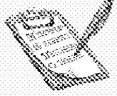
Lesson 10 (Workshop) – Media Production Te

Audio/Moving Image Media Products

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Workshop Outcomes:

Learners should understand:
✓ media production techniques including the use of sound and editing



Keywords:

diegetic sound	non-diegetic sound
sound effects	voice-overs
dialogue	incidental music
mixing	flashbacks
audio beds	motion graphics
balance	synchronising
ambient sound	aural motifs

1 STARTER

Sound: Mix 7 cards from the sound list. Learners are to correctly match definitions.

Editing: Mix 7 cards from the editing list. Learners are to correctly match definitions.

2 MAIN

Sound: Learners are to listen to the sound clips provided on the website and correctly identify what type of sound each clip is. Split learners into groups and create an image media product to look at. Learners to identify the different types of sound used in the product to the class and suggest how each sound creates meaning.

Learners are to listen to the sound clips below and correctly identify the types of sound used and create meaning:

- <https://zigzageducation.co.uk/public/support-files/5137/Sound1.mp3>
- <https://zigzageducation.co.uk/public/support-files/5137/Sound2.mp3>
- <https://zigzageducation.co.uk/public/support-files/5137/Sound3.mp3>
- <https://zigzageducation.co.uk/public/support-files/5137/Sound4.mp3>
- <https://zigzageducation.co.uk/public/support-files/5137/Sound5.mp3>

Editing

Learners will need access to a computer (with sound) and the Internet. Learners to watch a clip of Hitchcock talking about the Kuleshov effect:

- <https://www.youtube.com/watch?v=96xx383lpil>¹ You will need to download the clip from <http://www.youtube.com/user/movieclipsTRAILERS>. Learners are to identify the editing techniques used (turning the sound off will help with this). This can then be used to create a new meaning.

Provide learners with a clip to edit. Ask them to edit the clip in different ways to create different meanings.

3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of the different types of sounds and editing.

4 PLenary

Using plenary cards, learners must describe the keyword on each card and give examples of words listed below the keyword.

5 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) audio and audio/moving media product. Learners to compare and contrast how meaning is created through sound and editing.

¹ Learners will not be tested on this term; however, the idea of this exercise is to help learners understand the concept of the Kuleshov effect through editing and this is a perfect and simple example of how this is done.

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Sound List

Incidental music	Describes music in a television programme, radio or game that is not the primary music, but background atmosphere.
Bridges	Where sound continues from one scene to the next to maintain continuity.
Aural motifs	Sound that is suggestive of a particular theme or character.
Jingle	A catchy, musical song often associated with advertising and commercial music.
Voice-over	Off-camera commentary that is used in radio, television and film.
Sound effects	Artificial sound that is not dialogue or music, e.g. gunshots.
Dialogue	Conversation between two or more people.
Levels	How quiet or loud the sounds are.
Perspective	The position of sound in terms of space, pitch, volume and timbre.
Diegetic	Describes actual sound in the scene whose source is visible, e.g. character dialogue.
Non-diegetic	Sound that is added in the post-production stage, e.g. background music.
Audio beds	Describes sound 'lying underneath' a track or scene, e.g. music or background noise.
Audio effects	Refers to sound that is artificially created or enhanced, e.g. reverb.
Silence	Describes the complete absence of sound.

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Editing List

Montage	A series of short shots that form a sequence to convey information.
Flashbacks	Recount events that happened before the story's events to fill in crucial backstory.
Pace	Moving at a particular speed, e.g. slow or fast.
Rhythm	Assembling a sequence of shots or sounds by measuring the time a shot remains on screen, or the length of the sound.
Continuity	The predominant style of editing that is common to most films, showing a transition of time and a logical progression of events.
Cuts	A common transition used in editing, particularly between different camera shots. The most common type is the jump cut.
Fades	A technique used to either signal the end or the beginning of a scene, e.g. film or song.
Transitions	A gradual fade from one shot to the next, e.g. with a dissolve.
Visual effects	Refers to realistic imagery created by CGI.
Balance	Making adjustment of colour to make the image appear more natural.
Tone	Refers to the level of brightness.
Flow	Helps keep the audience orientated and the action moving from one scene to the next.
Synchronising	Matching sound to the visuals on the screen.
Motion graphics	Describes animation that creates the illusion of movement, often combined with audio for multimedia products.

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Plenary cards

<p>Diegetic sound Actual Real In-screen</p>	<p>V C</p>
<p>Non-diegetic sound Added Type Effect</p>	<p>C</p>
<p>Sound effects Fake Created Off-camera</p>	<p>Inc A C</p>
<p>Bridges Continuity Sound Music</p>	<p>S</p>
<p>Audio beds Track Added Music</p>	<p>A</p>
<p>Silence Sound Quiet Noise</p>	<p>B</p>
<p>Continuity Editing Smooth Style</p>	<p>N</p>
<p>Flashbacks Backstory Imagery History</p>	<p>T P N</p>
<p>Visual effects VFX Created Enhanced</p>	<p>M</p>
<p>Flow Movement Transition Smooth</p>	<p>N</p>
<p>Balance Changes Natural Brightness</p>	<p>S C</p>
<p>Pace Editing Fast Technique</p>	<p>N</p>

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Lesson 11 (Workshop) – Media Production Te

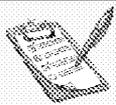
Media Products

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Workshop Outcomes:

Learners should understand:

- ✓ layout, design, typography



Keywords:

- alignment
- balance
- proximity
- repetition
- serif and sans serif typeface
- fonts and font size
- letter spacing and line height

1 STARTER

Learners to play a game of 'Hot and Cold Keyword'. Using the keyword given, describe the keyword; the other player must not use the keyword when describing. They guess the correct keyword. This can be done in pairs or as a group activity. All give learners an example of a print media product and ask them to spot as many

2 MAIN

Using publishing/print software, learners are to create a print media product, such as a newspaper front cover, comic, brochure or print advertisement to demonstrate the keywords and how each of the elements creates meaning. Learners are to present their work. This can be done individually or as a group activity.

If learners do not have access to publishing/print software, they can draw out their ideas on paper.

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners what they have learned about layout and typography.

4 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) and one traditional print media product. Learners to compare and contrast how meaning is created through layout and typography.

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Guess the Keyword

ALIGNMENT	BALANCE
CONTRAST	PROXIMITY
REPETITION	WHITE SPACE
TYPEFACES (SERIF AND SANS SERIF)	FONTS
FONTS	CONTINUITY
LETTER SPACING	LINE HEIGHT

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Lesson 12 (Workshop) – Media Production Te

Media Products

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Workshop Outcomes:

Learners should understand:

- ✓ editing techniques, photographic techniques



Keywords:

- adding filters
- layering images
- image quality
- aesthetic
- colour and contrast
- distorting images
- lighting

1 STARTER

Learners to create their own definitions for the keywords listed below or in groups.

Keywords

- adding filters
- layering images
- composition
- lighting effects
- aesthetic
- colour and contrast
- distorting images
- image quality
- depth of field

2 MAIN

Using photo editing software, provide learners with several images and the following activities:

- Add a filter to the image
- Change the colour and contrast of the image
- Distort the image
- Change the image quality
- Add a light effect to the image
- Change the depth of field of the image
- Layer two of the images
- Change the composition of the image

Ask learners to explain how the original image created meaning and then how through editing the image.

If learners do not have access to photo editing software, they can use the effect

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners with photographic techniques.

4 PL

Learners rate their understanding of production techniques in print - right hand (confident). Learners who raise their right hand will need to be production technique.

5 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) and media product. Learners to compare and contrast how meaning is created through photographic techniques.

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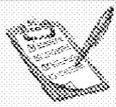
Lesson 13 (Workshop) – Media Production Technology Interactive Media Products

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Workshop Outcomes:

Learners should understand:

- ✓ interactive features, interface, usability and playability



Keywords:

image galleries option menus
screen interactive
buttons layout
accessibility navigation
rules challenges
screens

1 STARTER

Learners to play a game of 'Forbidden Words' using the Forbidden Words cards. Learners have a key word on each card. Learners are given three words learners cannot use to describe the card. They then describe the key point on each card without using those words. This can be done as a whole-class activity.

Alternatively, learners are to pair up and create their own Forbidden Words.

2 MAIN

⌚ Time limit: 30 minutes (to start all aspects)

Learners to use the Interactive Worksheet to note down examples of interface and usability/playability.

Interactive features

Learners to choose one example of an interactive media product and correctly identify the features (image galleries, option menus, navigation screens, levels), explaining how each feature creates meaning. Using software such as Webflow (www.webflow.com) or Flowlab (www.flowlab.com) create their own interactive media product containing at least three interactive features and explain how they create meaning. If learners do not have access to a computer during the workshop, they can draw out their plans on A3 paper.

Interface

Learners to choose an example of an interactive media product and correctly identify the interface features (screen, interaction, graphics, buttons, layout and colours used), explaining how each feature creates meaning. Using software such as Webflow (www.webflow.com) or Flowlab (www.flowlab.com) create their own interface to demonstrate understanding of these features and how they create meaning. If learners do not have access to a computer during the workshop, they can draw out their plans on A3 paper.

Usability/playability

Learners to choose an example of an interactive media product and correctly identify the usability/playability features (navigation, controls, rules, challenges), explaining how each feature creates meaning.

Using software such as Webflow (www.webflow.com) or Flowlab (www.flowlab.com) create their own interactive media product explaining the navigation/controls/rules/challenges and how these create meaning. If learners do not have access to a computer during the workshop, they can draw out their plans on A3 paper.

Learners to test each other's interactive media product providing feedback on usability, interface, usability and playability.

There is also space for learners to make additional comments on **purpose**, **conventions** and **representations** for their chosen interactive media product.

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3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners about interface, usability and playability.

4 PLENARY

Learners rate their understanding of production techniques in interaction (unsure) or right hand (confident). Learners who raise their right hand will raise the production technique. Alternatively, hand out Post-it notes to learners and ask them to write one thing they have learnt and one thing they are unsure on. As learners leave the workshop, place the Post-it notes in assigned boxes. You can then use the responses as a discussion point for the next workshop.

5 EXTENSION OR HOMEWORK

Learners to compare their plans on interactive features, interface and usability. Learners to identify an example of one contemporary (post-2000) and one historical media product. Learners to compare and contrast how meaning is created through features, interfaces, usability and playability.

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Forbidden Words

<p>SCREENSHOT Capture Image Record</p>	<p>TEN D M E</p>
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<p>MOCK-UP Replica Demonstration Guide</p>	<p>SIT Ac</p>
<p>ASSET SOURCE Item Valuable Ownership</p>	<p>CO Bri S T</p>
<p>RISK ASSESSMENT Evaluating Risks Identifying</p>	<p>NAV Mo Exp St</p>

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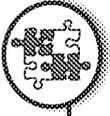


<p>GAME OUTLINE Synopsis Description Information</p>	<p>AV Fi Repre</p>
<p>CHARACTER Individual Fictional Features</p>	<p>GAME At Pa</p>
<p>WRITING STORYLINE Form Description Narrative</p>	<p>ANN Co Exp</p>
<p>VISUAL STORYLINE Form Description Narrative</p>	<p>ASSE Vs Ow</p>
<p>STORYBOARD Sequence Template Graphics</p>	<p>SE Pro C D</p>
<p>RISK ASSESSMENT Evaluating Risks Identifying</p>	<p>GAME PR Pe Deve Nav</p>

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Interactive Worksheet

Interactive Features	Interface	Usability/Playability	Purpose	Audience	Narrative	Codes and Conventions	Representation

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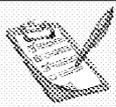
Lesson 14 (Workshop) – Media Production Technology Interactive Media Products

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Workshop Outcomes:

Learners should understand:

- ✓ mise en scène, lighting, sound design



Keywords:

graphics sprites
character models 3D environments
interactive objects textures
lighting schemes
soundtracks sounds
sounds triggered by game events

1 STARTER

Learners to create their own definitions for the keywords – this can be done using a word cloud.



2 MAIN

Split learners into groups and assign each group one of the following:

- Graphics
- Character models
- Interactive objects
- Lighting schemes
- Sound effects
- Sprites
- 3D environments
- Textures
- Soundtracks
- Sounds triggered by game events

Each group to present to the class and teach the class about their chosen topic (including creating their own) to demonstrate how they create meaning.

Learners should:

- present a definition
- present at least three examples to showcase
- explain how each example creates meaning
- showcase their own example to demonstrate understanding

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners of the importance of sound design in interactive media products.

4 PLENARY

Learners rate their understanding of production techniques in interactive media products on a scale of unsure or right hand (confidence). Learners who raise their right hand will receive a certificate. Use the Post-it notes that learners completed in the discussion.



5 EXTENSION OR HOMEWORK

Learners to look at an example of one contemporary (post-2000) and interactive media product. Learners to compare and contrast how meaning is created through mise en scène, lighting and sound design.

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Lessons 15–21 – Practice Assignment Learning Outcomes

Lesson Outcomes:

Learners should complete the practice assignment for Learning Outcome B – Task 2



Keywords:

genre
narrative

re
n

1 STARTER

Begin by printing the practice assignment and handing it out to learners to read and identify the keywords.

Practice Assignment 1 can be found on page 17.
Practice Assignment 2 can be found on page 20.

2 MAIN

Provide learners with the practice assignment planning template on page 16 and ask them to start working on their draft outline for response to Task 2. Learners to spend a total of 45 minutes on Task 2 in line with the PSA requirements. Make sure that you collect in the copy of the templates at the end of each lesson as you may want to look over them and hand in feedback in the next lesson.

3 EXPOSITION

Go over the main requirements of the practical assessment criteria on page 10 and the suggested evidence required.

4 PLENARY

Use this time to answer any questions that learners may have on Learning Outcome B.

5 EXTENSION OR HOMEWORK

Learners to create a checklist of what they need to cover during the 75 minutes of Task 2 within the allocated time.

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Glossary of Keywords

Aberrant reading (<i>also referred to as oppositional reading</i>)	In reference to Stuart Hall's reception theory - deconstructs meaning that is different from the intended meaning.
Access	Refers to a means of approach, e.g. making media available to a wider audience than ever before.
Active media	Media that requires audience interaction and engagement to understand the full meaning or message embedded within the videos such as <i>The Treasure Hunt: A Chad, Matt & Ben</i> (2011) (available on YouTube).
Active viewing	An audience / consumer / a viewer that fully interacts with the media text, contributes and becomes part of the text. They have a level of control over how they interact with the text.
Analogue	A type of broadcast transmitting sound and image using radio waves at different frequencies. This was the original technology of television and radio, now outdated system of broadcast and has been replaced by digital.
Anchorage	Where the meaning of a media text is established or fixed.
Audience profiling	A detailed breakdown (profile) defining the types of people who are most interested in a particular media text. Producers use this to target their content when creating a new media text, such as a television programme. It identifies who the primary audience would be. Audience profiling is used in advertising sponsorship and deals with companies that want to reach a specific audience profile. An audience profile usually consists of: <ul style="list-style-type: none"> • Age • Buying habits • Interests • Loyalty to brands • NRS social grade • Aspiration • Gender • Lifestyle • Media consumption • Occupation
Audience research methods	Finding out information about the audience through questionnaires, surveys, focus groups (primary research) and archive research (secondary research).
Audience statistics	The collection of numerical data in terms of circulation, ratings and sales that can be used to analyse the audience.
Audio beds	Describes sound running underneath a track or over it, such as music or background noise.
Audio effects	Refers to sound that is artificially created or enhanced to create a specific atmosphere.
Balance	Making adjustment of colour to make the image appear more natural.
Blocking	The process of planning or mapping out the character positions for a scene during filming.
Campaign	A series of intended promotions to promote a new product or service, reaching out to a large audience including advertising, public relations and social media.
Character	Characters within a narrative, i.e. depictions of people or animals.
Closed narrative	A narrative with a clear sense of an ending and no further developments.
Codes and conventions	Elements such as visuals and sound that create meaning and are typical of a particular genre or type of media product.
Community media organisation	Run by a community and provides an alternative to mainstream media.
Connotation	What a phrase or word suggests or implies, e.g. fire suggests destruction.

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Convenience	Being able to do something with little difficulty or
Convergence	Where two or more media sectors are merged together. An example is the convergence of print media such as a newspaper content, e.g. <i>The Guardian</i> newspaper.
Creative media sector	Refers to all areas of media production, ranging from
Cross-media	Where a media product can be distributed across different media platforms, merchandise, etc.).
Demographics	Used to describe the audience of a media product. e.g. gender and NRS social grade, e.g. the audience demographic can be described as predominantly female, of the age group between the ages of 18 and 40.
Denotation	The literal meaning of a word or phrase, e.g. the denotation of a book that educates children.
Devices	The collective term to describe technological objects such as MP3/MP4 players, laptops, PCs, games consoles, etc.
Digital	A type of broadcast that works by translating sound into digital rather than transmitting through analogue. This includes digital broadcast, e.g. satellite television.
Distribution	Making a media product available to the audience through
Encoding	Refers to how media messages are produced / processed
Exhibition/consumption	The showing of a media product.
Flow	Helps keep the audience orientated and the action moving to the next.
Genre	A type that has a set of typical conventions.
Group consumption	Media platforms and devices that can be enjoyed by a group at the same time, e.g. MMORPGs (massively multiplayer online role-playing games).
Iconography	Images or symbols that are associated with a particular
Ideology	A system of beliefs, ideas and values that are common to a
Immediacy	Refers to an immediate involvement with something
Independent media producer	Describes a media producer who uses private media
Individual consumption	Media platforms and devices that can be enjoyed by an individual, e.g. e-magazine.
Interactivity	Digital media that encourages audience participation
Juxtaposition	The placing of two contrasting elements next to one another to
Mainstream audience	Refers to a large target audience that consumes popular culture (mainstream) media texts.
Media conglomerate	A media company that owns multiple mass media
Mise en scène	The arrangement of objects in the frame, e.g. actor, lighting, props and sets.
Mode of address	How a media text speaks to an audience.
Motion graphics	Describes animation that creates the illusion of movement when combined with audio for multimedia products.
Multistrand narrative	A number of different storylines within a single episode or audience.

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Narrative	Describes an account of connected events.
Narrative devices	Techniques that move the narrative forward, e.g.
Negotiated reading	In reference to Stuart Hall's reception theory – not depending on what the audience brings to a media text, beliefs, values and personal experiences.
Niche audience	Describes a small target audience that share unique characteristics.
NRS social grade	A system of audience demographic classification based on occupation of the audience. This system is used in market research.
Omniscient narrator	A narrative mode in which the narrator knows everything about the events and characters, and is not bound by the limitations of the characters.
Open narrative	A narrative with no clear ending.
Oppositional reading	In reference to Stuart Hall's reception theory – the audience interprets a media text, i.e. the audience disagrees with the meaning intended by the media producer.
Passive media	Media that requires observation rather than an active engagement or questioning of media texts, e.g. television can be viewed in this way to some extent.
Passive viewing	An audience / a consumer / a viewer that does not interact with the product or its associated content, nor do they influence its production in any way.
Personalisation	Adjusting content for a particular individual. Can enhance user experience and add value, e.g. being able to log in to a website.
Platforms	Describes how media products are distributed, e.g. cinema release, digital download, DVD, radio broadcast, streaming.
Plot	Defines the events that make up a story.
Polysemic reading	A media text that has multiple meanings.
Polysemy	Refers to a word or phrase that may have many different meanings.
Portability	Refers to an object able to be moved with ease.
Post-production	Tasks that are done after filming begins. These include: <ul style="list-style-type: none"> • editing video footage • reshooting • adding SFX • creating titles • adding titles, graphics, colour/exposure corrections
Preferred reading	In reference to Stuart Hall's reception theory – the audience interprets a media text created by a media producer in a way that is most favourable to them.
Pre-production	Tasks that are done before production begins. These include: <ul style="list-style-type: none"> • building sets • casting • costume design and preparation • production design and preparation • script development • recce (a visit to locations to check their suitability) • securing financial backing and budgeting
Primary audience	Also known as the target audience; who the media text is intended for.
Primary research	Information obtained first-hand from the audience.
Primary source	First-hand or contemporary account of an event or experience, e.g. observations, focus groups, BARB figures, RAJAR figures.
Product	Term used to describe the type of media that has been created, e.g. magazine, educational game, film.
Production	The shooting of footage.

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Production design	Creation of the physical world of a TV programme.
Public service broadcaster	Broadcasting intended for public benefit rather than profit.
Qualitative research	Collecting and analysing <i>non-numerical data</i> to describe correlations, or test hypotheses.
Quantitative research	Collecting and analysing <i>numerical data</i> to describe correlations, or test hypotheses.
Representation	How people, places, events and ideas are portrayed so that the audience learns to easily understand the world as it is.
Secondary audience	Describes a group of people who can influence the primary audience.
Secondary audience	Describes viewers who are considered to be outside the primary audience and who can affect consumption statistics.
Secondary research	Research that has already been conducted by someone else, e.g. books and journals and on the Internet, for example.
Secondary source	Information created later by someone who did not experience the topic first-hand, e.g. journals, newspaper articles.
Sectors	Different parts of the creative industry. These are: <ul style="list-style-type: none"> • audio • print • websites • games • moving image (film/video and TV)
Sets	Artificially constructed scenery used in moving image.
Silence	Describes the complete absence of sound.
Stereotype	Typical traits associated with a particular social group. They are conventional and are continuously repeated and reinforced.
Story	Recounting the sequence of events.
Structure	Framework that presents the narrative in a particular order. A narrative will logically start at the beginning and end in the middle and end.
Stylistic codes	What are used in media products, e.g. colour, framing, composition or navigation, mise en scène, lighting.
Synchronising	Matching sound to the visuals on the screen.
Synergy	Describes two or more media sectors working together so that the effect is considered to be greater than the lone effect of each sector.
Target audience	Refers to a group of people who are the intended recipients of the media product.
Technological convergence	Describes the coming together of more than one technology that can be distributed across a range of media platforms.
Themes	Topics of discussion in a narrative, e.g. coming of age.
Tone	Refers to the level of brightness.
User-generated content	Content that can be created by the media user, such as vlogs, podcasts, mobile phone photography.
Visual effects	Refers to realistic imagery created by CGI.
WeMedia	An industry term to describe media created by the user without the need for media professionals.

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Answers

Introduction to Media Sectors: Notes and Act

Quick Activity 1

Moving image:	Blu-ray, Trailers, Factual programmes, TV adverts, Music videos
Audio:	Trailers, Factual programmes, Podcasts, Music videos, Movie soundtracks
Digital games:	Simulation games
Print:	Flyers, interactive magazines, interactive newspapers
Websites:	Trailers, interactive magazines, interactive newspapers, Simulation games

Quick Activity 2

- Radio broadcast**
An e-magazine can be accessed through a website and not through a radio broadcast.
- Films**
Podcasts can be accessed through MP3 players but films cannot.
- Drama**
Drama is a media product of publishing, both interactive newspapers and posters.
- Mobile phones**
TV broadcast and DVDs are examples of platforms whereas a mobile phone is a device.
- CD**
A CD is an example of a platform whereas games consoles and tablets are examples of devices.
- Music video**
A music video isn't an audio media product whereas podcasts and movie soundtracks are.
- Distribution**
Distribution isn't a sector whereas moving image and games both are.
- Films**
Both drama and music videos are media products of TV whereas films are a media product.
- Adverts**
Print and audio are sectors whereas adverts are a media product.
- Website**
A website is a media platform whereas tablets and laptops are devices.

Quick Activity 3

- Games console
- TV, audio, print
 - Any of the following:
 - Mobile phone
 - PC
 - Laptop
 - Radio
 - Tablet
- Any two of the following:
 - Blu-ray disc
 - Digital download
 - On-demand Internet streaming media (e.g. Netflix)
 - Pay-per-view TV (e.g. Sky Movies)
 - TV broadcast

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Part 1: A1: Media Products, Audiences and Purpose

Lesson 1

Audience Pop Quiz Answers

- Any one of the following:
 - To identify trends or patterns in consumer behaviour and audience consumption current audiences and the typical consumer of a media product.
 - To categorise and break down the audience according to age / gender / occupation to target audiences more accurately when marketing particular media products.

Accept any other appropriate answer which relates to the ways in which demographic producers.

- F: All of the above
- A description of the characteristics that make up the target audience for a product.
 - Any one of the following:*
 - Describes the consumers are
 - Explains why consumers act as they do (psychographics)
 - Helps media producers make better media products suited to the needs of the target audience.
 - Saves time and money by minimising the risk that the audience will not buy the product.
 - Can help with gaining advertising revenue / sponsors who share a similar target audience.

- Any one of the following with an appropriate example:*

- Immediacy
- Access
- Convenience
- Portability
- Connectivity

e.g. 'Consumers are much more likely to access online content while on the go (using smartphones) to access social networking sites such as Facebook.'

- Any one of the following:*

- Circulation figures
- Readership figures
- Viewer figures
- User figures

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Lesson 2

Top 'n' Tail

Terminology	Definition
Passive media	Media that requires observation rather than an active response as passive media to some extent
Active viewing	An audience member who interacts physically and fully with a to and become part of the production of the product, while retaining how they interact with it
Active media	Media that requires audience interaction and engagement to see of the product, e.g. interactive videos such as <i>The Treasure Hunt Adventure!</i> (2011) https://www.youtube.com/watch?v=W3lsu
Passive viewing	An audience member who does not physically interact fully with content). They also do not generate content or influence the pro way.
Secondary audience	Describes spectators who are considered to be outside the primary spectators affect consumption statistics if not accounted for
Primary audience	Who the media product is aimed at (also referred to as the target

Audiences Part II Pop Quiz

- Any one from the following:
 - Watching TV with phone-ins (engaging)
 - Playing video games
 - Social networking, e.g. TwitterAccept any other appropriate answer which refers to an example of active viewing
- Any two from the following:
 - Watching TV while doing the ironing
 - Watching a film while checking your social media account
 - Listening to the radio while cooking the teaAccept any other appropriate answer which refers to an example of passive viewing
- Any one of the following: employment, education, income
- A term used to describe the audience of a media product through factors such as
- Any two from the following:
 - The consumer acts as a researcher for the media producer; therefore, access information on incidents/events/news is more readily available.
 - Media producers have far more access to secret footage / undercover footage camera crews are prohibited or are not present at the location, e.g. natural civil unrest.
 - Material is often in the public domain, such as on social networking sites, so producers to gain access/permission for this content.
 - Consumers (members of the public) freely submit material, so it is easy for content without spending money to do so (cost-effective).Accept any other appropriate answer which refers to the advantages of user-generated
- A: Adults who take their children to see a children's film at the cinema

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Lesson 3

Signs - Interpretations (possible answers)

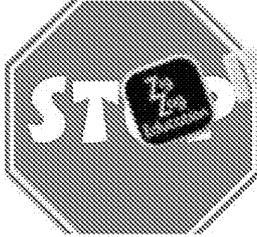
PEACE



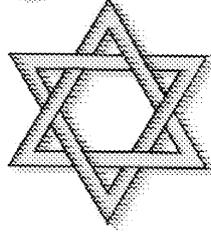
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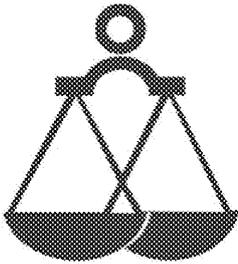
DANGER



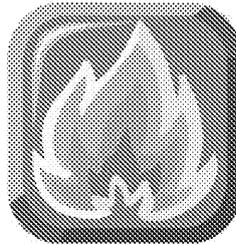
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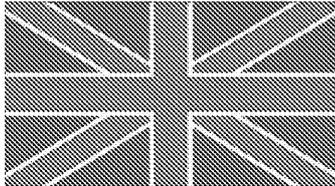
JUSTICE



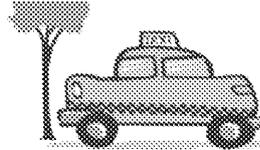
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NEW YORK



Part 2: B1: Genre, Narrative, Representation and Audience

Lessons 1-2

Genre and Representation Quiz

1. Typical genres are associated with a particular social group or genre that become common and repeated and used within the media
2. Horror
3. K: All of the above
4. *Any one of the following:*
 - Outer Space or other worlds
 - Aliens, androids, non-human life forms
 - Futuristic technology – transport (teleportation, hovercrafts, etc.), humanoid weaponry, gadgets, etc.
 - Post-apocalyptic landscapes, e.g. broken down cities (derelict)*Accept any other appropriate answer*

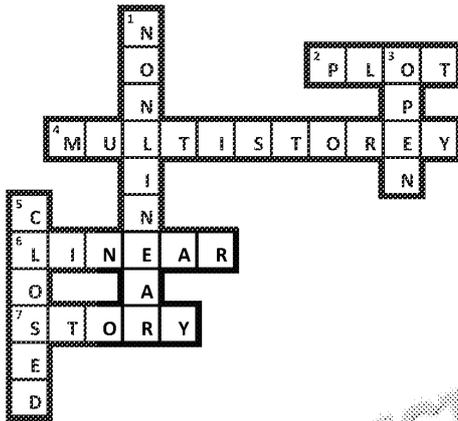
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Lessons 2-4

Crossword



Narrative Po: Qu

1. Linear
2. Any one of the following:
 - Plot twist
 - Narration (omniscient, first person)
 - Ellipsis
 - Flashbacks

Accept any other appropriate answer.
3. How a media text speaks to an audience
4.
 - a) A number of different storylines in a single episode that appeal to a mass audience
 - b) No sense of an ending
 - c) A clear sense of an ending, with no loose ends left

Part 3: B2: Media Production Techniques

Workshop 1

Guess the shot list

Example
A shot that shows a full body shot of the subject in the background.
Where part of the subject takes up most of the frame showing very little background. A shot useful for showing detail.
A shot where the subject fills up most of the screen vertically.
A shot used to show extreme detail of the subject in the frame.
A shot halfway between a close-up and medium shot that shows the subject clearly, without getting too close.
A shot from a medium distance.
A shot from above.
A shot that is framed from behind a person, looking at the subject. This is a typical shot used in a conversation between two characters.
A shot used to show what the character is looking at or how they see the world.
A shot that is looking straight at the subject (centred).
A shot used to look down on the subject.
A shot used to look up at the subject.

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