

**2017 specification**  
Exams from 2017

# GCSE (9–1) Eduqas Teaching Pack

## for Component 1, Section B

Fourth Edition, October 2025



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# Teacher's Introduction

This resource is relevant to teachers intending to carry out Component 1, Section B: Exploring Media Industries and Audiences of the new Media Studies GCSE 9–1 Eduqas specification.

For many students, Component 1 of this specification is the first taste of Media as an academic subject. This pack is compiled in a way that introduces the main concepts of media frameworks relevant to this section which have been outlined by the Eduqas specification, while incorporating the specific set products alongside other relevant examples. Care has been taken to introduce the necessary frameworks in a relatable manner for students to understand. However, for a more general introduction to each theoretical framework you can use ZigZag Education's short but comprehensive six-lesson introductory resource ([zzed.uk/8304-Intro-Pack](http://zzed.uk/8304-Intro-Pack)).

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

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

## Remember!

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

Each lesson for this resource has been crafted to slowly build a base of knowledge for the students in a relevant and creative way. The theoretical frameworks (media industries and audiences) and media contexts (historical, sociocultural and political) are all covered in this resource in a relatable way. The subject matter gradually progresses and delves into more detail as the pack continues. By the end of this resource, students will have gained a familiarity with the terminology and subject matter relating to media industries and audiences while also building on material already covered in Component 1, Section A: Media Language and Representation. It is worth noting that this resource only addresses film from the perspective of media industries. Media audiences of film are not required by the specification. Furthermore, an in-depth review of film's relationship to media language and representation is addressed in another ZigZag resource dedicated to Component 1, Section A: Media Language and Representation.

All 28 lessons come with a structured lesson plan. Each lesson plan has clear timings of the activities and full instructions for those activities for ease of use. Every lesson also comes with a corresponding PowerPoint presentation on CD-ROM. Accompanying presentations are provided to allow for activities which require a degree of interactivity. Tasks that require answers of a specific or an indicative nature can be found in the answer sheets located in the answer section at the back of the resource.

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

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

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

**Please note:** as per the specification, film is only discussed in relation to media industries, unlike the other media forms, which are discussed in relation to both media industries and audiences. Therefore, the film section of this resource only has one exam-focus lesson, on media industries.

*October 2025*

**Fourth Edition, October 2025**

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

## Lesson Overview

Lesson	Lesson Theme	Lesson Aim	
1	Fortnite and the video game industry (in context)	Familiarisation with video game industry and set product	Fortnite franchise
2	Technology and convergence in Fortnite	Application of technological context to video games	Technological convergence
3	Funding and profit models of Fortnite	Learning about video game revenue streams through set product	Funding and profit models
4	Regulation of the industry	Familiarisation with regulatory bodies of video games and their responsibility to the industry	Regulation of the industry
5	Targeting video game audiences	Understanding how video game audiences are decided, identified and targeted	Targeting video game audiences
6	The uses and gratifications of video games	Application of the uses and gratifications theory to video games	Importance of theory to video games
7	Exam focus: video game industry	Examination preparation for video games relating to industry	Exam focus: video game industry
8	Exam focus: video game audience	Examination preparation for video games relating to audience	Exam focus: video game audience
9	The radio industry in context	An introduction to the radio industry	Historical context to the radio industry
10	Radio production and funding	Understanding of radio programming, funding and revenue for commercial broadcasters and PSBs	Public vs commercial broadcasting
11	Radio regulation	Understanding of broadcasting regulatory bodies and frameworks	Ofcom and regulatory frameworks
12	Radio: technological convergence	Application of technological context to the radio industry	Technological convergence in radio
13	Radio audience	Understanding the importance of radio audiences and how they are identified	Radio audience identification

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Lesson	Lesson Theme	Lesson Aim	Sp
14	Radio target audience	The importance of audience targeting and the target audience of <i>Desert Island Discs</i>	Narrative
15	Audience theory	Understanding of the uses and gratifications theory, and its application to <i>Desert Island Discs</i>	Uses and gratifications
16	Exam focus: the radio industry	Examination preparation for radio relating to industry	Consolidation
17	Exam focus: the radio audience	Examination preparation for radio relating to audience	Consolidation
18	Film production (history and context)	Understanding of film history, the box office and introducing franchises	The history of film
19	Film production	Learning about how film production works and the stages involved	Stages of production
20	Film companies and ownership	Understanding ownership structures and production involvement	Ownership and production
21	Film industry regulation	Familiarisation with the role and authority of the BBFC	BBFC
22	Exam focus: the film industry	Examination preparation for film relating to industry	Consolidation
23	Newspapers and funding issues	Application of funding models to <i>The Sun</i>	Function of newspapers
24	Newspapers and technology	Understanding implications technology has had on newspaper production	<i>The Sun</i> and technology
25	Newspaper audience	Familiarisation with audience theory as it applies to newspapers	Active audience
26	Exam focus: newspaper industry	Examination preparation for newspapers relating to industry	Consolidation
27	Exam focus: newspaper audience	Examination preparation for newspapers relating to audience	Consolidation
28	Recapping Component 1	Revision of important concepts featured in sections A and B of Component 1	Variation

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# Video Games Contents

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# Lesson 1

## Fortnite and the Video Game Industry

### Lesson aims

- ✓ Understanding the relevant contexts relating to Fortnite
- ✓ Understanding the relevant contexts relating to the video game industry
- ✓ Understanding specific implications of the cultural context relative to the set product within the industry

### You will need:

-  PowerPoint Lesson 1
-  Presentation software
-  Worksheets 1.1, 1.2 & 1.3; Information Sheet 1.3
-  Computers/Internet
-  Exercise books

### ? Starter

#### Introducing Fortnite

The starter activity is designed to quickly introduce students to the Fortnite franchise and release dates of each available game mode (Save the World; Battle Royale; Creative). It is revealed on **PowerPoint Lesson 1**. **Note: Students are encouraged to write in their exercise books.** Students should then be asked (possibly through show of hands) to discuss which of the three game modes they think has been the most successful.

### Q Introduction

#### Battle Royale

It is then revealed on **PowerPoint Lesson 1** that Fortnite: Battle Royale is the most financially successful game mode in the franchise. Students are required to complete **Worksheet 1.1**. This exercise is designed to give students a basic knowledge of the nature of the gameplay. This will not necessarily be tested in the exam. Students learn about industries and audiences into context. Answers can be found on **Answer Sheet 1.1**.

### ✍ Main Task

#### Task 1: History of Video Games (Major Consoles & Development)

Students are presented with a half-complete timeline detailing the history of video games. Individually, students should fill in the rest of the timeline using the sources provided on **Information Sheet 1.2**. Answers can be found on **Answer Sheet 1.2**.

#### Task 2: History of Social Gaming

**Information Sheet 1.3** then introduces students to several fact sheets on video games that have incorporated social elements into their gameplay. Individually or in groups, students should use online research to complete **Worksheet 1.3** to explain how gaming has developed over the last few decades. Indicative points of discussion can be found on **Answer Sheet 1.3**.



**Extension:** Students are tasked to consider what they would do to further enhance the Fortnite franchise. They should particularly focus on how Fortnite could encourage more social interaction.

### 💡 Plenary

#### Epic Games

**PowerPoint Lesson 1** concludes by challenging students to a game of True or False with a series of statements about Epic Games, the American software developer of Fortnite, and must decide as a class whether each statement is true or false. Students should write down each of the true facts in their exercise books. Full instructions can be found on **PowerPoint Lesson 1**.

### 📖 Homework

Create a timeline, as detailed as possible, outlining the history of the Fortnite franchise. Incorporate everything you find, or select what you think are the franchise's most important milestones.

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## Worksheet 1.1: Intro – Battle Royale

Fill in the blanks below with the correct words from the following list:

Loot	Billion	PUGB	Survive
Free-to-play	Battlegrounds	100	Trap
Save the World	10	Shooter	Chest

Not only is Fortnite: Battle Royale the most successful game in the franchise financially successful a) \_\_\_\_\_ video game of all time. Just b) \_\_\_\_\_ the game's release, it has already generated a profit of \$1.2 c) \_\_\_\_\_

In Battle Royale d) \_\_\_\_\_ players (from around the globe) are dropped. The game's e) \_\_\_\_\_ objective is to be the last f) \_\_\_\_\_. In order to survive, a player must kill other players and keep themselves safe. As there become f) \_\_\_\_\_' begins to engulf certain sections of the landscape, making those that fail to stay within the map are naturally killed due to the storm and are eliminated from the game.

There are several ways to win: Setting h) \_\_\_\_\_ for other players to protect yourself or gain strategic advantages (these might range from tall buildings to structures) and destroying structures that other players have built to protect themselves. The game's core strategies is to 'i) \_\_\_\_\_. This involves collecting supplies (weapons and building materials) from hidden treasure j) \_\_\_\_\_. This is an important skill for players that are less confident in their k) \_\_\_\_\_ skills.

The Battle Royale Game mode was heavily inspired by Player Unknown's Battlegrounds, released in March 2017 by m) \_\_\_\_\_ corporation that managed to become successful shortly following its release. The Fortnite version was quickly put into production a few months after the first game in the Fortnite franchise: n) \_\_\_\_\_. It was decided that this game should be available for free and on a wider range of devices, including o) \_\_\_\_\_ Switch.

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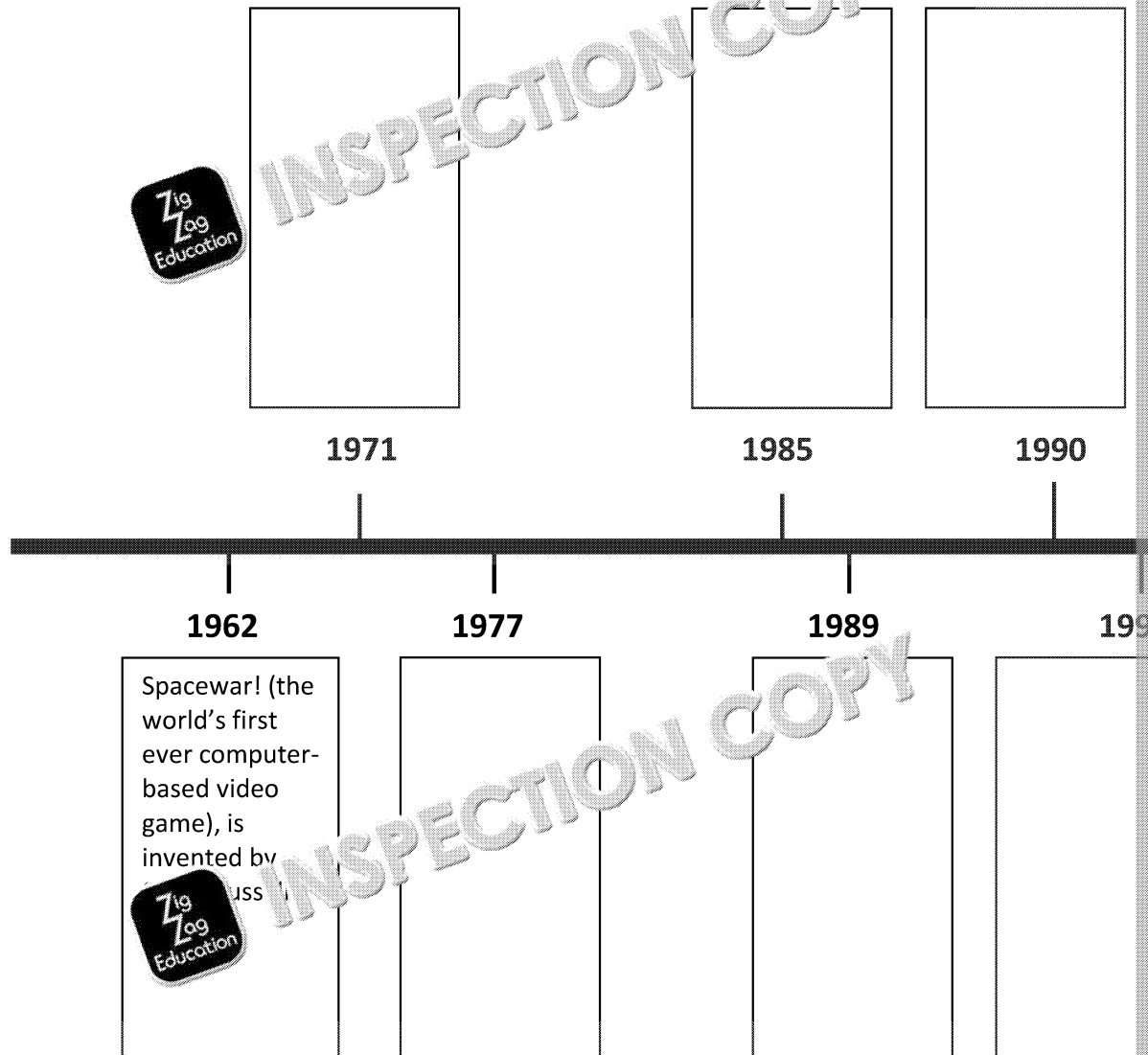
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## Worksheet 1.2: Introduction – History

Using the scrambled-up events on Information Sheet 1.2, fill in the timeline below. The first example has



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## Information Sheet 1.2: Task 1 – Key

Organise these key events into the timeline on **Worksheet 1.2**.

- The Atari VCS is launched in the USA – includes joysticks, games in color
- Microsoft launches the Xbox
- Spacewar! (the world's first ever computer-based video game), is invented
- The Nintendo Switch is released – first hybrid console and a tablet
- Launch of the computerised card game Solitaire
- The Nintendo Entertainment System is launched
- Social media games such as Farmville and Android games such as Angry Birds create a brand-new demographic of video game audiences
- The iPhone is launched
- Handheld gaming becomes a phenomenon with the release of the Nintendo DS
- The distribution platform Steam revolutionises the video game market with digital download and update games
- Computer Space becomes the world's first video game arcade machine
- Sony launches the PlayStation

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## Worksheet 1.3: Task 2 – History of Social Media

Using what you have learnt from the games on **Information Sheet 1.3** answer the questions.

1. Which of the games on **Information Sheet 1.3** do you think has had the most game audiences?

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2. Which of the games on **Information Sheet 1.3** do you think has had the biggest impact on the gaming industry?

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3. Do you think playing video games is more or less of a social activity than it was in the past?

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## Information Sheet 1.3: Task 2 – Significant Social Media

Listed below are some of the video games that have had a major impact on gaming culture.

<b>Ultima Online</b>	<ul style="list-style-type: none"> <li>Released by Origin Systems in September 1997</li> <li>A massively multiplayer, role-playing fantasy game</li> <li>Available on Microsoft Windows</li> <li>The first ever online multiplayer game</li> <li>The game enabled thousands of players (at the time) to log in to a virtual world and be free to roam within this world</li> <li>A game in which every single player shapes the world</li> <li>Players can create their own characters, build their own homes, craft weapons and steal resources from other players</li> <li>Within the first month of release, the game had over 10,000 subscribers.</li> </ul>
<b>Habbo Hotel</b>	<ul style="list-style-type: none"> <li>Released by Sulake in August 2000</li> <li>Target audience: teenagers</li> <li>Reach: There are over 10 million subscribers from upwards of 150 countries</li> <li>Gameplay: Players create personal avatars and interact within a virtual hotel setting. They will have a preset home room and can visit other rooms, buy items from a catalogue and can add friends and privately message them</li> <li>Habbo Hotel has come under heavy criticism for inappropriate behaviour and moderation in place to protect its young target audience</li> </ul>
<b>Farmville</b>	<ul style="list-style-type: none"> <li>Released by Zynga in 2009</li> <li>As a social network game, Farmville is accessible through Facebook and MSN Messenger</li> <li>Farmville is free to play. However, players are able to purchase different versions of the game to buy farm bucks/cash which can be used with real money</li> <li>As more and more social network games have been released, Farmville's popularity has steadily dropped</li> </ul>
<b>Pokémon Go</b>	<ul style="list-style-type: none"> <li>Released by Niantic in 2016</li> <li>A free-to-play mobile game that was made available on both the Apple App Store and Google Play</li> <li>Incorporated several innovative features: virtual reality, GPS-based narratives</li> <li>In exchange for real money, players are given virtual items (the in-game currency) that can be exchanged for real items in the game's shop</li> <li>Innovative approach to cross-media convergence</li> <li>Some players would pay Niantic to appear as Pokémon in their area</li> </ul>
<b>Various Consoles</b>	<ul style="list-style-type: none"> <li>Social gaming can take the form of social networking sites and video games</li> <li>Xbox live was first incorporated into the Xbox 360 console</li> <li>The version of playing has been extended to Xbox One, PlayStation 4, Android, Windows Phone, PlayStation and Nintendo Switch</li> </ul>

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# Lesson 2

## Technology and Convergence in

### Lesson aims

- ✓ Understanding the concept of media convergence
- ✓ Understanding the role of technology in media convergence
- ✓ Understanding the importance of media convergence in the video game industry
- ✓ Understanding how producers of *Fortnite* have approached convergence and new technologies

### You will need:

- PowerPoint Lesson 2
- Presentation software
- Worksheet 2.1; Answer Sheet
- Computers/Internet
- Exercise books

### ? Starter

#### Which Platforms?

**PowerPoint Lesson 2** begins with a short exercise designed to make students aware of the platforms *Fortnite* can be played on. Students should be divided into two teams to present with a series of gaming platforms, but the letters will be jumbled to confuse them. They must identify as many of these key platform names as possible. Full instructions are found on **PowerPoint Lesson 2**.

### Q Introduction

#### The Unreal Engine

**PowerPoint Lesson 2** then offers a brief introduction to Unreal Engine, the highly advanced game engine developed by Epic Games. Students are encouraged to make notes from this introduction.

### ✍ Main Task

#### Task 1: Video Game Convergence

Individually or in groups, students use **Worksheet 2.1** to highlight the ways in which different media relates to video games. This activity illustrates, with the use of image labelling, how different game-related media content converge in order to create new gaming styles and products. Answers to aid this activity are provided on **Answer Sheet 2.1**. If the introduction lesson takes more than the allocated time. If so, teachers may wish to provide a number of convergence examples, and give the rest to students to do for homework.

#### Task 2: Cross-media Convergence

This task requires students to form pairs and conduct some online research to identify examples of convergence that relates to *Fortnite*. This task is designed to give students the opportunity to find information that is of particular interest to them individually. However, certain key examples are displayed on **PowerPoint Lesson 2** to ensure the research they undertake is relevant. Full instructions for the exercise can be found on **PowerPoint Lesson 2**.

### 💡 Plenary

#### Official Platform

The final task of the lesson requires students to remain in their pairs from the previous task. They are to look at the official website for *Fortnite* and make note of any features that are likely to increase player experience, and b) are likely to increase profit for the producers of the game. Answers to the exercise are provided on **PowerPoint Lesson 2**. This is followed by a list of questions for students to have gathered from their research.

### 📖 Homework

How do the video games of the twenty-first century, such as mobile games, use technological advancements as a means to increase their revenue streams in comparison to traditional games (arcade or console)? Use a game of your choice as a basis on which to form your answer. Your answer should be no more than 400 words.

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## Worksheet 2.1: Task 1 – Video Game Co

**Convergence:** is where media products that were previously perceived as being exclusively come together to enhance the media form in question or create a new one. Originally, mobile phones could make phone calls and send text messages. Now mobile phones can be used to enhance our lives in ways that were not considered possible before the iPhone came out.

Examples include:

- MTV (TV programming + radio = converging music with TV broadcasting)
- X Factor (TV programming + Internet = converging entertainment TV and use of social media)
- Google News (Journalism + Internet = tailor-made, hyper-specific news coverage)

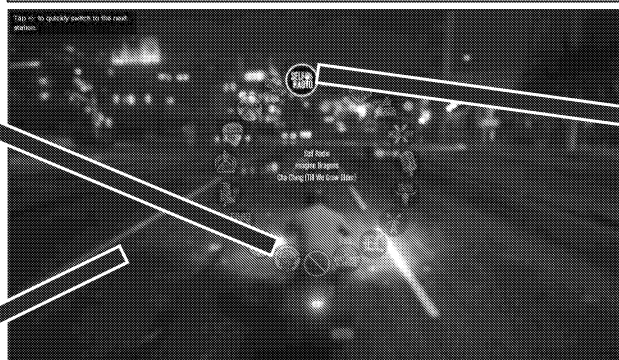
Can you think of any more examples of how technological advancements and media products? Discuss as a class.

By looking at the following images, can you identify the correct media convergence for each. The first one has been done for you.

Grand Theft Auto; radio function

Video games:  
Protagonist uses  
vehicles to complete  
various missions.

Convergence:  
Video games and  
music



FIFA14 release advert



Convergence:

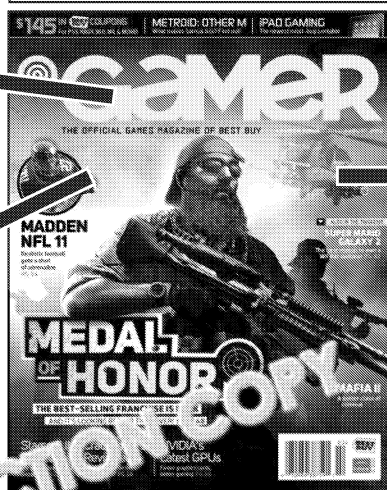


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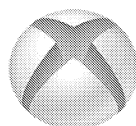


## Gamer Magazine



Convergence:

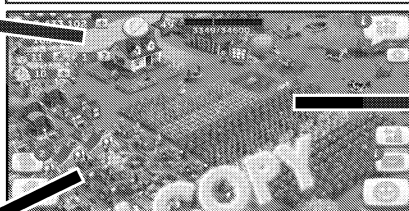
## Xbox Live



# XBOX LIVE

Convergence:

## Farmville



Convergence:

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Pokémon Go

Convergence:

Zig Zag Education

Fortnite

Convergence:

Zig Zag Education

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# Lesson 3

## Funding and Profit Models for Fortnite

### Lesson aims

- ✓ Identifying revenue streams for Fortnite
- ✓ Understanding how producers of Fortnite generate profit
- ✓ Identifying the financial achievements of Fortnite in the context of the wider video game industry

### You will need:

- PowerPoint Lesson 3
- Presentation software
- Worksheets 3.1 and 3.2
- Computers/Internet
- Exercise books

### ? Starter

#### Fortnite Revenue Streams

**PowerPoint Lesson 3** requires students to consider the key models that allow revenue, specifically the **freemium model** and **microtransactions**. This task is designed to give students a general sense of how games such as Fortnite make money, before focusing on the specifics of Fortnite.

### 🔍 Introduction

#### Fortnite Passes

Students should then use the gap-fill exercise on **Worksheet 3.1** to obtain a list of the passes offered by Fortnite: the Battle Pass / the Season Pass. These models of revenue for Epic Games and will be required knowledge for the main task. Answers can be found on **Answer Sheet 3.1**.

### ✍ Main Task

#### How Does Fortnite Make Money?

Individually or in groups, students use **Worksheet 3.2** to explain how Fortnite generates revenue through various means. Answers to aid in this activity are on **Answer Sheet 3.2**. Students should conduct online research in order to complete the task. Websites can be found in the information box at the bottom of this page.

### 💡 Plenary

#### Pop Quiz

**PowerPoint Lesson 3** introduces students to several facts and statistics that they will need to know for their answers in their exam. The class should be split into two teams. A series of questions about the success of Fortnite will be displayed on **PowerPoint Lesson 3** but a crucial fact will be missing. A player from each team will be selected to guess the missing fact. The player who guesses closest will win a point for their team. The figures range from the number of players annually to the revenue earned by Epic Games.

### 📖 Homework

You will be asked by Fortnite developers to identify one additional way Fortnite could generate revenue. Justify why your proposal is viable and why it would work.

### i

#### Information – Suggested Websites

- [zzed.uk/10033-fortnite](https://www.zzed.uk/10033-fortnite)
- [zzed.uk/10033-epic-games-store](https://www.zzed.uk/10033-epic-games-store)
- [zzed.uk/10033-fortnite-money](https://www.zzed.uk/10033-fortnite-money)
- [zzed.uk/10033-fortnite-money-2](https://www.zzed.uk/10033-fortnite-money-2)

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### Worksheet 3.1: Intro – Battle Pass

Fill in the blanks below with the correct words from the following list.

Emotes	2018	Season
Gameplay	Achievement	Bonus
Buy	99	Perks

Battle Passes are designed to give players of Battle Royale access to rewards and how much they achieve through the a) \_\_\_\_\_. These passes last for the \_\_\_\_\_. They can only be refreshed when a new season begins. Upon to c) \_\_\_\_\_ Battle Passes in order to play Battle Royale, but as of Sep the game mode became available to everyone for free. A Battle Pass costs the eq \_\_\_\_\_.

There are many benefits of purchasing the Battle Pass: it increases the likelihood \_\_\_\_\_; it gives players access to extra g) \_\_\_\_\_ challenge special access to new h) \_\_\_\_\_ items and it gives players access to m Royale game, the likelihood of winning a game against i) \_\_\_\_\_ other this can potentially be unsatisfying. The Battle Pass provides players with smaller, allowing them more of a sense of j) \_\_\_\_\_.

Some of the perks made available through the Battle Pass include: extra k) \_\_\_\_\_ characters physically perform a manoeuvre after they achieve something); weekly loading screens access to new gliders and pickaxes, as well as a l) \_\_\_\_\_.

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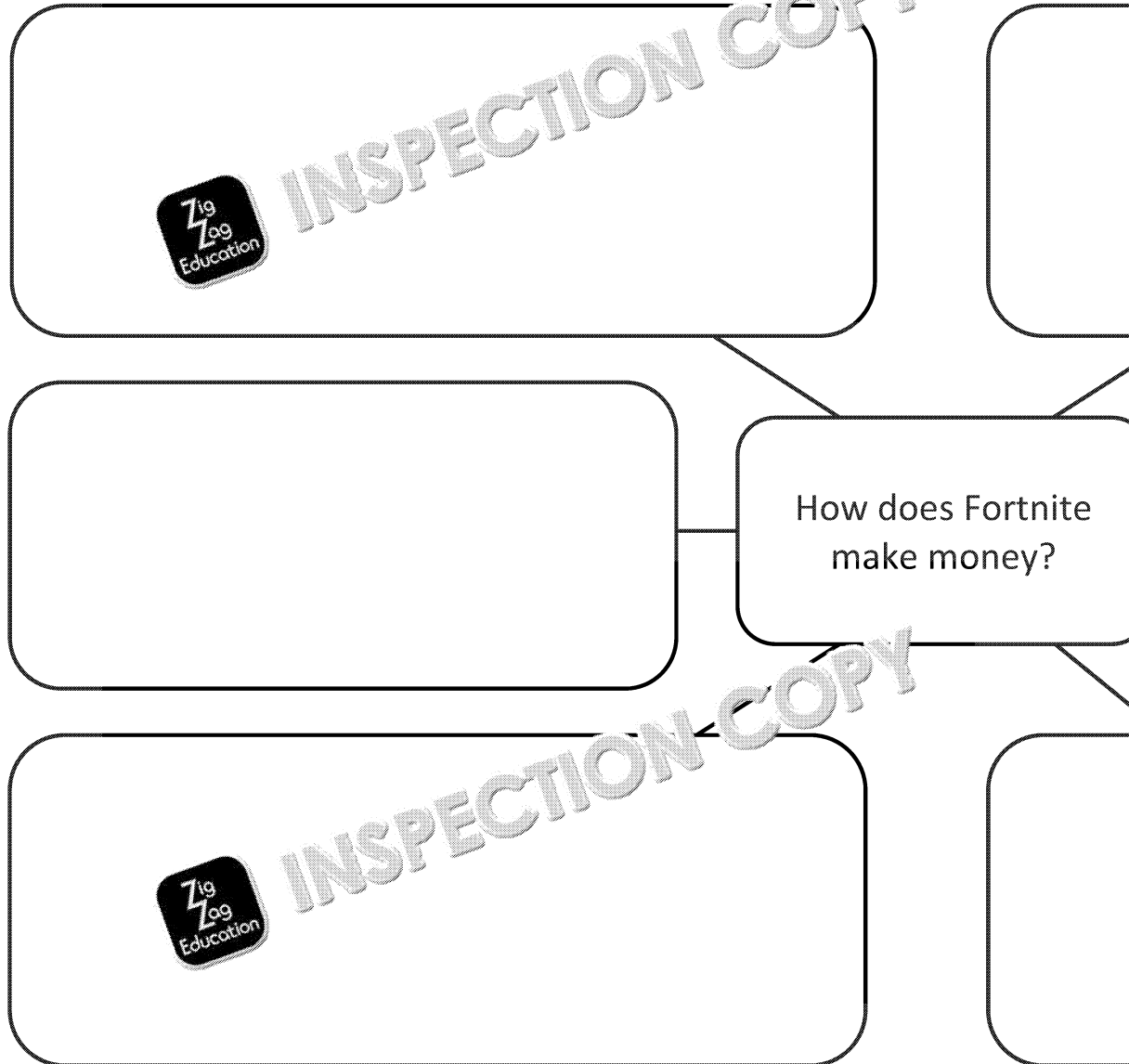






## Worksheet 3.2: Main Task – How Does Fortnite Make Money?

Fill in the mind map below detailing all the ways in which Fortnite makes money.



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# Lesson 4

## Video Game Regulation

### Lesson aims

- ✓ Understanding who regulates the video game industry (in the UK as well as in other territories)
- ✓ Understanding the responsibilities of video game regulators (particularly PEGI)
- ✓ Understanding PEGI's different age and content classifications

### You will need:

- PowerPoint Lesson 4
- Presentation software (other)
- Worksheet 4.1
- Computers/Internet
- Exercise books

### Starter

#### PEGI

**PowerPoint Lesson 4** asks students to consider who PEGI is, what PEGI's responsibilities are, and what a regulator of the video game industry is.

### Introduction

#### PEGI's Reach and Counterparts

Students continue **PowerPoint Lesson 4**, by considering what territories PEGI counterparts exist in countries and territories where PEGI has no jurisdiction.

### Main Task

#### PEGI's Classifications

Individually or in groups, students use **Worksheet 4.1** to explore different age and content classifications, as well as the different categorical classifications. Below there is a link to the official descriptions of different categories and classifications. This task is also available as a video. Should students be completely unfamiliar with PEGI's classifications: the video activity makes the task easier. Should it be deemed appropriate, teachers may use both formats. Answers to aid in this activity are provided on **Answer Sheet 4**. **PowerPoint Lesson 4**.

### Plenary

#### Rating Fortnite

**PowerPoint Lesson 4** concludes by considering the PEGI rating of Fortnite and the surrounding that rating. The negative effects Fortnite could potentially have are elaborated on in future lessons.

### Homework

In preparation for next lesson, visit the YouTube channel for **Ninja**. **Ninja** is a significant success releasing play-through videos for Fortnite: Battle Royale.

- Watch at least 5 of **Ninja**'s Fortnite videos
- Write more than 300 words, describe the content of his videos and explain the influence of playing Fortnite for other audiences

Link to YouTube channel: [zzed.uk/ninja-youtube](https://www.youtube.com/channel/UCzZedUK/ninja-youtube)

### Information

Further information for Main Task can be found at the official PEGI website: [www.pegi.info](https://www.pegi.info). It provides the official descriptors of each age rating, and content classifications: [zzed.uk/1](https://www.pegi.info). Students are aware that the only regulator on which they will be examined is PEGI. It is good practice to know that there are different regulators in different territories and to have a familiarity with who these entities are.

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## Worksheet 4.1: Main Task – PEGI's Class

Can you list the five age ratings outlined by PEGI?

Rating	Colour Banding	Descriptor
3	Green	Suitable for all ages

Can you list the eight content classifications outlined by PEGI?

Classification	Descriptor
	Bad Language: The game contains bad language that may be above the recommended age
	
	
	
	
	
	
	

**Regulator:** An organ of the government or political authority that is responsible for supervise a particular industry and protect the consumers of that industry.

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- PowerPoint Lesson
- Presentation software (e.g. PowerPoint, Prezi, etc.)
- Worksheets 5.1
- Information Sheet
- Computers/Internet
- Exercise books



## Plenary

### Audience Responses

**PowerPoint Lesson 5** concludes by introducing the debate in media studies audiences are **passive** or **active**. As a class, students should debate whether active or passive. **Note:** Definitions of the terms **active audience** and **passive audience** are provided in **PowerPoint Lesson 5**, as is a table of indicative points students may have discussed.



## Homework

Write a 200-word bio on one of the following role models:

- **Ninja**
- **KittyPlaysGames**
- **Turner Tenney (TFUE)**

Explain how they have achieved success and how they appeal to their target audience. Students are **expected to conduct online research to complete this task and include additional information**.

**Information Sheet**



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## Worksheet 5.1: Task 1 – Direction of

Review the following website. Newzoo has made statistical projections and industry forecasts on the growing popularity of e-sports between 2018 and 2021. The percentages and figures are not exact figures, but they are a strong indication of the global worth of the industry.

Link: [zzed.uk/10033-newzoo-esports](https://www.newzoo.com/media/press/knowledge-center/esports/esports-2018-2021)



E-sports is a practice that rose in popularity throughout the late 2000s. It is a form of competition in which multiple players (usually from around the world) compete for a prize. Some of the most talented players have made successful careers for themselves through e-Sports.

E-sports can be watched through major streaming services such as Twitch and YouTube. Fortnite is the most widely viewed video game on Twitch.

Epic Games made a huge impact in the world of e-Sports when they suddenly offered \$10 million in prize pools for the first Fortnite tournament.



Answer the following questions:

1. Approximately how many people are aware of e-sports on a global scale?  
.....
2. How many people are expected to be aware of e-sports by 2021?  
.....
3. By how much is the number of people playing or spectating e-sports predicted to increase by 2021?  
.....
4. Identify two predictions Newzoo have made about the League of Legends World Championship.  
.....  
.....
5. Which demographic is becoming increasingly likely to watch e-sports than play it?  
.....
6. Identify three predictions Newzoo made in 2015 that came true by 2018.  
.....  
.....  
.....  
.....



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## Worksheet 5.2: Task 2 – Fortnite: Celebrity

Taking inspiration from **Information Sheet 5.1** and the research into **Ninja** you did for your homework, use the questions on this sheet to design and develop business plan for a Fortnite-themed YouTube channel.

1. What would your streamer user name be?

.....

.....

2. Who would your target audience be? (Try to be specific)

.....

3. What would your first vlog be called?

.....

.....

4. What would your first vlog be about?

.....

.....

5. How would you market your channel in order to ensure as many views as possible?

.....

.....

.....

.....

6. Can you think of any companies or charities that you would aim to partner up with?

.....

.....

.....

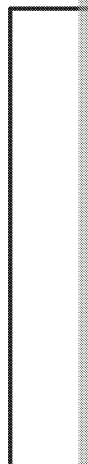
.....

7. Would you ever stream Fortnite-based content? (Why? / Why not?)

.....

.....

.....



Use this box to draw an image of your streamer.

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## Information Sheet 5.2: Task 2 – Fortnite

Use the fact sheets below to inspire your personalised vlogger designs on **Worksheet 5.2**

Ninja	Kitty
<ul style="list-style-type: none"> <li>• Tyler 'Ninja' Blevins started his professional gaming career playing Halo 3</li> <li>• He started streaming videos of Fortnite Battle Royale as the game's popularity grew</li> <li>• In total, Ninja has released 474 YouTube videos playing Fortnite</li> <li>• Ninja and his <i>Twitch</i> channel amassed over 8 million hours of watched content in 2018</li> <li>• Ninja's gameplay videos have received upwards of 40 million views on YouTube</li> <li>• Until January 19, Ninja was the most widely followed Internet personality on Twitch</li> <li>• Ninja has acquired sponsorship from Red Bull eSports. He organised a tournament that challenged audiences to play Fortnite until dawn.</li> <li>• Ninja has used his platform to support several charities, including the American Foundation for Suicide Prevention. He has also donated prize money from tournaments to Alzheimer's Association.</li> </ul>	<ul style="list-style-type: none"> <li>• KittyPlaysGames streams twice a day on Twitch</li> <li>• KPG streams content of various games from multiple platforms including Overwatch and Call of Duty</li> <li>• She is aspirational representation to young women that is thought to be positive</li> <li>• KPG has active social media on Twitter, Facebook and Instagram</li> <li>• KPG places great emphasis on her fans. Her Twitch bio: 'What's up guys! I love you all!'</li> <li>• In total, KPG has released 100 videos (as of July 2019)</li> <li>• KPG also releases reaction videos to old vlogs, healthy, etc.</li> </ul>

Turner Tenney TFUE
<ul style="list-style-type: none"> <li>• TFUE (aka Turner Ellis Tenney) rose to popularity playing Fortnite Battle Royale and joined a professional e-sports company in 2018</li> <li>• TFUE competed in a set of weekly Fortnite tournaments with a professional partner, expanding his audience and gaining him over <b>one million subscribers</b></li> <li>• TFUE has been suspended from Twitch twice for using 'racist slurs' but this has not hindered his long-term popularity</li> <li>• Between April and July 2019, 30 million hours of TFUE's streaming content was watched</li> <li>• TFUE's game streaming content on YouTube is almost exclusively dedicated to playing Fortnite. However, he also releases personal vlogs.</li> </ul>

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# Lesson 6

## The Uses and Gratifications of Video Games

### Lesson aims

- ✓ Understanding audience appeal and relating it to audience theory
- ✓ Understanding the basis of the uses and gratifications theory, and applying it to Fortnite
- ✓ Understanding the effects of video games on audiences and the ethical debates surrounding Fortnite

### You will need:

- PowerPoint Lesson 6
- Presentation software (or other)
- Worksheets 6.1, 6.2, 6.3
- Computers/Internet
- Exercise books

### ? Starter

#### Who Plays Fortnite?

**Worksheet 6.1** requires students to identify the representation of four images and highlight the four elements of the uses and gratifications theory. The activity is provided on **Answer Sheet 6.1**. The activity can be carried out to save on paper and photocopying.

### Q Introduction

#### Escapism and Catharsis

In pairs or groups of three, students must compose a tweet of 140 characters for Fortnite: Battle Royale offers **either** effective escapism **or** catharsis for its audience. The activity to compose their tweet is provided on **Worksheet 6.2**. Full instructions are found on **PowerPoint Lesson 6**. Students are then encouraged to share the tweet with the class.

### ✍ Main Task

#### Fortnite Uses and Gratifications

Individually, students use the table on **Worksheet 6.3** to explore different uses and gratifications theory and apply it to Fortnite. **Students are encouraged to make the table as comprehensive as possible as the completed sheets will be extremely useful for revision up to exams.**

### 💡 Plenary

#### Fears of Addiction

**PowerPoint Lesson 6** concludes by asking students to discuss and debate the potential for addiction. **PowerPoint Lesson 6** presents students with a story in which Prince Harry criticises the Fortnite franchise. Once the story has been summarised, students are divided into two circles, one inside the other and facing each other. The teacher reads out the story for two minutes. They then continue to move one place to the right and share their views on the story. They discuss each time they move. Full instructions and the three relevant topics are provided on **PowerPoint Lesson 6**.

### 📖 Homework

Excluding the Prince Harry story, conduct online research into additional video games that can become an addiction. Jot down any facts you find to be interesting as you research. In 100 words, explain whether or not you feel that the game has the potential to become an addiction.

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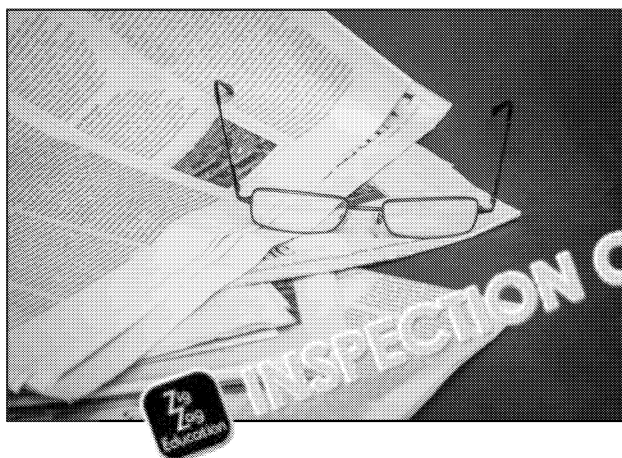
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## Worksheet 6.1: Starter Task – Media Co

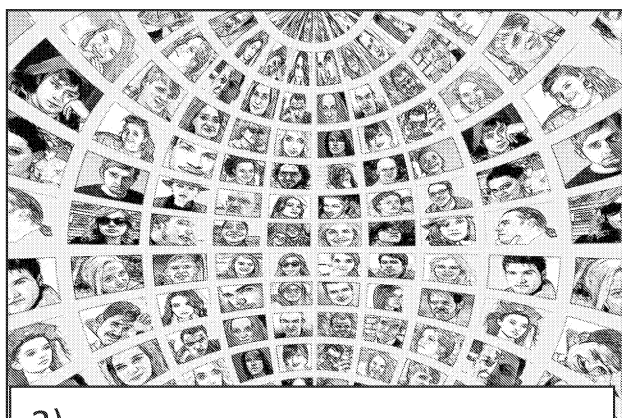
What type of media usage does each of the following images represent? And what correspond to?



1)



2)



3)



4)

Media theory:

.....

.....

.....

Did you know: to recall the use and gratifications theory easily, remember your

P .....

I .....

E .....

S .....

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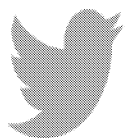
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## Worksheet 6.2: Intro – Escapism and Catharsis

In a tweet of no more than 140 characters, describe why Fortnite Battle Royale offers catharsis for its audience. **You have two minutes to write your tweet!**



Twitter

Tweet:



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2438 RETWEETS



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## Worksheet 6.3: Main Task – Fortnite Uses and

Fill in the table below detailing how Fortnite fulfils various elements of the...  
few indicative answers have been provided to help get you started.

Type of Media Usage	Fortnite
Information	
 Social Interaction	Gamers are able to communicate with each other via...
Entertainment	Addictive nature: the simple structure of the game encourages... time again in the hope that they will last longer / beat...
 Identification	Competitive aspect: the last player standing is the winner... is the winner.

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# Lesson 7

## Exam-focused Video Game Industry

### Lesson aims

- ✓ Revising important concepts and elements relating to the video game industry
- ✓ Students gain practice in applying a holistic view of media studies to the video game industry
- ✓ Students gain practice in answering a video game industry exam-style question

### You will need:

- PowerPoint Lesson 7
- Presentation software (or other)
- Worksheet 7.1
- Computers/Internet
- Exercise books

### Starter

#### Game of Taboo

**PowerPoint Lesson 7** begins by having students summarise key terms from the video game industry. Students split into two teams. Each team will select one person to guess a key term and one person to provide media and video games. Each key term will be placed in a card. Each card is a list of words that students **CANNOT** use to help their peer guess the term (**taboo words**); using any of these words will disqualify the answer. There are five cards per team. Each team has 30 seconds to get as many right as possible. Full instructions are on **PowerPoint Lesson 7**.

### Introduction

#### Any Questions?

Students are now given the opportunity to ask their teacher any questions relating to the video game industry or exam-style question. This time can be used for students to ask questions about anything they don't understand or anything they simply need reminding of. **Note: If appropriate, give students an opportunity to answer any questions if they feel more confident.**

### Main Task

#### Exam-style Question

**Worksheet 7.1** presents students with an exam-style question. Answers for this question are on **Answer Sheet 7.1**. Time allocated for this activity is 45 minutes, even though it takes approximately 20 minutes in the exam for this question. This is to allow time for discussion and feedback of answers.

### Plenary

#### PEGI's Extended Consumer Advice

**PowerPoint Lesson 7** concludes by having students explore PEGI's extended consumer advice. Students are given those purchasing video games to understand why a particular rating has been given and understanding of such discipline is imperative.

### Homework

Source a video game with a 12+ PEGI rating, ideally a game you are familiar with. Highlight the game's features, highlighting why the rating is or is not justified for this particular game. Explain why.

### Information

Marking structures for the exam-style question have been provided in **Answer Sheet 7.1**.

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1. a) Name the company which provides ratings for video games. (1)

\*\*\*\*\*

---

.....

[illegible][illegible]

.....

[illegible]

.....

.....

.....

.....

[illegible]

.....

.....

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.....QYSSS602RYSSS602RYSS60

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[illegible]

\*\*\*\*\*

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# Lesson 8

## Exam-focused Video Game Audiences

### Lesson aims

- ✓ Revising important concepts and elements relating to video game audiences
- ✓ Students gain practice in applying a holistic view of media studies to video game audiences
- ✓ Students gain practice in answering a video game audiences exam-style question

### You will need:

- PowerPoint Lesson 8
- Presentation software (e.g. PowerPoint, Keynote, Prezi, etc.)
- Worksheet 8.1
- Computers/Internet
- Exercise books

### Starter

#### Gaming Addicts

**PowerPoint Lesson 8** begins with a discussion-based task. Students are required to discuss the findings of the research task 6 relating to Fortnite and the fears that it has caused. Students are then split into pairs and share the 100-word summaries they produced. They then discuss whether they agree or disagree that Fortnite has the potential to become a video game for all audiences. Full instructions can be found on **PowerPoint Lesson 8**.

### Introduction

#### Any Questions?

Students are now given the opportunity to ask their teacher any questions relating to the lesson. This time can also be used for students to ask exam-style questions. **Note: students are encouraged to note down three things they can improve upon. These lists could even be shared with a partner.**

### Main Task

#### Exam-style Question

**Worksheet 8.1** presents students with an exam-style question. Answers for this question are provided on **Answer Sheet 8.1**. Time allocated for this activity is 40 minutes, even though it is only approximately 20 minutes in the exam for this question. This is to allow time for feedback of answers.

### Plenary

#### Franchise Diversity

**PowerPoint Lesson 8** concludes by having students revisit the diverse franchises that have been discussed. Students are asked to consider what areas the franchise has yet to explore.

### Homework

There is a significant minority of teenagers who have found ways of breaking into the industry and making thousands of pounds a week. Many of these teenagers call themselves 'Fortnite hackers' and the effects they have on Fortnite audiences are discussed in all of the websites raised in the websites below:

- [zzed.uk/10033-fortnite-hackers](https://www.zzed.uk/10033-fortnite-hackers)
- [zzed.uk/10033-fortnite-video](https://www.zzed.uk/10033-fortnite-video)
- [zzed.uk/10033-hack](https://www.zzed.uk/10033-hack)

### Information

Marking structures for the exam-style question have been provided in **Answer Sheet 8.1**.

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## Worksheet 8.1: Main Task – Exam-style

Answer the following questions about audiences of video games.

1. a) What is the name of the company that developed Fortnite? (1)

.....

1. b) What is the name of the operating system invented by Epic Games that they use to develop their own games? (1)

.....

1. c) Describe the core demographic of Fortnite. (4)

.....



.....

.....

In Question 1d, you will be awarded marks for showing an in-depth understanding of the course and demonstrating knowledge of different theoretical framework and media.

1. d) Explain why Fortnite has been such a successful video game, and why it appeals to people from different backgrounds and cultures. Utilise the uses and gratifications theory. (12)

.....

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# Radio Contents Pa

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# Lesson 9

## The Radio Industry in Context

### Lesson Aims

- ✓ Understanding the historical context of BBC Radio
- ✓ Understanding the diversity of the BBC Radio portfolio and how each station caters to different audiences
- ✓ Understanding the contexts relating to *Desert Island Discs*, and the original purpose it served for the UK's PSB

### You will need:

- PowerPoint Lesson 9
- Presentation software
- Worksheet 9.1
- Computers/Internet
- Exercise books



### Starter

#### The BBC's Radio Portfolio

**PowerPoint Lesson 9** introduces students to familiarise themselves with the outline of the various stations broadcast by BBC Radio, with students having to identify the audiences they cater for.



### Introduction

#### The History of BBC Radio

**PowerPoint Lesson 9** continues by students having to guess the year in which developments or milestones took place. There are 12 different events being presented to students. This 80-year span starts with the birth of the BBC and ends with the birth of BBC radio.



### Main Task

#### *Desert Island Discs*, in Context

**PowerPoint Lesson 9** continues with a main task that presents students with a series of questions about *Desert Island Discs*. **Worksheet 9.1** presents students with the same questions. However, answers for the question are provided on **Answer Sheet 9.1** to avoid photocopying a worksheet for every student. In this case, an alternative is to read out the questions to students, asking them to write the answers down.



**Differentiation:** Teachers may carry out this activity on the PowerPoint or worksheet. Teachers may provide the worksheet only and ask students to answer questions on the PowerPoint and worksheet may also be used side by side, with the teacher reading out the questions to students, asking them to write the answers down.



### Plenary

#### *Desert Island Discs* Purpose

**PowerPoint Lesson 9** concludes by asking students to explore how *Desert Island Discs* is a flagship programme for the BBC that caters to both UK and global audiences. It is a service broadcast on the radio.



### Homework

Read this article [zzed.uk/12982-Guardian](http://www.zzed.uk/12982-Guardian) and create a fact sheet that includes the main points.



### Information

It is important that students are familiar with the notion that the main duty of a broadcaster is to inform, educate and entertain their audiences (who pay for the service through their payment for the service through the TV licence). Students should be aware of the concept of PSB responsibility as it will be explored in more detail in the next lesson.

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## Worksheet 9.1: Main Task – Desert Island

Answer the following questions, based on the answers revealed in the PowerPoint.

1. How many listeners does *Desert Island Discs* average on a weekly basis?

.....

2. Which BBC Radio station broadcasts *Desert Island Discs*?

.....

3. How many episodes of *Desert Island Discs* are broadcast each week?

.....

4. When was the first show *Desert Island Discs* first recorded?

.....

5. According to YouGov, what percentage of the British public is familiar with

.....



### Information

YouGov link for question 5:

- [zzed.uk/12982-YouGov](https://www.yougov.co.uk/12982-YouGov)

**Public service broadcaster:** A broadcasting company that is financed by public funding to offer its content as a form of public service.

**Commercial broadcaster:** A broadcasting company financed through advertising or sponsorship. Its main concern is to create content with the aim of making as much profit as possible.



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# Lesson 10

## Radio Production and Funding

### Lesson Aims

- ✓ Understanding the concepts of media production, specifically in a radio context
- ✓ Understanding the importance of funding media productions, specifically in a PSB context
- ✓ Understanding the responsibilities of PSBs to their audience, and how *Desert Island Discs* reflects this

### You will need:

- PowerPoint Lesson 10.1
- Presentation software
- Worksheets 10.1, 10.2, 10.3; Information Sheet 10.1
- Computers/Internet
- Exercise books

### ? Starter

#### Public vs Private

**Worksheet 10.1** requires students to consider the aims and objectives of public service broadcasters and commercial broadcasters. This activity can be carried out in small groups or individually. This activity can also be found on **PowerPoint Lesson 10.1** and can be carried out as a class discussion. Answers are revealed on **PowerPoint Lesson 10.1**. For additional context, students are asked to draw comparisons between PSBs and the uses and gratifications theory.

### Q Introduction

#### Where Does My Money Go?

**Worksheet 10.2** presents students with the funding process specific to television, by selecting the relevant words located in the worksheet. The aim of this activity is to consider the process of how the public's payment of the TV licence translates into funding for the television industry. This activity can be carried out as a class-based task or individually. Alternatively, students can be divided into two groups, who are required to race each other and see who fills the gaps first. Answers are provided on **Answer Sheet 10.2**. **Information Sheet 10.2** has been compiled to help define all the terms used in the flow chart if needed.

### ✍ Main Task

#### A Day in the Life of a *Desert Island Discs* Producer...

**Worksheet 10.3** outlines a task where students (individually or in groups) research the production activities of *Desert Island Discs* with the established stages of production. Students are expected to become familiar with the main stages of production and the tasks associated with these stages, while also gaining an understanding of how *Desert Island Discs* carries out these activities. Answers for the question are provided on **Answer Sheet 10.3**.



**Differentiation:** In classes with low achievers, the teacher may help students to research production activities as a class, and allowing students to work in groups to complete the *Desert Island Discs* production activities.

### 💡 Plenary

#### *Desert Island Discs* on TV

**PowerPoint Lesson 10.1** concludes by asking students to explore and discuss how the production of *Desert Island Discs* would change if the show was TV-based.

### 📖 Homework

How does Blumler and Katz's uses and gratifications theory relate to the objectives of the lesson, such as the BBC? And why is this theory equally important for commercial broadcasters?

### i Information

**Plenary:** When conducting the plenary, students must discuss considerations for the production of the show. For example: How could they use visual effects? Would the show work for TV?

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## Worksheet 10.1: Starter Task – Public

Define the following types of broadcaster:

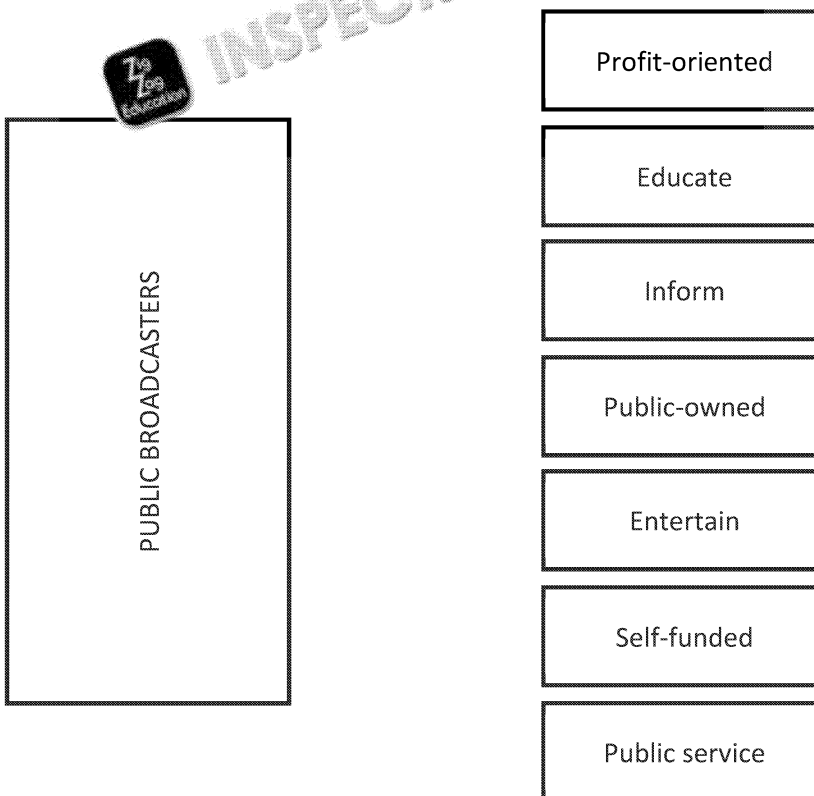
Public service broadcaster: .....

.....

Commercial broadcaster: .....

.....

Identify the similarities and differences between public service broadcasters and commercial broadcasters. Use arrows to indicate which aspects apply to which broadcasters.



While commercial broadcasters carry out their activities with the main aim of profit, the **obligation of a PSB** is to \_\_\_\_\_,

\_\_\_\_\_ audiences above the prospect of making a profit.

**Extension Question:** What audience theory does the above statement remind you of?

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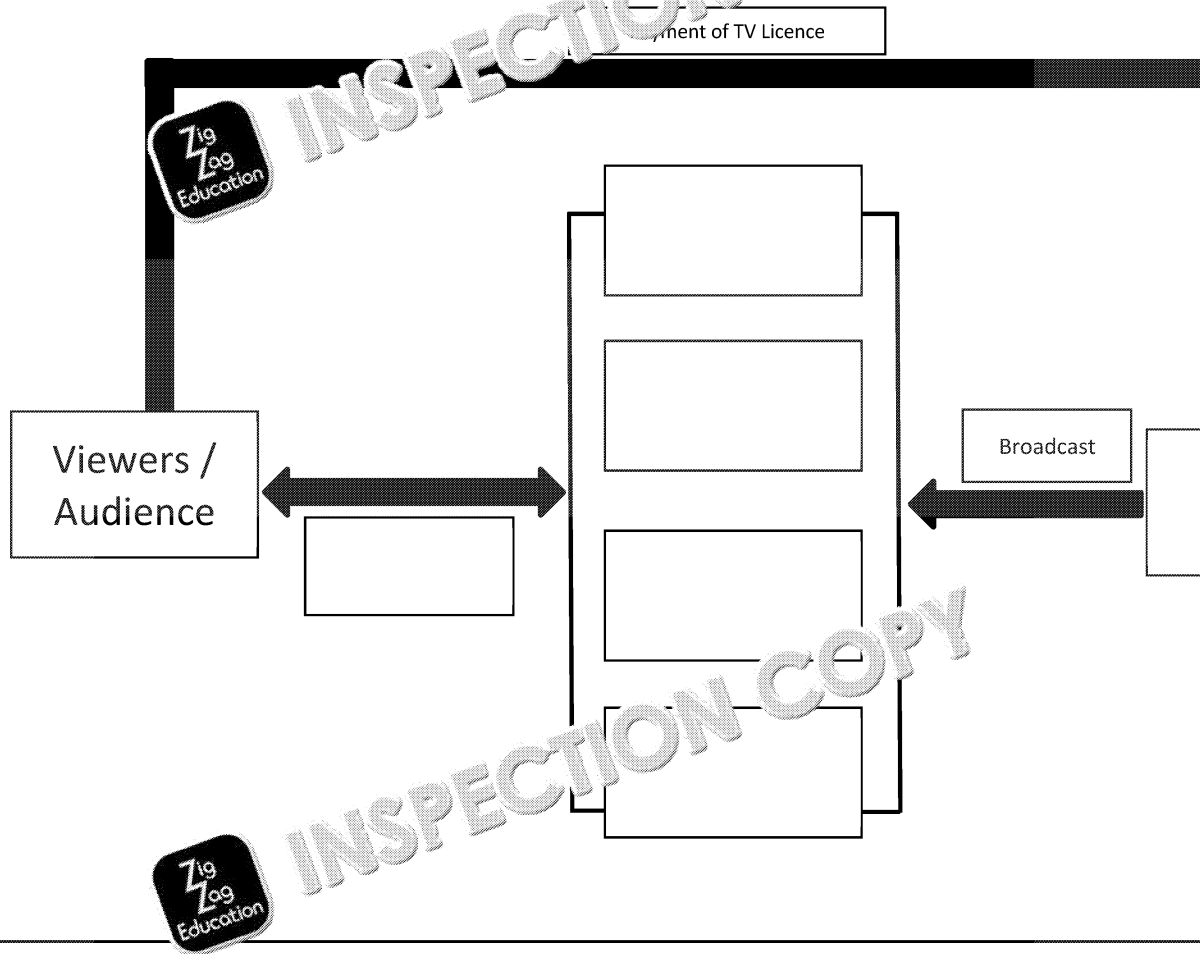




## Worksheet 10.2: Introduction Task – Where

Put each of the following in its correct box in order to complete the BBC funding and production structure diagram.

Allocation of Resources, Events, Film, HR, Marketing, Media Consumption, Content, Production Costs, Production of Content, Radio, TV, 3.7bn



**Interesting fact:** The BBC, as a public-funded media corporation, is considered to be owned by the British public. This means that the BBC is responsible for delivering a public service in exchange for the public's financing through TV Licence payments.

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## Information Sheet 10.2: Introduction Where Does My Money Go

Explanation of terminology.

<b>Viewers/Audience</b>	Individuals who view or listen to content broadcast on TV. We are referring to people who are watching the BBC, so we are referring to people who are watching the BBC.
<b>The BBC</b>	The British Broadcasting Corporation; the UK's public service broadcaster.
<b>TV Licence</b>	The form of payment that the British public is expected to pay to the UK's PSB (the BBC).
<b>Allocation of Funds</b>	Once provided to the BBC, TV licence payments need to be allocated to various departments within the BBC that work together to create content.
<b>Broadcast</b>	The act of transmitting content to audiences.
<b>Events</b>	As part of the promotional process, some events are held. For example, the BBC Music Awards which complements the side, the BBC holds premieres.
<b>Film</b>	BBC Film is a very large part of the BBC, and is responsible for producing content such as Disney co-production <i>Saving Mr Banks</i> (2013), <i>Boys D'Movie</i> (2014).
<b>TV</b>	Perhaps the most well-known part of the BBC, known for its internationally famous content. Examples include <i>Sherlock</i> (1963–present), <i>Blue Peter</i> (1958–present), <i>EastEnders</i> (1985–present), <i>My Family</i> (2000–2011), and <i>Absolutely Fabulous</i> (2012–present).
<b>Radio</b>	By far the oldest service offered by the BBC. BBC Radio 1 and is responsible for some of the most iconic programmes. Not only is the broadcaster responsible for the world's longest running drama ( <i>The Archers</i> ) and the hugely popular <i>Live Lounge</i> but also radio listeners for news and popular breakfast shows.
<b>Online</b>	Like many other broadcasters, the BBC has dedicated a significant amount to online and interactive services. Besides having one of the largest online services (ranking seventh as of 1/11/2017 according to similarweb.com) service. Most recently it has relocated its BBC Three service to online.
<b>HR (Human Resources)</b>	Nothing comes of nothing. Everything that is developed by a company is only possible thanks to the people who develop it. Media companies need to pay these people for their services. The salaries of everyone from the office cleaners to the executives are covered by the TV licence payments.
<b>Marketing</b>	Audiences need to know when new or returning programmes are being broadcast. As important as marketing is, it is not a cheap business activity.
<b>Media Consumption</b>	In the simplest possible terms, this refers to the act of watching or listening to media products.
<b>Production Costs</b>	The money associated with creating the media products.
<b>Production of Content</b>	The process of creating media content.

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## Worksheet 10.3: Main Task – A Day in the Life of a Producer

Below you will find a list of common production activities, and specific activities for *Desert Island Discs*. Imagine you are a producer. Can you allocate the typical production activities to the particular stages of production followed by the production activities carried out by the production team?

Typical production activities:

- Development
- Editing
- Promotion
- Recording duration (for how long)
- Recording frequency (how often)
- Scheduling
- Script or de
- Scripting
- Sound effects
- Transmissions

*Desert Island Discs* production activities:

- Research is carried out to understand the castaway's life and music choices
- Interviews are recorded in a BBC studio or occasionally on location
- Producers liaise with the guest to confirm their eight musical choices, luxury items and a CD
- Episodes are edited to fit the 43-minute programme duration
- Weekly episodes are broadcast on BBC Radio 4, typically on Sundays
- Sound engineers ensure music clips and transitions are timed correctly
- The presenter (currently Lauren Laverne) conducts the interview
- Producers write the intro and outro, plus research notes and prompts
- Pre-recorded trailers and clips are used to promote upcoming episodes
- Each episode is recorded and edited in advance – typically weeks before a broadcast
- Clearances are obtained for all music tracks used
- Producers attend regular editorial meetings to plan future guests
- Follow-up communication with guests occurs post-recording for any final details

Stages of Production	Typical Production Activities	<i>Desert Island Discs</i>
Pre-production		
Production		
Post-production		
Broadcasting		

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# Lesson 11

## Radio Regulation

### Lesson Aims

- ✓ Understanding the role Ofcom plays in the broadcasting industry
- ✓ Gain an understanding of real cases of Ofcom investigations
- ✓ Understanding the ways in which Ofcom enforces its authority

### You will need:

- PowerPoint Lesson 11
- Presentation software
- Worksheet 11.1
- Computers/Internet
- Exercise books



### Starter

#### Ofcom

**PowerPoint Lesson 11** asks students to define Ofcom and what it is. Answers are revealed in the PowerPoint, and provide students with the relevant context to the external world.



### Introduction

#### Regulatory Responsibility

**PowerPoint Lesson 11** continues by challenging students to consider Ofcom's regulatory responsibilities. Answers are revealed in the PowerPoint, and provide students with the relevant context to the external world.



### Main Task

#### To Breach or Not to Breach?

**Worksheet 11.1** provides student with four real Ofcom cases in which a breach of standards has occurred. Individually or in small groups, students must reflect on each case and decide if the situation was in breach of their standards or not, and why they think so. The investigation are provided on **Answer Sheet 11.1**. This activity is not a formal investigation, there have not been any substantial investigations into the programme. An investigation has been provided.



**Extension Question:** If time permits, students may be asked to discuss the impact of fines goes. Back to the public in some way? Used by Ofcom? The cost of the fine to HM Treasury and passed to the Bank of England. Effectively this money is taken out of the economy. All penalties have been published in Ofcom's annual reports.



### Plenary

#### Breach of Standards

**PowerPoint Lesson 11** concludes by asking students to consider the main breach of standards that should have been addressed and outlined in section 11.1. This gives students the chance to really contextualise the authority of Ofcom over communication businesses such as broadcasters.

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## Homework

BT was fined £42m for breaching contracts with telecommunications providers. To answer the following questions:

- 1) What was the nature of the breach?  
BT misused the terms of its contracts by not providing adequate compensation for leased Internet lines from BT which were not provided in the time stated.
- 2) How was the amount decided?  
The fine, which is thus far the highest fine ever imposed by Ofcom, was based on the seriousness of the breach. Ofcom claimed that the fine was meant to deter this abusive business behaviour.
- 3) What further sanctions did Ofcom impose on BT in addition to the fine?  
In addition to the £42m fine, BT was ordered to pay an additional £300m to provide information, as well as an additional £300m in compensation for the breach it abused.



## Information

For the questions proposed in the homework the best place to find the answers is on the following websites:

- [zzed.uk/12982-BT](http://zzed.uk/12982-BT)
- [zzed.uk/12982-Ofcom](http://zzed.uk/12982-Ofcom)

It is important to note that as a regulatory lesson, this lesson is more focused on the set product. *Desert Island Discs* has had minimal issues with Ofcom standards. Incorporating the set product into this lesson would not have proved fruitful. However, hypothetical discussion could be had about the *Discs* breaching Ofcom standards, or what kind of content could the series have breached Ofcom standards.

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## Worksheet 11.1: Main Task – To Breach or Not to Breach?

The following instances are all real Ofcom investigations. Read the summary of each and decide if you think the company in question was deemed guilty of breach of service by Ofcom.

1. In October 2016, UK mobile network *Three* suffered loss of service in the London area. *Three* customers were unable to use their mobile service, with some unable to access emergency services throughout the day.

Breach: .....

Why: .....

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2. Following BBC's 2008 Children in Need, an Ofcom investigation was conducted into whether the televised competition winners were staged.

Breach: .....

Why: .....

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3. In August 2016, Ofcom received 473 complaints following an episode of *ITV* episode, viewers took offence to comments made by character Eva Price in a salon. In the episode Eva says, 'Look [pointing at her hair], I've got more red hair than that is by the way, it's summat my mum used to say'.

Kunta Kinte is the lead character of an eighteenth-century novel, later adapted into the TV series *Roots*, about an African American man (Kinte) who is sold into slavery in the 18th century. Viewers were that the comments were racially insensitive. ITV immediately apologised. Ofcom still had enough grounds to investigate the matter.

Breach: .....

Why: .....

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4. In April 2016, Ofcom received 12 complaints following a BBC Radio 4 broadcast of a radio comedy show hosted by David Baddiel. The broadcast in question featured a discussion about the Queen and sex. Those who complained found the discussion offensive compared to the Queen's 90<sup>th</sup> birthday. The BBC justified the broadcast by saying it was a joke relating to the broadcast during early stages of production, and the only offensive language. Nonetheless, the broadcaster apologised to those who complained about the matter of the broadcast.

Breach: .....

Why: .....

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*Desert Island Discs* has never been accused of breaching Ofcom standards. The programme handles issues of fairness, privacy, or potentially offensive content, none of which are covered by *Desert Island Discs*.

As a class, discuss and take notes on what might potentially offend audiences in the future.

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# Lesson 12

## Radio: Technology and Convergence

### Lesson Aims

- ✓ Understanding the evolution of radio technology
- ✓ Understanding how the convergence of technology has been applied to the radio industry
- ✓ Understanding how *Desert Island Discs* has adapted to technological advancement and media convergence in an attempt to stay relevant

### You will need:

- PowerPoint Lesson 12
- Presentation software
- Worksheet 8.1
- Computers/Internet
- Exercise books

### ? Starter

#### The Evolution of Radio Technology

**PowerPoint Lesson 12** chronicles the evolution of radio technology from its early beginnings to the present day. It illustrates how the key stages of radio development increased the reach of the medium and how the main differences between analogue and digital radio.

### Q Introduction

#### Where Digital Benefits

**PowerPoint Lesson 12** continues by putting into context the benefits of digital radio for consumers. Students, as a class, are asked to discuss what the benefits of digital radio are revealed in the PowerPoint itself.

### ✍ Main Task

#### #Trending

**PowerPoint Lesson 12** consists of the first task where students are asked to plan a social media campaign for *Desert Island Discs*, whereby they must plan a social media campaign for *Desert Island Discs*, among younger audiences. This will get students thinking about how technology can be used to reach a wider audience and how convenience and quality but also provides capabilities for reaching different audiences. Students should be given 10 minutes to present and receive feedback. If this task is carried out in groups, it is advised to not have more than a total of three groups. If necessary, **Worksheet 8.1** provides a series of social media templates which are expected to be of aid to lead the creative nature of this activity an answer sheet has not been provided.

#### Desert Island Discs Online

**PowerPoint Lesson 12** continues by asking students to group themselves and search for the links provided on the official *Desert Island Discs* website. The link for the **Lesson 12** and the information section below. Students are to be given 10 minutes to collate their findings and a rough one minute per group to present.

### 💡 Planning and Assessment

**PowerPoint Lesson 12** concludes by asking students to consider:

- How the website home page attracts new audiences
  - How the BBC's investment in BBC Sounds helped *Desert Island Discs* to reach a wider audience
- Students should discuss in pairs.

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## Homework

Interview up to 10 members of your family and friends. Answer the following questions:

- Do you listen to the radio at all in any given week?
- What do you listen to when you listen to the radio?
- How much time per week do you spend listening to the radio in?
- What are you normally doing when you are listening to your preferred radio station?

In your answers include the gender and age of each person you interview. Do you have any specific listening habits? How does technology factor into each person's answers? Are there any differences between people of the same age, or gender?



## Information

*Desert Island Discs* online presence includes:

- Official BBC page: [www.bbc.co.uk/1/programmes/b007z9d1](http://www.bbc.co.uk/1/programmes/b007z9d1)
- SoundCloud page: [www.soundcloud.com/bbc-radio4disks](http://www.soundcloud.com/bbc-radio4disks)
- Wikipedia page: [www.wikipedia.org/wiki/Desert\\_Island\\_Discs](http://en.wikipedia.org/wiki/Desert_Island_Discs)

Further related links can be found on the official BBC *Desert Island Discs* website.

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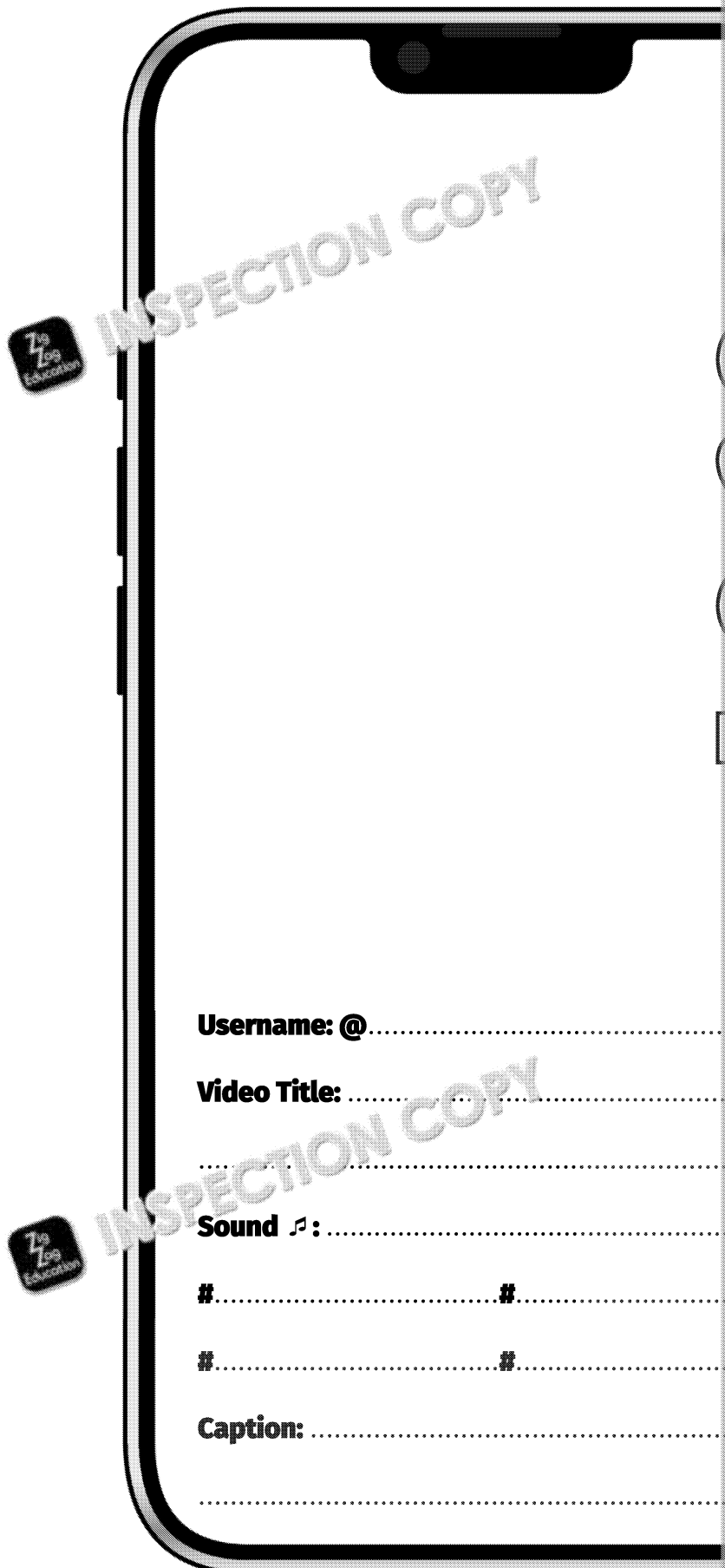






## Worksheet 12.1: Main Task – #T

*Desert Island Discs* has been instrumental in remaining relevant in the face of the analogue to digital radio. In groups of four, come up with a campaign that uses *Desert Island Discs* relevant with younger audiences. You may use the TikTok template below if you



A large graphic of a smartphone screen with a black border, representing a TikTok video template. The screen is mostly blank, with a large diagonal watermark reading 'INSPECTION COPY'. On the left side of the screen, there are two small square icons with the 'Zig Zag Education' logo. At the bottom of the screen, there are several text input fields with dotted lines for writing.

**Username:** @.....

**Video Title:** .....

**Sound** 🎵: .....

#.....#.....

#.....#.....

**Caption:** .....

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# Lesson 13

## The Radio Audience

### Lesson Aims

- ✓ Understanding the general importance of audiences
- ✓ Understanding how media products seek to maintain relevance
- ✓ Outlining events that were incorporated into *Desert Island Discs*

### You will need:

- PowerPoint Lesson 13
- Presentation software
- Worksheet 13.1
- Computers/Internet
- Exercise books

### ? Starter

#### Achievement Unlocked!

**PowerPoint Lesson 13** begins by asking students to consider techniques of appeal to audiences. This activity closely ties in with the uses and gratifications theory and to identify the similarities between the answers revealed in the by Zig Zag Education and Katz.

### 🔍 Introduction

#### Cause and Effect

**PowerPoint Lesson 13** continues by asking students to consider some of the *Island Discs*. The activity reveals one storyline where the guest, Ian Wright, discussing a beloved teacher.

### ✍ Main Task

#### The Dramatic Appeal

**Worksheet 13.1** can be administered to students individually, in small groups. It provides students with anagrams that need to be reconstructed to reveal the dramatic appeal. Answers are provided on **Answer Sheet 13.1**. Students must outline the uses and gratifications theory.



**Extension Activity:** If time permits, students may be asked to discuss how they may approach each of the revealed terminologies in different ways. Students may also discuss radio drama, top 40 shows, radio news, and any other popular radio programs.

### 💡 Plenary

#### Match the Life Event

**PowerPoint Lesson 13** concludes by providing students with a list of guest names from *Island Discs* and their life events for them to match to. Students may want to use their own guesses to answer the plenary task. Answers are provided on the PowerPoint.

### 📖 Homework

Think of yourself as a radio producer. How is a radio show like *Desert Island Discs* able to attract and sustain with audiences? Do some research to provide examples (e.g. *Desert Island Discs* that have not been discussed in class today).

### i Information

#### Main task:

Students can be provided with the following hints:

- 1) It's all about having fun!
- 2) Distractions aren't always bad
- 3) Running away
- 4) A form of power
- 5) Why are you even here?
- 6) Water-cooler conversations are
- 7) It's good to know who you are

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## Worksheet 13.1: Main Task – The

What are the different reasons people may choose to follow a radio show such as *The Big Fat Quiz of the Year*? Deconstruct the following words to show the correct user appeal terminology?

1) MEANTINTERNET

\_\_\_\_\_

2) SONIDIVER

\_\_\_\_\_

3) PEACES

\_\_\_\_\_

4) FIRMANITO

\_\_\_\_\_

5) TUNAECOID

\_\_\_\_\_

6) ASCOIL TINCREATION

\_\_\_\_\_

7) ELFS TIDEIFICNATION

\_\_\_\_\_

What audience theory do these terms remind you of?

.....  
.....

Which of the above terms are applicable to this theory?

.....  
.....  
.....  
.....

**Mass audience:** A large audience with mixed interests that collectively consume the same content. Often mainstream media is what appeals to mass audiences.

**Niche audience:** A small audience with specialised and particular interests. Producers often create smaller-scale products for these audiences as the financial return is not often very high.

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# Lesson 14

## Radio Target Audience

### Lesson Aims

- ✓ Understanding the importance of target audiences
- ✓ Understanding who *Desert Island Discs* target audience is
- ✓ Understanding how the BBC has used BBC Sounds to attract new audiences, and how this has worked for *Desert Island Discs*

### You will need:

- PowerPoint Lesson 14
- Presentation software
- Worksheets 14.1, 14.2
- Computers/Internet
- Exercise books

### ? Starter

#### Are You Listening?

**PowerPoint Lesson 14** begins with a class discussion that challenges students' understanding of the radio industry. Students are presented with a list of percentages, aimed at making them think about the radio industry. This activity can be carried out on paper or in conjunction with the PowerPoint. If the worksheet has been used, see **Answer Sheet 14.1**, as well as on the PowerPoint.

### Q Introduction

#### On the Radio...

**PowerPoint Lesson 14** continues by providing students with further context on radio demographics. Understanding those who listen to the radio drama is important and why it has lasted for so long. This activity can be carried out on paper or in conjunction with the PowerPoint. If the worksheet has been used, see **Answer Sheet 14.2**, as well as on the PowerPoint.

### ✍ Main Task

#### BBC Sounds

**Worksheet 14.3** is intended to help students understand how target audiences are reached through programming. Or rather, how producers can reach different audience demographics through technical convergence. Individually or in small groups, students must consider what they could be doing while they are listening. Answers to questions are provided in **Answer Sheet 14.3**.

### 💡 Plenary

#### Station Reflection

**PowerPoint Lesson 14** concludes by asking students to consider what about a quality show, since it is broadcast on BBC Radio 4. As BBC Radio 4 is known for its speech programming *Desert Island Discs* is aimed at a wide audience with many different types of programme. Students begin to consider the broadcaster styles with the types of programme.

### 📖 Homework

Research the 2025 (Quarter 1) report on BBC Sounds and create flash cards to help understand the statistics: [zzed.uk/12982-BBC](https://www.bbc.com/news/12982-BBC)

### i Information

Further information relating to radio audience figures can be found on the Research (RAJAR) page. The figures in question relate to Q3 of 2025. [zzed.uk/12982-BBC](https://www.bbc.com/news/12982-BBC)

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## Worksheet 14.1: Starter Task – Are You a Radio Listener?

Fill in the following table about UK radio listeners by answering the questions. Source: Radio Joint Audience Research.

Question	
What percentage of the UK listens to the radio at least once per week?	.....% (11)
How many people is that (in millions)? <i>Circle the correct answer.</i>	10
What is the average listening time per week (in hours)? <i>Circle the correct answer.</i>	15 / 2
What percentage of listeners consume radio via digital platforms?	Hint: it's not 50%
What are the three main places where people in the UK listen to the radio?	.....
What percentage of people in the UK listen to the radio in each place?	59%



## Worksheet 14.2: Introduction Task – Desert Island Discs

Fill in the following table about listeners of *Desert Island Discs* by answering the questions. Source: RAJAR: Radio Joint Audience Research.

What are the <i>Desert Island Discs</i> demographics?	
What is the male to female percentage of listeners?	Male ..... Female .....
How can listeners of <i>Desert Island Discs</i> be split by age?	15 – .....
	10%
How many people listen to <i>Desert Island Discs</i> every week?	

Based on the information above, can you identify the average listener of *Desert Island Discs*?

.....

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## Worksheet 14.3: Main Task – BBC

1. Individually or in small groups, can you come up with some ideas on how the previous task (slide 4) listen to on-demand radio via BBC Sounds? What are listening?

Age group: 15–34.....

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.....

Age group: 35–54

.....

.....

.....

Age group: 55+

.....

.....

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2. *Desert Island Discs* is one of Radio 4's most popular programmes on BBC Sounds. Which type of demographic/psychographic is listening to it on-demand plays – which type of demographic/psychographic is listening to it?

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**Target audience:** An audience that has been specifically selected to be most interested in the programme.

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# Lesson 15

## Audience Theory and the Radio

### Lesson Aims

- ✓ Understanding the popularity of radio, and rankings of different UK radio stations, and their audience appeals and figures
- ✓ Understanding how the uses and gratifications theory applies to BBC's *Desert Island Discs*
- ✓ Understanding the appeal that British media may have on foreign audiences

### You will need:

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

### ? Starter

#### The UK's Top Radio Stations

**PowerPoint Lesson 15** begins by introducing students to the UK's top five radio stations. Students are asked to rank them in what they think is the correct order based on most to least popular. They are then asked to identify the radio format that applies to each radio station and to think the weekly listener figures are for each station. By the end of the activity, students should have a good understanding of the top five radio stations in the UK, as well as an understanding of the format and how many people listen to each station every week.

### Q Introduction

#### *Desert Island Discs* Audience Relations

**PowerPoint Lesson 15** continues by asking students to apply their knowledge of *Desert Island Discs* to identify why the radio drama is a good fit for a Radio 4 programme. Students are then asked to identify the needs of Radio 4's audience.

### ✍ Main Task

#### Uses and Gratifications

**Worksheet 15.1** is to be administered to students in small groups first. They are given a list of four uses and gratifications elements which they need to apply to the radio drama. They must identify a way the drama meets the needs proposed by Blumler and Grunberg as provided on **Answer Sheet 15.1**. However, as answers may vary, a class discussion is required. This is outlined below. Some teachers may wish to avoid photocopying the worksheet. In this case, an alternative suggestion would be to read out the questions to the students and have them write the answers down in their workbooks.



**Extension Activity:** If time permits, students may be asked to discuss the reasons they have made their selections. The debate may ask students to discuss why they think the most relevant. Additionally, students may also be asked to debate why they think the most relevant to *Desert Island Discs*, and why they think so.



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## Plenary

### Appealing to a Wide Audience

**PowerPoint Lesson 15** concludes by asking students to consider how the potential to appeal to a wide audience. Specifically, students are required to consider why they think people from different genders, ages, ethnicities and backgrounds listen to *Desert Island Discs*. Students would also benefit from considering how digital radio makes it possible for foreign audiences to follow the show (technological context).



## Homework

Do some research on three *Desert Island Discs* guests of your choice. Consider which demographic each one would appeal to.



## Information

For more information relating to *Desert Island Discs* guests can be found on the Wikipedia page. See the links below:

- [zzed.uk/12982-Episodes](http://zzed.uk/12982-Episodes)
- [zzed.uk/12982-Wiki-Eps](http://zzed.uk/12982-Wiki-Eps)



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## Worksheet 15.1: Main Task – Uses and Gratifications

Below you will find a list of the uses and gratification elements that Blumler and Grunberg identified. How do you think *Desert Island Discs* audience needs? Discuss your choices in groups, and then present them to the next group. Make sure you debate the validity of your answers as a

Inform/Educate: .....

Diversion/Entertain: .....

Social Interaction: .....

Self-identification: .....

How could listening to *Desert Island Discs* help reinforce a person's identity theory explored above?

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# Lesson 16

## Exam Focus: The Radio Industry

### Lesson Aims

- ✓ Revising important concepts and elements relating to the radio industry
- ✓ Understanding of applying a holistic approach of media studies to the radio industry
- ✓ Students gain practice answering a radio industry exam-style question

### You will need:

- PowerPoint Lesson 16.1
- Presentation software
- Worksheets 16.1 and 16.3
- Computers/Internet
- Exercise books



### Starter

#### Pick the Broadcast

**PowerPoint Lesson 16.1** begins by asking students to consider the main types of radio station and the theme of broadcasting platform they are accessible on. This activity can be carried out on paper via **Worksheet 16.1**, separately or in conjunction with the PowerPoint. If the worksheet has been used, answers may also be found on the PowerPoint.



### Introduction

#### Promotion and Reach

**PowerPoint Lesson 16.2** continues by presenting students with four types of radio station and asking them to debate the best way to promote *Desert Island Discs* to these types of people. This activity can be carried out as a class as well as any other methods they have considered. This activity can be carried out on paper via **Worksheet 16.2**, separately, or in conjunction with the PowerPoint. If the worksheet has been used, answers may also be found on **Answer Sheet 16.2**.



### Main Task

#### Exam-style Question

**Worksheet 16.3** presents students with an exam-style question. Answer this question using the information on **Answer Sheet 16.3**. Time allocated for this activity is 40 minutes, even though it is allocated approximately 20 minutes in the exam for question 3. This is to allow time for feedback of answers.



### Plenary

#### Same *Desert Island Discs*, Different Station

**PowerPoint Lesson 16.3** concludes by asking students to discuss how *Desert Island Discs* would be broadcast on a commercial radio station. If it were to be broadcast on a commercial radio station, there would be adverts during the broadcast. Episodes would likely be shorter. Listeners would stick around for the programme if this were the case. The programme would be on a commercial radio station. Also, if the drama were to be broadcast on a commercial radio station, it would probably change to suit a more urban audience.



### Homework

Listen to the theme tune for *Desert Island Discs*. Create a list of what about the tune relates to the show. Question: How does a tune, with sound alone, represent a show?

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## Worksheet 16.1: Starter Task – Pick the

Can you match each broadcaster to the type of broadcaster they are?

BBC Radio 4

Heart 80s

BBC Radio 1

RTE Radio 1

Kiss FM



## Worksheet 16.2: Introduction Task – Prom

What different ways would you attempt to promote *Desert Island Discs* to the

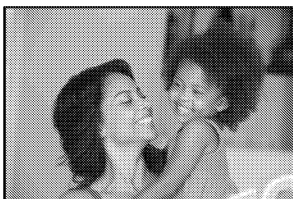
BBC Radio 4 listeners



18–30-year-olds



Stay-at-home mothers



Car radio listeners



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## Worksheet 16.3: Main Task – Exam-st

Answer the following questions about the radio industry.

1. a) Name the regulatory body which has responsibility for the broadcast

.....

1. b) Name two other industries this regulatory body is responsible for. (2)

.....

.....

1. c) Briefly explain the main responsibilities of this regulatory body. (2)

.....



1. d) What are the three key responsibilities of any British public service broadcaster? (3)  
How does *Desert Island Discs* fulfil these PSB responsibilities. (12)

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# Lesson 17

## Exam Focus: The Radio Audience

### Lesson Aims

- ✓ Revising important concepts and elements relating to radio audiences
- ✓ Understanding of applying a holistic approach of media studies to radio audiences
- ✓ Students gain practice answering a radio audience exam-style question

### You will need:

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

### ? Starter

#### Guests for Purpose

**PowerPoint Lesson 17** begins with a creative activity that asks students to suggest 'castaway' guests for a radio show that they think would be a good fit for *Desert Island Discs*. Students must also justify why the guests would be good choices to their peers. Students must also justify why the show is informative and/or entertaining for a general (mass) audience.

### Q Introduction

#### Extending Your Audience

**PowerPoint Lesson 17** continues by asking students to create a plan for *Island Discs* which is aimed at increasing the show's young adult audience.

### ✍ Main Task

#### Exam-style Question

**Worksheet 17.1** presents students with an exam-style question. Answer **Answer Sheet 17.1**. Time allocated for this activity is 35 minutes, even though it takes approximately 20 minutes in the exam for question 4. This is to allow time for feedback of answers.

### 💡 Plenary

#### Audience Marketing

**PowerPoint Lesson 17** concludes with a creative marketing activity that asks students to create a TikTok post to promote the new show, appealing to a 15–25 audience. Students must help the post to go viral.

### 📖 Homework

Research some promotional campaigns for *Desert Island Discs*. How has the show been promoted? How does the promotional method reach the target audience, and how does it compare to the industry's attempt at staying relevant when TV and film are so dominant?

### i Information

For this lesson, with special reference to the intro and plenary tasks study the link below:

- <https://www.bbc.com/education/12982-Top>

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## Worksheet 17.1: Main Task – Exam-st

Answer the following questions about radio audiences.

1. a) Identify one way that audiences can listen to *Desert Island Discs*. (1)

.....

1. b) Identify the type of audience most likely to listen to *Desert Island Discs*.

.....

1. c) Explain the main difference between a radio interview show and its TV equivalent. What implication this difference has for audiences. (4)

.....

.....

.....

In Question 1d, you will be awarded marks for showing an in-depth understanding of the course and demonstrating knowledge of different theoretical framework and research.

1. d) Using the uses and gratifications theory, explain why UK audiences might prefer to listen to *Desert Island Discs*. (12)

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# Film Contents Pa

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# Lesson 18

## Film Industry Introduction (History)

### Lesson Aims

- ✓ Gaining an understanding of film history, box office success, and the concept of inflation
- ✓ Understanding the longevity of a film series such as James Bond
- ✓ Understanding the place of film series within larger companies

### You will need:

-  PowerPoint Lesson
-  Presentation software
-  Worksheet 18.1, 18.2
-  Computers/Internet
-  Exercise books



### Starter

#### An Industry as Old as Time

This starter activity presents students with a list of dates, one of which is a visual medium. In each case, all dates correspond to some significant contribution to the film industry. **PowerPoint Lesson 18** presents each date, reveals the correct answer and then moves on to the next date.



### Introduction

#### World Domination

Students continue with **PowerPoint Lesson 18** by discussing the top five box office. Students are required to put the film titles in the right order (from lowest to highest gross amounts) are then revealed to the students.



### Main Task

#### Bond Brothers

Individually or in groups, students use **PowerPoint Lesson 18** to guess who is represented by each poster. Figures are then provided to the students by the teacher (e.g. *Thunderball* starred Sean Connery, was released in 1965, grossed £10.5 million at box office). The figures provided to students are adjusted to reflect 2005 values. A table about inflation is given for the sake of clarity.



**Extension Activity:** When going over the longevity of the Bond franchise, students may be asked to consider that this is the longest running film franchise ever. Also the fact that it has been so successful may be used as a means to reinforce the uses and gratifications theory. What factors may be used as a means to reinforce the uses and gratifications theory? What audience needs (as outlined by U&G theory) does the franchise satisfy?



### Plenary

#### The Film Studios

**PowerPoint Lesson 18** concludes by asking students to match the media company to the film studio. This will enable students to understand how large film companies are owned by these corporations. This activity has also been included as a manual matching exercise. Worksheets and answers are included on **Answer Sheet 18.1**.



### Homework

What other franchises have been produced by Sony? Make a list of what franchises owned by the studio and see if you can find the grossing figures for each.

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## Worksheet 18.1: Plenary – The Film

Match up each media conglomerate on the left with the film studio (which the

Walt Disney Studios

Time Warner

Comcast

Sony

Viacom

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# Lesson 19

## Film Production

### Lesson Aims

- ✓ Understanding the different stages in film production
- ✓ Understanding the length of each stage of production and why lengths may vary
- ✓ Understanding the differences in production between a Hollywood blockbuster, an indie film and an American TV series

### You will need

- PowerPoint (or other)
- Worksheet 19.1
- Computers/Exercise books

### ? Starter

#### Stages and Timelines

This starter activity requires students to discuss the different stages of production of each stage. **PowerPoint Lesson 19** lists each stage and reveals

### Q Introduction

#### Identifying Production Phases

Students continue with **PowerPoint Lesson 19**, and are requested as a class to identify which phase each activity pictures presented to them. Students must then identify which phase each activity corresponds to.

### ✍ Main Task

#### Does Production Phase You?

Individually or in groups, students use **Worksheet 19.1** to review a range of activities associated with film-making. Student must list these activities and identify which production phase they correspond to. Answers can be found on **Answer Sheet**.

### 💡 Plenary

#### Comparing Production Schedules

**PowerPoint Lesson 19** concludes by asking students, as a class, to compare the production schedules of a Hollywood blockbuster, an indie film and an American TV series.

### 📖 Homework

There's always a new Bond film in some stage of production. Research the latest Bond film released. What stage of production is it currently in? When is it scheduled to be released? How does this correspond with what you have learned today?

### i Information

#### Further information for the Main Activity:

Film scores and soundtracks selection is dependent on the type of film and the stage of production. Sometimes the music is already established even prior to pre-production. Sometimes it is a last-minute decision, as happened in both *Guardians of the Galaxy* films. However, soundtracks are decided during the editing process.

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## Worksheet 19.1: Main Task – Does Production

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Now you are better acquainted with the stages of production that a typical Hollywood film goes through, can you place these activities into their correct phases? They do not need to be in any particular order, but they do need to be in the right stage...

- Broadcast rights are sold
- Budget is decided
- Cast is selected
- Cinema screenings
- Crew is chosen
- Film is edited
- Film is shot
- Film scores and soundtrack are selected
- Home media is released
- Insurance policies are worked out
- Legal issues are addressed
- Locations are sourced
- Marketing and promotion campaigns are underway
- Production schedule is created
- Props are acquired
- Rights are purchased (where necessary)
- Script is written
- Sets are built
- Sound effects are added
- Source material is selected (in the case of adaptations)
- Storyboards are drawn
- Teasers and posters are released to the public
- Visuals are added

Development	Pre-production	Production	Post-production

**Diversification:** The act of a media company which is already established in creating one type of media text, starting to also create media texts in other forms. This is also referred to as horizontal integration. A film studio expanding into film production.

**Vertical integration:** The act of a media company owning most of the chain (if not the entire chain) of a media text. Disney owns the ABC network in the USA (ABC is a network equivalent to ITV in the UK). ABC Studios, which produces TV series. *Grey's Anatomy* is produced by ABC Studios and is broadcast on the ABC Network. This is a prime example of Disney's vertical integration of the TV industry.

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# Lesson 20

## Film Companies and Ownership

### Lesson Aims

- ✓ Understanding the different levels of film company ownership
- ✓ Understanding the degrees to which different companies would be involved in the production of a Hollywood blockbuster
- ✓ Understanding the concepts of technology, convergence, star appeal and marketing

### You will need

- PowerPoint
- Presentation (other)
- N/A
- Computers/
- Exercise book



### Starter

#### Why Bother?

This starter activity requires students to discuss the economy of the film business by asking students to consider why the industry is so successful. The figure associated with the success of the Bond film *No Time to Die*.



### Introduction

#### Who Created *No Time to Die*?

Students continue with **PowerPoint Lesson 20**, and are requested as a class to identify the entities involved in creating *No Time to Die*. Once revealed, the PowerPoint provides a coherent order to make better sense of how much of a collective effort.



### Main Task

#### Task 1: Importance of Crew

The first of two tasks asks students to consider the importance of the crew on their prominence in the film poster. **PowerPoint Lesson 20** will prompt students to identify features of the film poster. Students should understand that although the crew sometimes they do need prominence to promote a film, as is the case with the crew, it should naturally lead to a discussion on star appeal.

#### Task 2: Star Appeal

The second task presents students with a more direct discussion about the crew used to promote films. **PowerPoint Lesson 20** presents these questions, as a class. Students must identify that the poster for *No Time to Die* does not feature Craig's name, he also has his back to the audience unlike other Bond posters. A franchise feature on the poster, including Rami Malek, who also has great contact with the audience.



### Plenary

#### The Small Task

**PowerPoint Lesson 20** concludes with students writing down the names of the crew for *No Time to Die*. The aim of this activity is to have students understand the importance of star appeal in film promotion.



### Homework

*No Time to Die* faced its fair share of post-production hiccups. By doing so, students identify instances within any of the production stages where *No Time to Die* faced concerning issues?

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## Information

### Main Tasks 1 and 2:

- When discussing the film poster, although they are not necessary to, teachers may use this opportunity to reinforce the concepts of intertextuality, e.g. the Bond Tuxedo, the 007 motif with the gun icon.
- Teachers may also highlight how the soundtracks of *No Time to Die*, (Billie Eilish, Adele and Sam Smith respectively) all won Oscars: Bond music, not in some cases more so, than the film itself.
- Most intertextual references should have been covered in component 1. It would prove beneficial to reinforce these issues from an industry perspective. Familiar references are more likely to gain interest.



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# Lesson 21

## Film Industry Regulation

### Lesson Aims

- ✓ Understanding the importance of film regulation
- ✓ Understanding the responsibilities of the British film regulator
- ✓ Understanding the justifications for certain ratings based on the content they feature

### You will need:

-  PowerPoint Lesson 21
-  Presentation software
-  Worksheet 21.1
-  Computers/Internet
-  Exercise books

### ? Starter

#### Film Regulation

Students start tackling film industry regulation by addressing a series of questions. **Worksheet 21.1** asks the questions in a way that they can be debated. Irrespective of how this task is administered, **Answer Sheet 21.1** provides the correct answers.

### 🔍 Introduction

#### UK Film Ratings

**PowerPoint Lesson 21** requires students to consider the seven key age ratings. In this task, students must guess the name for each rating (e.g. PG is for Parental Guidance). After they have guessed the names for each age classification, they must then provide a general description of the type of content that is allowed for each rating as defined by the BBFC are provided in the PowerPoint.

### ✍ Main Task

#### Categorical Classification

The main activity asks students to consider the eight content categories. Once this is established, **PowerPoint Lesson 21** then provides a random category. Students must guess which age rating each category selected are chosen for this activity.

### 💡 Plenary

#### 12 or 12A

**PowerPoint Lesson 21** concludes by challenging students' ability to differentiate between the two ratings. Students are also asked why the distinction was created. Correct answers are provided in the PowerPoint.

### 📖 Homework

Look up the Video Recordings Act 1984, and write a 150-word report about the act and its impact on the film industry.

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## Worksheet 21.1: Starter – Film Re

Answer the following questions about the regulation of the film industry.

1. Why are films rated?

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2. Who regulates the UK film industry and rates films?

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3. Where can you find film ratings?

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4. What media products is this regulator responsible for?

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# Lesson 22

## Exam Focus: Film Industry

### Lesson Aims

- ✓ Revising important concepts and elements relating to the film industry
- ✓ Students gain practice applying a holistic view of media studies to the film industry
- ✓ Students gain practice answering a film industry exam-style question

### You will need:

- PowerPoint Lesson 22
- Presentation software
- Worksheet 22.1
- Computers/Internet
- Exercise books

### ? Starter

#### The (Un)Release of *No Time to Die*

**PowerPoint Lesson 22** requires students to consider why *No Time to Die* Students discuss the delays in cinema release due to COVID and why the delay was a pandemic. They also examine why the delay until September ended in financial success.

### Q Introduction

#### Bond's Target Audience

**PowerPoint Lesson 22** continues by asking students to consider the main franchise and the implications this has on identifying a target audience.

### ✍ Main Task

#### Exam-style Question

**Worksheet 22.1** presents students with an exam-style question. Answer **Answer Sheet 22.1**. Time allocated for this activity is 35 minutes, even though approximately 20 minutes in the exam for question 3. This is to allow time for feedback of answers.

### 💡 Plenary

#### Taking Bond Down a Notch

**PowerPoint Lesson 22** concludes by having students explore the author looking into the rating given to the film.

### 📖 Homework

Research the James Bond website. What functions and features does it have? What films are in production? Discuss the main page and at least one other page. Find another member of the class who has looked at a different page and build your own website portfolio.

### i Information

Marking structures for the exam-style question have been provided in the

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# Newspaper Contents

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# Lesson 23

## Newspaper and Funding Is

### Lesson Aims

- ✓ Understanding the importance of seeing the newspaper industry as a business, not just a source of news
- ✓ Understanding the two main ways that newspapers make money
- ✓ Understanding why tabloids such as *The Sun* resort to sensationalism in order to remain popular, so they can continue to make money

### You will

- PowerPoint
- Presentations
- Keynotes
- Word documents
- Compliments
- Exercises



### Starter

#### #NewspaperGoals

This starter activity requires students to discuss what the ultimate aim of **Lesson 23** allows students to consider that although journalism and truth money is at the forefront, especially when thinking about the go over



### Introduction

#### The Power of £¥€ (Love)

Students should be aware that although journalism is an industry of truth overheads – so without placing importance on making money, most would business. Students then consider how a tabloid such as *The Sun* makes the set product to show how *The Sun* charges a fee for the paper and ut However, students must also be able to understand that the more sales advertisers will pay to be in that paper. So popularity is highly important



### Main Task

#### Pop News

Individually or in groups, students use **Worksheet 23.1** to fill in the missing revealed in **PowerPoint Lesson 23** as it is mostly concerned with circulation students are not expected to know prior to this activity. The figures will newspaper readership. Students are then tasked with considering what would likely employ in order to retain as many readers as possible. Bold sensationalist headlines are typical of tabloids – and is often thought to

Answers for this activity are provided in **Answer Sheet 23.1**.



### Plenary

#### Online Shift

**PowerPoint Lesson 23** concludes by asking students, as a class, to consider from their online presence. This is intended to start students thinking about are prepared to discuss *Sun+* in the next lesson.



### Homework

What other methods of funding do you think newspapers could resort to any other funding structures exist, and give your opinion on whether or

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## Worksheet 23.1: Main Task – Po

Fill in the table below with the circulation figures for *The Sun*, and answer the questions in the PowerPoint Lesson 23.

<i>The Sun</i> monthly circulation for January			
2015	2016	2017	2018

How would a newspaper such as *The Sun* attempt to remain popular in the face of the changes in the table above?

.....

.....

What do you think is the risk of sensationalism?

.....

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# Lesson 24

## Newspapers and Technology

### Lesson Aims

- ✓ Understanding the importance of adapting to technology
- ✓ Becoming familiar with *The Sun's* now defunct online subscription service: *Sun+*
- ✓ Start students thinking about how industries keep their audience in the forefront of their activities

### You will

- PowerPoint
- Press
- Keynote
- Word
- Comp
- Exer



### Starter

#### *Sun+*

Students start discussing the technological landscape of the newspaper with *The Sun's* subscription service (*Sun+*). **PowerPoint Lesson 24** provides a brief overview of *Sun+* and concludes by asking students to guess the weekly fee for the service.



### Introduction

#### Cease and Desist

Students then move on to a discussion about *The Sun's* decision to stop offering the *Sun+* service. **PowerPoint Lesson 24** initiates this debate while also providing students with information about the competition along with some examples of free newspaper websites that they can look up with.



### Main Task

#### Person in Charge...

In groups of no more than five, students use **Worksheet 24.1** to come up with a list of features they would include in the *Sun+* subscription service to make it worth paying for. The features offered by *Sun+* are provided to students in the plenary. This is a creative task and ideas have been provided. Students should be rewarded based on the appropriateness of their ideas as well as how well they justify their incorporation based on the established target audience.



### Plenary

#### *Sun+* Exclusives

**PowerPoint Lesson 24** concludes by advising students of the exclusive content offered by *Sun+*. Students also have their attention drawn to how these features may have been provided. Students should be rewarded based on the appropriateness of their ideas as well as how well they justify their incorporation based on the established target audience. This is done at the end of the lesson into Lesson 25.



### Homework

You were provided with circulation figures for the past five years in Lesson 23. You were also provided with circulation figures for the same five years. Has *The Sun's* online traffic increased? The *Press Gazette* figures have been added to Wikipedia, which you can find at [https://www.wikipedia.org/wiki/Press\\_Gazette](https://www.wikipedia.org/wiki/Press_Gazette). [bbc.com/news/uk-10033-newspapers](https://www.bbc.com/news/uk-10033-newspapers) and [bbc.com/news/uk-10033-audience-data](https://www.bbc.com/news/uk-10033-audience-data)

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## Worksheet 24.1: Main Task – Person

Imagine you were the person in charge of launching *Sun+* back in 2013. Part of **loyalty** by making sure you provide certain content that would otherwise not be available. What would you incorporate in your subscription service to make it attractive and worth the cost?

Split yourselves into groups of no more than five. You have 15 minutes to come up with your ideas. You have 5 minutes per group to present. You may use the rest of this sheet to make notes.

**Gatekeepers:** The people responsible for dictating, filtering and disseminating the information that is broadcast or uploaded. These are usually the owners of the media company.

**Opinion leaders:** People in society who have the power to affect what people think about. Easily identifiable opinion leaders in today's societies, but sports personalities, journalists, bloggers, and activists are also appropriate examples.



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# Lesson 25

## Newspaper Audiences

### Lesson Aims

- ✓ Understanding *The Sun's* target audience and how it targets it
- ✓ Understanding one of the biggest controversies surrounding *The Sun* historically: the Hillsborough reporting
- ✓ Understanding Stuart Hall's active/passive audience theory and being able to apply it to newspapers

### You will need

- PowerPoint
- Presentation (other)
- Worksheet 2
- Computers/
- Exercise book

### ? Starter

#### *The Sun's* Target Audience

This activity requires students to examine *The Sun's* target audience. In the main, **Worksheet 25.1** to select the most appropriate demographics for the defined area. **PowerPoint Lesson 25** can be used to further this activity attributed to *Sun* readers to contextualise the selections from the works appropriate answers.

### Q Introduction

#### Appealing to Demo

**PowerPoint Lesson 25** continues by asking students to discuss how *The* demographic. Tabloids generally do this by using limited amounts of text. Other factors include sensationalist text and sexualisation of women (pa

### ✍ Main Task

#### Task 1: Stuart Hall's Theory

Task 1 first familiarises students with Hall's active/passive audience theory. The class whether newspaper audiences are more likely to be active or passive. **PowerPoint Lesson 25** then asks students to split into two groups. Half of the audiences of newspapers can be passive, while the other half comes up. As an extension activity, if groups finish early they can research the other

#### Task 2: An Active(ist) Audience

Task 2 chronicles *The Sun's* reporting of the 1989 Hillsborough disaster. It introduces students with a short, three minute documentary which interviews a number of *Sun's* reporting of the disaster as a justification for why the paper has since been successful. Students are then presented with four questions that allows them to associate with shunning victims as a consumer. The questions are also provided with answers available in **PowerPoint Lesson 25** and **Answer Sheet 25**. It is imperative that students are given the questions. A link and disclaimer have been provided.

### 💡 Plenary

#### The Active Audience: Modern V Traditional

**PowerPoint Lesson 25** concludes by asking student to consider the traditional audience can be active, and how to associate certain character traits, such as people engage with their preferred media products.

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## Homework

Take a picture of the most recent front page of *The Sun*. Use the front page to identify the main demographic identified in today's lesson. The paper attempts to target the main demographic identified in today's lesson.



## Information

### Main Task (Task 2):

The video needed to answer the questions has been embedded in **PowerPoint**. The video may also be directly viewed on YouTube by following this link: <https://www.youtube.com/watch?v=ZzZzZzZzZz>

- **Disclaimer 1:** There is no reason to review the comments posted on the video. If you wish to do so, please do so at your own risk. Some comments may be in inappropriate language.
- **Disclaimer 2:** Between 2m 10sec and 1m 48sec, one interviewee from Liverpool says 'it was a disaster' due to *The Sun's* reporting of the disaster. This language is appropriate for those over the age of 16. The presentations in Task 1 may be extended if teachers wish to use this reference.



### Further theory information for lesson 25:

- When discussing audience theory (active/passive audience), teachers may introduce needle theory as a way to introduce Stuart Hall and as a means to discuss how audience theory and interaction has changed over time.
- As a follow-up to Stuart Hall, teachers may also apply the uses and gratifications theory to discuss how needs newspapers (specifically *The Sun*) do or do not fulfil.
- The reaction of Liverpool residents and *The Sun's* reporting of the disaster may be used to elaborate on Hall's audience theory by discussing the three types of audience and how an extreme oppositional reading to a media text resulted in a different reading a quarter of a century.
- When discussing the Hillsborough case, please ensure that students are aware of the geographical location, this controversy hit some people harder than others. Please also discuss individual differences in audience reactions to media products.
- **Side note:** the application of these theories is dependent on time. The main theory outlined by the specification is that of active/passive audience theory. The reinforcement of the above-mentioned theories may prove beneficial to students at a higher level (which may be required of them in the exam, especially questions on audience theory).



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## Worksheet 25.1: Starter – The Sun's Target Audience

Like any other media product, *The Sun* has its own established target audience demographics, can you identify which are most applicable to the British tabloid? Tick the appropriate boxes, and list them below.

PowerPoint Lesson 25 will reveal some figures associated with *Sun* readers follow

Lower class	Male	Higher education
Upper class	Middle class	35–49 years
50+ years	Secondary school	Female
16–24 years	25–34 years	Postgraduate

Social Class: .....

Age: .....

Gender: .....

Education level: .....

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## Worksheet 25.2: Task 2 – An Active(is)

Having seen the short Hillsborough disaster documentary, answer the following questions.

1. What is the main reason *The Sun* ruined its reputation with its readers in Liverpool?

.....

.....

.....

.....

2. What are the implications of the headline and the sub-headlines which caused the boycott?

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3. What words are used in the interview to describe how survivors felt about the disaster?

.....

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.....

.....

4. What are the implications of alienating your consumer/audience?

.....

.....

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**For your consideration:** Imagine the sales lost by *The Sun* in Liverpool due to its headline resulting in a boycott that has lasted for nearly 30 years and is likely to continue.

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# Lesson 26

## Exam Focus: Newspaper Industry

### Lesson Aims

- ✓ Revising important concepts and elements relating to the newspaper industry
- ✓ Students gain practice applying a holistic view of media studies to the newspaper industry
- ✓ Students gain practice answering a newspaper industry exam-style question

### You will need

- PowerPoint presentation (or other)
- Worksheet 26.1
- Computers/Internet
- Exercise book



### Starter

#### The 'Free' Press

**PowerPoint Lesson 26.1** introduces students to consider freesheets, and the series of questions students will understand what a freesheet is, how it is produced, and how it is typically adopted.



### Introduction

#### Formats Apart

**PowerPoint Lesson 26.2** continues by asking students to consider the front page and home page of *The Sun* (both taken from November 2017) in a similar format, and asked to annotate the two images by highlighting the similarities and differences as presented in the presentation.



### Main Task

#### Exam-style Question

**Worksheet 26.1** presents students with an exam-style question. Answer this question using the information provided in the **Answer Sheet 26.1**. Time allocated for this activity is 40 minutes, even though it is approximately 20 minutes in the exam for question 3. This is to allow time for feedback of answers.



### Plenary

#### Virtual Reality

**PowerPoint Lesson 26.3** concludes by asking students to consider how new technologies and the Internet have changed the ways in which news organisations deliver news. This is proposed to the class with specific reference to *The Sun*. Students are to discuss this before the answers are revealed in the presentation.



### Homework

Do some online research to prove or disprove today's discussion of news. Check the home page of *The Sun* every 60 to 90 minutes for one day (eight hours). If it changes, how often? Document the main headlines.



### Information

Marking structures for the exam-style question have been provided in the **Answer Sheet 26.1**.

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# Lesson 27

## Exam Focus: Newspaper Audiences

### Lesson Aims

- ✓ Revising important concepts and elements relating to newspaper audiences
- ✓ Students gain practice applying a holistic view of media studies to newspaper audiences
- ✓ Students gain practice answering a newspaper audiences exam-style question

### You will need

- PowerPoint
- Presentation (other)
- Worksheet 27.1
- Computers/
- Exercise book



### Starter

#### *The Sun* beyond Borders

**PowerPoint Lesson 27** provides students to consider how the same target audience is reached in different locations. Students are given two homepages and asked to identify differences between the two front pages and discuss their implications.



### Introduction

#### Sales and Sensationalism

**PowerPoint Lesson 27** continues by providing students with a front page featuring arguably sensationalist headlines. Students must identify the sensationalist headlines and discuss how such content appeals to the tabloid's target audience.



### Main Task

#### Exam-style Question

**Worksheet 27.1** presents students with an exam-style question. Answer this question using the information provided in the **Answer Sheet 27.1**. Time allocated for this activity is 35 minutes, even though the exam allows approximately 20 minutes in the exam for question 4. This is to allow time for feedback of answers.



### Plenary

#### Tabloids and Broadsheets

**PowerPoint Lesson 27** concludes by having students revisit the different content, as well as discussing how this content appeals to different audiences.



### Homework

Write a short report of at least one scandal in which *The Sun* was involved in. Why do you think the tabloid allowed itself to become involved in journalism? Greed / profit motivations? You may not use the Hillsborough homework as this has already been discussed.



### Information

Marking structures for the exam-style question have been provided in the **Answer Sheet 27.1**.

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## Worksheet 27.1: Main Task – Exam-style

Answer the following questions about audiences of newspapers.

1. a) Which media conglomerate owns *The Sun*? (1)

.....

1. b) Which social class does *The Sun* target? (1)

.....

1. c) Identify two ways in which *The Sun* presents itself in a way that is appealing to its target audience. (2)

.....

.....

*In Question 1, you will be awarded marks for showing an in-depth understanding of the media and demonstrating knowledge of different theoretical frameworks and media concepts.*

1. d) Explain why it is wrong to assume that all newspaper readers are passive. Use theory to support your answer. (12)

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# Recapping Component 1 Co

<b>Lesson 28</b> .....
Worksheet 28.1: Activity 1 – Media Language (and Film Marketing) .....
Worksheet 28.2: Activity 2 – Representation (and Advertising) .....
Worksheet 28.3: Activity 3 – Media Industries (and Newspapers) .....
Worksheet 28.4: Activity 4 – Media Production (and Film) .....
Worksheet 28.5: Activity 5 – Uses and Gratifications Theory (and Video)
Worksheet 28.6: Activity 6 – Audience Responses/Interpretations (and



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# You will

- Works  
Answer  
28.6

## Media Language (and Film Marketing)

media forms and set products.

## Representation (and Advertising)

media forms and set products.

## Media Industries (and Newspapers)

focuses on the newspaper industry, questions can be reworded and used for other products.

## Media Production (and Film)

production process, this activity can be replicated for the production process

## Uses and Gratifications Theory (and Video Games)

theories and other media forms, as required.





## Activity 6

### Audience Responses/Interpretations (and Radio)

Activity 6 allows students to revise audience responses, with specific app provided with a brief statement relating to the change of style employed to debate two questions about how this change in style may prove to have results. This activity is located on **Worksheet 28.6**, and indicative answers on **Answer Sheet 28.4**. Students should be made aware that it is irrelevant to the radio drama; the important thing for them to consider is the different responses to the same media product. Although this activity focuses on audience responses, it is replicated by having students debate other media forms.



### Information

- This lesson is structured in the form of six 10-minute activities carefully selected to include the most integral content featured in the Eduqas specification.
- While this is a one-lesson recap session, it is impossible to revise or cover all of Component 1. However, suggestions have been provided to enable students to explore other media forms, set products and theoretical frameworks.
- Furthermore, these activities are worksheet-based in order to allow students to develop their understanding about the covered material.
- There are no restrictions over how these activities can be administered; they can be done out individually, in small groups, or as a class if preferred.



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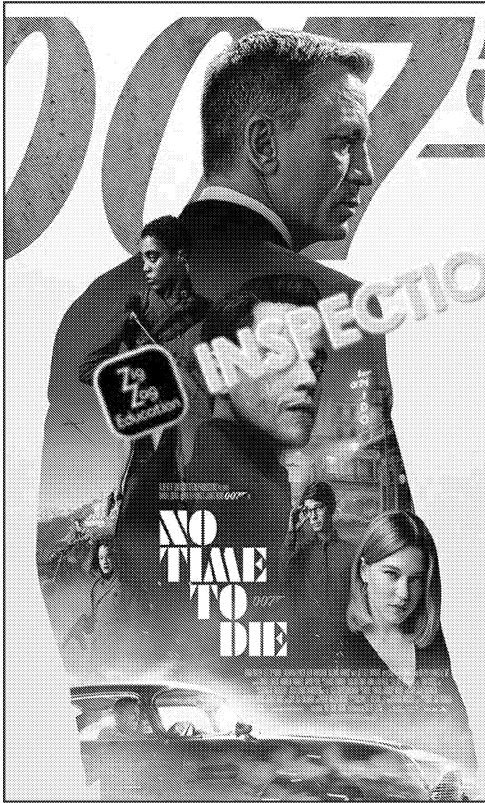
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## Worksheet 28.1: Activity 1 – Media Language (Marketing)

Identify the common conventions between the posters for *No Time to Die* and *The Man with the Golden Gun*.



*No Time to Die*: © EON/MGM, 2021



*The Man with the Golden Gun*: © EON/MGM, 2021

What is the purpose of these conventions?

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## Worksheet 28.2: Activity 2 – Representation

By looking at the advert below, can you answer the following question about the representation of men in advertising?



NHS 111: © Department of Health and Social Care, 2023

What are the typical stereotypes of men in families?

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How does this advert challenge those stereotypes and make a positive impact? (Consider under-representation)

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## Worksheet 28.3: Activity 3 – Media (and Newspapers)

Answer the following questions about the challenges faced by newspapers in tod

1. Besides advertising, mention one main source of revenue for newspapers

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.....

2. As readership figures continue to drop, what implications does this have c  
those that are associated with advertising?

.....

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3. How have newspapers such as *The Sun* chosen to address this predicame

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4. What tactics have newspapers explored to reach the largest possible audi

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## Worksheet 28.4: Activity 4 – Media Production

Fill in the table below by following the instructions provided:

- 1) In column 1, list the five main phases of the production process associated with the production of a film.
- 2) In column 2, provide some activities that typically take place in each phase.
- 3) In column 3, arrange the following production tasks associated with *No Time to Die* by matching each one to the correct production phase.
  - a. Tone, pace and style of the film are crafted
  - b. Selection of which Ian Fleming novel to adapt
  - c. Coordination of scenes takes place
  - d. Audiences are given the opportunity to consume the product
  - e. Deciding where to shoot the film

Column 1: Phase	Column 2: Description	Column 3: Task
		
		

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## Worksheet 28.5: Activity 5 – Uses and Gratifications Theory (and Video Games)

Fill in the table below by following the instructions provided:

1. In column 1, list the four main elements that make up Blumler and Katz's theory.
2. In column 2, provide a brief explanation about the needs that each element addresses.
3. In column 3, apply each element to Fortnite by giving at least one example of how it meets the needs set out by the theory.

Column 1: Uses and Gratifications Elements	Column 2: Element Explanation	

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## Worksheet 28.6: Activity 6 – Audience Response Theory (and Radio)

**Statement:** Although the format of *Desert Island Discs* has not fundamentally changed, there have been some changes that reflect the contexts in which it is made.

**Task:** Based on the above statement, debate the social, cultural and political context of the show and its appeal to a contemporary audience.



# Worksheet Answers

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## Answer Sheet 1.1: Intro – Battle Royale

- |                 |               |                  |    |
|-----------------|---------------|------------------|----|
| a. Free-to-play | e. Survivor   | i. Loot          | m. |
| b. 10           | f. Storm      | j. Chests        | n. |
| c. Billion      | g. Eliminated | k. Shooter       | o. |
| d. 100          | h. Traps      | l. Battlegrounds |    |

## Answer Sheet 1.2: Intro – History of Video Games

- 1962 – Spacewar! (The world's first ever computer-based video game) is invented by S
- 1971 – Computer Space becomes the world's first video game arcade machine
- 1977 – The Atari VCS is launched in the USA – includes joysticks, games in colour and d
- 1985 – The Nintendo Entertainment System is launched
- 1989 – Handheld gaming becomes a phenomenon with the release of the Nintendo Game Boy
- 1990 – Launch of the computerised card game Solitaire
- 1994 – Sony launches the PlayStation
- 2001 – Microsoft launches the Xbox
- 2003 – Distribution platform Steam revolutionises the market by allowing players to do
- 2007 – The iPhone is launched
- 2009 – Social media games such as Farmville and Android games such as Angry Birds p
- dedicated to the rise of video game audiences
- 2017 – The Nintendo Switch is released – first hybrid of a console and a tablet

## Answer Sheet 1.3: Task 2 – History of Social Gaming

**Note:** The following three questions very much rely on students forming their own points of discussion have been provided as opposed to objective answers.

- Points to consider:** Social effects on audiences (particularly children); security risk; consideration of mental health issues among audiences
- Points to consider:** How the game influenced later games; how original was the game; innovatively?; how much profit was generated for the video game industry?
- Points to consider:** At least three of the games on **Information Sheet 1.3** should be discussed; encouraged to interact?; has the rise in technology isolated players or given them more opportunities to connect?

## Answer Sheet 2.1: Task 1 – Video Game Convergence

Convergence is a term used to describe the linking of media content and advancements in technology in an effort to enhance existing media products, or create new ones.

- FIFA14 advert = Video Games + Advertising (promotion of video games)
- Gamer magazine = Video Games + Magazines (publication appealing to video game players)
- Xbox Live = Video Games + Internet (facilitating real-time, online, multiplayer gaming)
- Farmville = Video Games + Social Media (community-based gaming, incorporating social media)
- Pokémon Go = Video Games + Smartphones (bringing gaming to mobile platforms in the world)
- Fortnite = Video Games + Television Narratives: a partnership between Fortnite and the television show *Stranger Things* was announced in July 2019. As the image shows, skin wraps around the television character Chief Hopper and the sinister Demogorgon. Specialised items are inspired by *Stranger Things*. On Battle Royale, players found portals (like the ones in *Stranger Things*) that took them into other dimensions. These portals were identical to those found in *Stranger Things* media products from different genres promoting each other. This is something that has been seen in Hollywood Blockbusters *Avengers: Infinity War* and *Godzilla*.

## Answer Sheet 3.1: Intro – Battle Pass

- |             |            |               |
|-------------|------------|---------------|
| a. Gameplay | d. 2018    | e. In-game    |
| b. Season   | e. V-bucks | h. Unlockable |
| c. Buy      | f. Peaks   | i. 99         |

## Answer Sheet 3.2: Task 1 – How Does Fortnite Make Money?

Indicative points for discussion below is by no means exhaustive. Students should be encouraged to add their own relevant points to their mind maps:

- Audiences are able to purchase weapons, items, costumes and upgrades on Fortnite using the in-game currency. V-bucks can be purchased in exchange for real money.
- New weapons, traps, emotes (player dance-moves), skins (character appearances) are available on the website and through the gameplay. These can be bought with V-cards, which are purchased with real money.
- Bonus deals are sometimes offered in which V-bucks can be bought for less money than the standard rate. This means players must buy a greater amount of V-bucks than they usually would.
- Battle Passes are extremely popular among players who don't have the time or the skill to win games through the gameplay. A Battle Pass costs the equivalent of \$9.50 in V-bucks. Initially, Battle Passes were only made available to audiences that had bought Battle Passes.
- Upon visiting the official Fortnite website, there is a clear link to the Epic Games store where players can purchase games including Cyberpunk and Borderlands. All these games generate profit for the company.

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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.