Unit 1: Digital Media Sectors and Audiences

Zig Zag Education

Teaching Pack for BTEC First 2013 in Creative Digital Media Production

endorsed for **BTEC**

2nd Edition, February 2014

genre Unit1 codes secondaryresearch synergy narrative exhibition editing primaryresearch audiences Production BTEC active CreativeDigitalMedia secondaryaudience demographics cross-media technological angle representation primaryaudience mise-en-scène distribution connotation convergence consumption analogue sectors framing digital devices denotation sound passive interactivity Level2

media@zigzageducation.co.uk
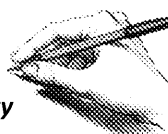**zigzageducation.co.uk**

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Contents

BTEC First 2013 Media Teaching Pack
Digital Media Sectors & Audience

A Note Regarding Endorsement

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Teacher's Introduction

Included in this teaching pack are 17 one-hour lessons with accompanying
be given to learners as handouts, and resources that cover all three of the
Unit 1: Digital Media Sectors and Audiences.

This teaching pack covers the following topics:

A.1   Media sectors
A.2   Media products and processes
A.3   Digital media platforms and devices
A.4   Multimedia technology and consumption
B.1   Types of audience
B.2   Audience and producer control
B.3   Understanding audiences through research
B.4   Audience profiling
C.1   Communication of meaning

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

Learning Aim A   Understand digital media sectors, products and platf
Learning Aim B   Understand audiences for digital media products
Learning Aim C   Explore how audiences engage with digital media pr

Each lesson is set out in a similar format with a starter, a main lesson activity,
style of exam questions and also an info sheet that collates all the information
the lesson plans I have included learning aims to show what your learners sh
learnt during the course of that lesson and highlighting the relevant key wor
encourage learners' discussion through a variety of tasks. Also included is a

Although designed to last one hour, most lessons also offer a homework t
question, so could easily be extended depending on the needs and abilitie

I would recommend that learners purchase a ring binder with subject divi
will come in handy for revising the different topics.

For your convenience, links to the websites, sounds and activites
required for activities have been provided on ZigZag Education's
website at *ZZed.co.uk/5137*. Students and teachers might find this
helpful for accessing the websites rather than typing in the web
address each time. As customers report any broken links, we will
update this page. If you find that any of the links are not working,
please inform us by email to **mediastudies@zigzageducation.co.uk**.

2nd Edition, endorsed for BTEC
Various minor changes, including:
*   Expanded Lesson 10 main activity (new Resource 10.3) to cover the need for learners to
    interpret audience and product data from charts, pie charts, graphs, tables and reviews
    (B.4 – Audience profiling).
*   List of audio genres amended (Infosheet 16)
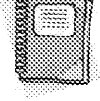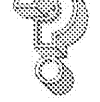
Lesson Plan Key

	Requires access to t
	There is content
	Opportunity for c
	Information shee (these can be given to students during/after t
	Extension or home
	Exam-style qu
	Alternative practi

Grade Descriptors

Quoted from the BTEC 2012 Specification Creative Digital Media Pro

Level 2 – Pass

◎ A sound understanding of key definitions, e.g. media sectors, produc

◎ Ability to describe audience responses to select media products and develop these products

◎ Ability to interpret basic information relating to media contexts to re processes and techniques

◎ Ability to recall and apply key media concepts with appropriate exam

◎ Ability to recall and apply knowledge of digital products

◎ Ability to understand how media products are used within our mode understand these media products through SWOT

◎ Ability to understand the interrelationships between products, platfo

◎ Ability to use basic analytical techniques to interpret market researc

Level 2 – Distinction

◎ Ability to demonstrate knowledge of more complex techniques or ap products and their value for audiences

◎ Ability to communicate knowledge of varying digital media products audiences while identifying the interrelationships and connections be

◎ Ability to assess market research and digital technologies and unders effectively to engage a certain type of audience

◎ Ability to apply knowledge of key concepts to complex and detailed

◎ Ability to show depth of knowledge and development of understand processes and platforms, detailing their impacts, uses and value

◎ Ability to make effective judgements of positive and negative effects information

◎ Ability to discuss and evaluate the potential effects of digital media for appropriate solutions

◎ Ability to select and apply analytical techniques to interpret market

Useful Websites

- www.bbfc.co.uk
- www.pegi.info/en/index
- www.ofcom.org.uk
- www.filmeducation.org
- www.rajar.co.uk
- www.mediauk.com
- www.nrs.co.uk

- www.asa.or[g]
- www.pcc.or[g]
- www.barb.c[o]
- www.bfi.org[.]
- www.jiscdig[i]
- www.media[v]

Glossary of Key Words

Aberrant reading	Describes when the audience interprets meaning th[at] of the media producer
Access	Refers to a means of approach, i.e. making media is [ ] ever before
Analogue	An older and now outdated system of broadcast [ ]
Active media	Media that requires audience interaction and engag[e] meaning or message embedded within the product, [ ] *The Treasure Hunt: A Chad, Matt & Rob Interactive A[ ]* YouTube)
Active viewing	An audience/consumer/viewer that fully interacts p[ ] contributes and becomes part of the production wh[ ] over how they interact with it
ASA (Advertising Standards Authority)	The UK's independent regulator of advertising acro[ss]
Audience profiling	A detailed breakdown (profile) defining the type of [ ] interested in a particular media text. Producers will [ ] creating a new media text, such as a television progr[ ] primary audience would be. Audience profiling is als[o] sponsorship and deals with companies that share a [ ] audience profile usually consists of: • Age • Aspir[ ] • Buying habits • Gend[er] • Interests • Lifest[yle] • Loyalty to brands • Medi[a] • NRS social grade • Occu[p]
Audience research methods	Finding out information about the audience throug[h] questionnaires, surveys, focus groups (primary rese[arch] archive research (secondary research), for example [ ]
Audience Statistics	The collection of numerical data in terms of circulati[ ] ratings and sales that can be used to analyse the au[ ]
BBFC (British Board of Film Classification)	Funded by the film industry, the BBFC is responsible classification, e.g. U, PG, 12A, 12, 15, 18, and also so[ ] specific themes or content, such as the Grand Theft [ ]
Convenience	Being able to do something with little difficulty or e[ ]

Box office	Definition 1) A place where tickets are bought an Definition 2) Refers to the commercial success of gross income, as well as the popularity of the act commercial success, e.g. 'box office draws'. The currently *Skyfall* (2012) that made £102,722,887 a more than £100 million
Campaign	A series of intended promotions to promote a ne reaching out to a large audience including the tar
Characterisation	Characters within a narrative, i.e. depictions of pa
Closed narrative	A narrative with a clear sense of an ending and n
Codes and conventions	Elements such as visual and sound, that create m of a particular genre or type of media product
Connectivity	Refers to the state of being connected through the in London could communicate with a person in Ne
Connotation	What a phrase or word suggests or implies, e.g. f
Convergence	Where two or more media sectors are merged to example is the convergence of print media such a content, e.g. *The Guardian* newspaper and www.
Creative media sector	Refers to all areas of media production, ranging fro
Cross-media	Where a media product can be distributed across Angry Birds franchise is an excellent example of c media platforms, merchandise, etc.)
Demographics	Used to describe the audience of a media produc gender and NRS social grade, e.g. the audience d be described as predominately female, of the AB ages of 20 and 40
Denotation	The literal meaning of a word or phrase, e.g. the institution that educates children
Devices	The collective term to describe technological obj MP3/MP4 players, laptops, PCs, games consoles,
Digital	The current system of broadcast
Distribution	When a media product is available to the audience
Exhibition/consumption	The showing of a media product
Genre	A type that has a set of typical conventions
Global village	A term first used by Marshall McLuhan to describ communication far more accessible, enabling us connected with people from various social group
Group consumption	Media platforms and devices that can be enjoyed time, e.g. MMORPGs (massively multiplayer onli
Iconography	Images or symbols that are associated with a par
Ideology	A system of beliefs, ideas and values that are con
Immediacy	Refers to an immediate involvement with somet
Individual consumption	Media platforms and devices that can be enjoyed e-magazine
Interactivity	Digital media that encourages audience participa
Juxtaposition	The placing of two opposing elements next to on differences
Mainstream audience	Describes a large target audience that consumes culture (mainstream) media texts

Mise-en-scène	The arrangement of objects in the frame, e.g. a lighting, props and sets
Mode of address	How a media text speaks to an audience
Multi-strand narrative	A number of different storylines within a single audience
Narrative	Describes an account of connected events
Narrative devices	Techniques that move the narrative forward, e
Negotiated reading	Meaning that is generated depending on what t through attitudes, beliefs, values and personal
Niche audience	Describes a small target audience that share un
NRS Social Grade	A system of audience demographic classificatio of the audience. This system is used in the UK.
Ofcom (Office of Communications)	Known as the communications regulator, Ofco fixed-line telecoms, mobiles, postal services an wireless devices operate, in order to protect the
Omniscient narrator	A narrative mode in which the narrator knows e believability to the plot
Open narrative	A narrative with no clear ending
Oppositional reading	The rejection of the intended meaning of a med with the intended meaning created by the med
Passive media	Media that requires observation rather than an of media texts, e.g. television can be described
Passive viewing	An audience/consumer/viewer that does not fu or its associated content, nor do they generate way
PCC (Press Complaints Commission)	A voluntary regulatory body that administers th newspapers and magazines, by dealing with co of newspapers and magazines (print and online the Code of Practice
Personalisation	Adjusting content for a particular individual. Ca experience and add value, e.g. being able to log
PEGI (Pan European Game Information)	A rating system that rates games based on the
Platforms	Describes how media products are distributed, cinema release, digital download, DVD, radio b streaming, etc.
Plot	Defines the events that make up a story
Polysemic reading	A media text that has multiple meanings
Portability	Refers to an object able to be moved with ease
Post-production	Tasks that are done after filming begins. These • Editing video footage • R • Adding SFX • G • Adding titles, graphics, colour/exposure c
Preferred reading	The intentional meaning of a media text create
Pre-production	Tasks that are done before production begins. T • Building sets • G • Costume design and preparation • R • Prop design and preparation • S • Recce (a visit to locations to check their su • Securing financial backing and budgeting

Primary audience	Also known as the target audience; who the medi
Primary research	Information obtained first hand from the audienc
Product	Term used to describe the type of media that has educational game, film
Production	The shooting of footage
Qualitative research	Describes research based on attitudes, thoughts a figures
Quantitative research	Describes research based on facts and figures tha statistical data
Representation	How people, places, events and ideas are portraye audience learns to easily understand the world arc
Secondary audience	Describes viewers who are considered to be outsic are viewers that can affect consumption statistics
Secondary research	Research that has already been conducted by son books, journals and Internet research, for example
Sectors	Different parts of the creative industry. These are • Audio • Put • Websites • Gar • Moving image (film/video and TV)
Stereotype	Typical traits associated with a particular social gr conventional and are continuously repeated and u
Story	Recounting the sequence of events
Structures	Framework that presents the narrative in a particu logically start at the beginning and will be chronol end
Stylistic codes	What is used in media products, e.g. colour, frami composition or navigation, mise-en-scène, lightin
Synergy	Describes two or more media sectors working tog considered to be greater than the lone effect of ea
Technological convergence	Describes the coming together of more than one i distributed across a range of media platforms sim
The hypodermic needle model	The theory that proposes that media messages ca and can influence people to act a particular way
Themes	Topics of discussion in a narrative, e.g. coming of
User-generated content	Content that can be created by the media user, su mobile phone photography
Uses/gratifications model	The theory that audiences use media texts in orde such as: • Education • Ent • Escapism • Per • Personal relationships • Soc • Surveillance
WeMedia	An industry term to describe user/audience (the 'v need for media professionals.

Suggested Scheme

Lesson	Topic Covering	Learning Aim	Title	
1	Topic A.1 Media sectors	A: Understanding digital media sectors, products and platforms	Introduction to Unit 1: Digital Media	Learner digital an provide also intro studyi
2	Topic A.2 Media products and processes	A: Understanding digital media sectors, products and platforms	Media Processes	Learn produc produ
3	Topic A.3 Digital media platforms and devices	A: Understanding digital media sectors, products and platforms	Digital Media Platforms and Devices	Learne throug a
4	Topic A.4 Multimedia technology and consumption	A: Understanding digital media sectors, products and platforms	Multimedia Technology and Consumption: Part I	Lear capabilit
5	Topic A.4 Multimedia technology and consumption	A: Understanding digital media sectors, products and platforms	Multimedia Technology and Consumption: Part II	Learn multim concep
6	Topic B.1 Types of audience	B: Understand audiences for digital media products	Types of Audience: Part I	Learners types and
7	Topic B.1 Types of audience	B: Understand audiences for digital media products	Types of Audience: Part II	Learn audien betwe

8	Topic B.2 Audience and producer control	B: Understand audiences for digital media products	Audience and Producer Control	Learners wil... regulatory bod...
9	Topic B.3 Understanding audiences through research	B: Understand audiences for digital media products	Understanding Audiences through Research	Learners wil... researched (au... audience rese...
10	Topic B.4 Audience profiling	B: Understand audiences for digital media products	Audience Profiling	Learners will un... measured and...
11	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Codes as Signs	Learners will ... m...
12	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Stylistic Codes as Signs: Part I	Learners will u... they ar...
13	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Stylistic Codes as Signs: Part II	Learners will... stylistic codes...
14	Topic C.1 Communication of meaning	C:Explore how audiences engage with digital media products	Creating Meaning: Part I	Learners will un... used in creating...
15	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Creating Meaning: Part II	Learners will de... stylistic codes c... media...
16	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Genre and Representation	Learners unde... representation... concepts to co...
17	Topic C.1 Communication of meaning	C: Explore how audiences engage with digital media products	Narrative	Learners under... how digit... communicate...
18–30	*Opportunity for revision/recap lessons a...*			

Lesson Plan 1 –
Introduction to Unit 1: Digital Media

LESSON AIMS

Learners should understand:

✔ the difference between digital and analogue media products an
examples of each
✔ the different sectors they will be studying and how they are link

Keywords: analogue, digital, sectors, synergy

STARTER   🕐 *Time limit: 5–10 minutes discussion with 5*

Quick starter discussion: Learners will need to be in small groups of
and ask learners to write down 'digital' and 'analogue' in the form of
What do you think 'digital' and 'analogue' mean? Learners are to plac
other groups can see them. Ask each group to feed back their thoug

Quiz: digital or analogue? Learners are to identify correctly which n
are analogue. You will need **Resource 1.1**. You have the option of ch
the following:

➔ After calling out each of the media products, learners are to sho
analogue
➔ Write 'digital' and 'analogue' on the board in two columns, pick
in and ask the class if they agree
➔ Choose two opposite corners of the room: one corner is digital a
the media product and learners are to move to the correct area

MAIN

Introduce learners to the five key sectors of the creative industries b
and giving each one a key sector (moving film [film/video and TV], a
Groups of learners are given 5 minutes to think of as many types of c
with the sector they have been given. Hand out **Resource 1.2,** or ask
exercise books. Each group is to feed back to the class and learners a
take no longer than 10 minutes. Introduce the terms 'synergy' and 'c
learners what 'cross-media synergy' might mean. If no discussion is c
giving an example.

EXPOSITION

Teacher to explain how sectors are linked through synergy using rea
Give out **Resource 1.3**; learners are to discuss how digital media sect
the digital sectors (advantages, etc.). You may wish to focus on thre
are to write their notes in the Venn diagram. Recap lesson and give c
Introduction to Unit 1: Digital Media.

PLENARY

Learners are to answer the Pop Quiz (**Resource 1.4**); this can be don
question and learners answering) or given to learners to write on. If c
learners are to swap their sheets with the person sitting next to then
answers.

EXTENSION OR HOMEWORK

Learners could be asked to further research their allocated key sector usin

Digital or Analogue?

Magazine	Eight-track tapes
Film strip (8 mm / 16 mm / 35 mm)	Music/film download
HD camcorder (flash memory SD card)	DAB radio
DVRs (digital video recorders)	SLR (single-lens reflex) photography
Vinyl records	DVD
Digital TV broadcast	E-books
JPEG	Terrestrial TV broadcast
	Podcast

Digital Media Produc[t]

Moving image (film/video and TV)	Audio	Publishing

Synergy of Digital Media S
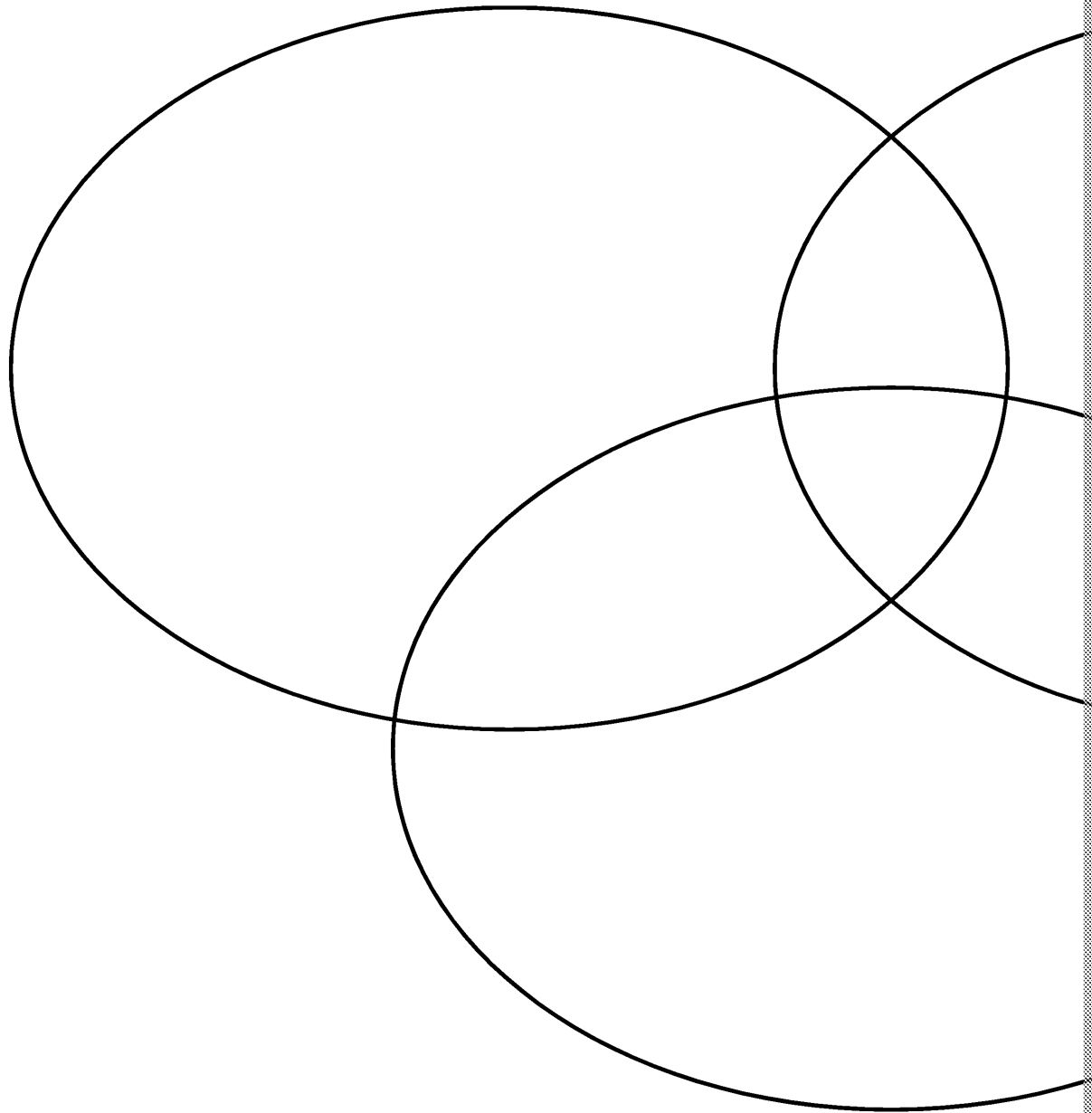
POP QUIZ
Lesson 1: Introduction to Unit 1: Digital Medi

1. Which of the following is an example of a digital publishing product?
   a) Company website
   b) Podcast
   c) E-magazine
   d) Television commercial

2. Give **one** example of a digital media product.

   ....

3. Use this scenario to answer the following questions.

   > You are working for the film production company ZigZag House.
   > been asked to come up with ideas for how the company can wo
   > sectors to create a campaign to promote a high-budget film that
   > cinemas and on DVD both nationally and gl

   a) Suggest a way in which the **publishing industry** might work with
      promotional campaign.

      ....

      ....

   b) ZigZag House working with other digital media sectors is an exam
      Give one advantage of cross-media synergy.

      ....

      ....

      ....

Lesson 1: Introduction to Unit 1: Digital Medi[a]

Digital or analogue? Answers to Resource 1.1

Digital	
• Non-linear editing systems	• Vinyl records
• E-books	• Magnetic tape
• JPEG	• Eight-track ta[pe]
• DVD	• Tape-to-tape
• MP3 player	• Film strip (8 m[m])
• Internet radio	• Terrestrial TV
• Music/film download	• Analogue radi[o]
• DAB radio	• SLR (single-le[ns])
• HD camcorder (flash memory SD card)	• Magazine
• Digital camera	
• DVRs (digital video recorders)	
• Digital TV broadcast	
• Podcast	

Audio

Websites

Digita[l]

Media Sectors

Publishing

Moving image and T[V]
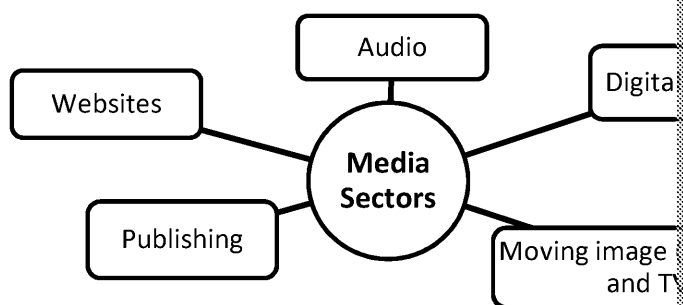
Synergy

Definition: Describes two or more media sectors 'working together'. The comb[ined] greater than the lone effect of each of the individual media sectors.

Example: The Walt Disney Company is an excellent example of synergy. As a p[arent] following subsidiaries: Touchstone Pictures, Pixar, Marvel Entertainment and M[…] Disney television channel, Radio Disney, the Disney branded store, Disney mag[azine] merchandise, such as toys and clothing, as well as CDs, DVDs, and not forgettin[g] Disney resorts and Celebration, Florida – a residential community developed by[…]

Notes on the advantages/implications of synergy:
- Cross-media synergy raises/creates national and/or global awareness of a p[…] wider target audience and demographic which creates revenue and maxim[ises]
- Cross-media synergy enables companies to utilise each other's skill sets tha[t] varied range of media platforms (that would be restricted given just one sk[ill] for wider distribution.
- Cross-media synergy allows for a greater presence of a particular company[…] increases brand awareness and becomes easily recognisable by the audien[ce]

Examples of types associated with each media sector for Resou[rce]

Film/video	Films, trailers, documentaries, animations, training videos
TV	Adverts, drama, music videos, factual programmes, light ent[…]
Audio	Adverts, drama, news and current affairs, light entertainmen[t]
Publishing	Adverts, flyers, posters, e-newspapers, e-magazines
Digital games	Apps, entertainment, educational, simulation, online (MMO[…] multiplayer online games and massively multiplayer online r[…]

Lesson Plan 2 –
Media Processes

(i)

LESSON AIMS
Learners should understand:
✔ different digital products and the stages of development in their pr
processes of development

Keywords: pre-production, production, post-production, distribution, e

STARTER
Quick starter discussion and starter activity: ask learners to give exam
pose the question: *what are the stages in the creation of a media product*
about the different stages. Once they have correctly identified the five s
You will then need **Resource 2.2** for the next activity, where learners are
tasks are carried out in each of the different stages (pre-production, pro
only). Ask the learners to match the activity with the correct stage in the
that the **Resource 2.2** gives examples of tasks that are generic to both fi

**This can either be done as a written exercise (learners working
verbal exercise (learners working in groups). You may choose t
from it. If learners are working in groups, you also have the opt
processes and sharing them between the groups.**

MAIN
This activity requires that learners have access to the Internet. Learners
people). Assign each group either audio, publishing or digital games (film
covered in the starter activity). Give each group a sheet of A3 paper. Ask
different stages (pre-production, production and post-production). Grou
Highlight any similarities learners may point out. This should take betwe
to then identify the next stages: distribution and exhibition/consumptio
question: *what does distribution and exhibition/consumption mean?* This
on the whiteboard and choosing learners to write their suggestions, in t
board. Discuss what learners have suggested and encourage them to su
and exhibition/consumption.

EXPOSITION
Teacher to revisit cross-media (remind learners what it means) and high
cross-media. Alternatively, learners could get into small groups to sugg
different stages that they have researched. Recap the lesson.

PLENARY
Learners are to answer the Pop Quiz (**Resource 2.3**) Learners should fee
can identify what they have learnt from the lesson. Hand out **Informatio**

EXTENSION OR HOMEWORK
*Learners could be asked to create a stage sheet for each of the sectors, usi
and/or create a mind map.*

Stages in Creating a Media Prod
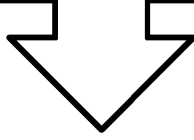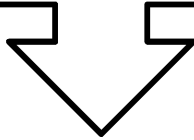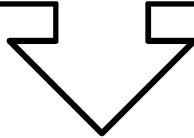
Pre-production

Production

Post-production

Distribution
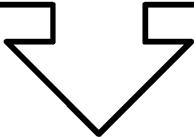
Exhibition/consumptio

Filming (shooting)	Risk assessment (identifying potential hazards)
Set construction	Drawing up the storyboard
Production schedule	Adding titles and graphics
Scriptwriting	Adding special effects (SFX)
Costume design	Audience research
Reshooting scenes (pick-up shots)	Sourcing props
On-set photography	Production meeting

POP QUIZ
Lesson 2: Media Processes

1. Which of the following would be considered a post-production activit[y]
    a) Script read-through
    b) Taking photographs for a magazine article
    c) Shooting footage
    d) Mixing sound

2. Give **one** example of a pre-production task when creating a website.

    ....

3. Which of the following is an example of a digital publishing product?
    a) Podcast
    b) E-magazine
    c) Web page
    d) Film trailer

4. Match up the process with the correct example:

Pre-production	
Production	
Post-production	*Wo*
Distribution	*Creat*
Exhibition/consumption	*S*

Media Processes

Stage	Explanation
Pre-production	Tasks that are done before production begins (plan researching and preparing a media product)
Production	(Shooting or constructing the different elements o media product)
Post-production	Bringing together all the elements from the produc stage to create a finished media product)
Distribution	Making a product accessible to audiences throug advertising and promotion
Exhibition/ consumption	Viewing / interacting with the finished media prod

Trailers

Films

Television programmes

E-newspapers

(pr

Media Products

Podcasts

E-r

Posters

Film soundtracks

Digital games
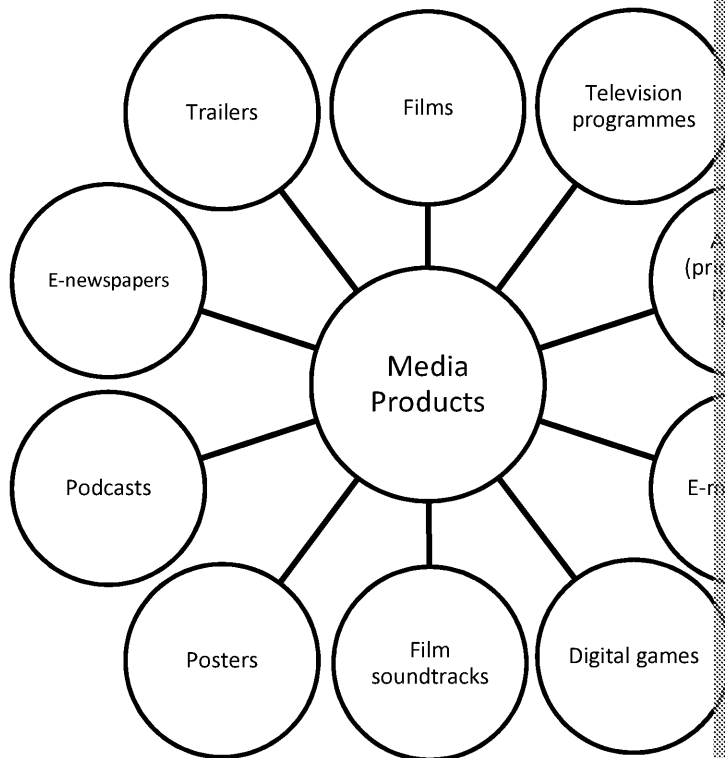
Resource 2.2 Answers

Pre-production	Production	
Risk assessment (identifying potential hazards) Set construction Drawing up the storyboard Production schedule Cast auditions (if applicable) Scriptwriting Script read-through Costume design Audience research Sourcing props Location scouting Rehearsals	Filming (shooting) On-set photography Production meeting	R

Lesson Plan 3 –
Digital Media Platforms and Devices

Includes:

(i)

LESSON AIMS
Learners should understand:
✔ the types of platform through which digital media are distributed a
devices

Keywords: platforms, devices

STARTER
What am I? Learners will need to be in pairs for this activity and will nee
whiteboard and a marker. Using **Resource 3.1** give out 4–6 cards per pa
see what is on the cards. Each learner takes a turn to describe the image
draw the object and guess what the image is. Once the learner has gues
Continue until each pair has guessed all their cards correctly.

MAIN
Learners are to correctly identify which of the objects from the starter a
Place learners in groups of four and hand out two pieces of A3 paper, asl
one piece and 'devices' on the other. Learners are to use the images fror
them on the correct piece of paper. Groups to feed back their decisions
longer than 15 minutes. For the next activity, you will need the match up
must correctly match the key terms, definitions and examples to help co
that adverts can be applied to TV, audio and publishing. This activity car
activity can be done as an individual written task that further aids learne
terms covered in the lesson; you will need **Resource 3.3** for this and sho
and a further 5 minutes to mark answers (learners are to mark their own
next to them).

EXPOSITION
Teacher to revisit distribution, exhibition and consumption (remind lear
are to understand that platforms are modes of distribution and devices a
exhibition/consumption, giving examples and highlighting the differenc

PLENARY
Learners are to answer the Pop Quiz (**Resource 3.4**). Learners should fe
can identify what they have learnt from the lesson. Hand out **Informatic
Platforms and Devices**.

EXTENSION OR HOMEWORK
*Learners could be asked to choose a media product or the teacher could as
to create a mind map of the platforms and devices that the media product*

You are describing a DVD.

You are describing digital downlo

DOWNLOAD

You are describing mobile phones.

You are describing MP4 players.
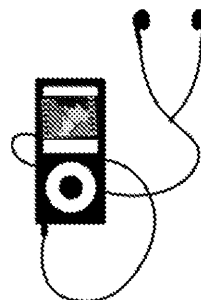
You are describing a CD.
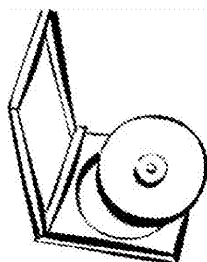
You are describing games console
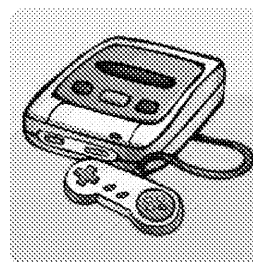
You are describing handheld devices.

You are describing laptops.
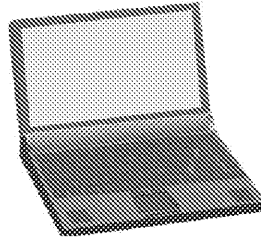
You are describing TV broadcast.
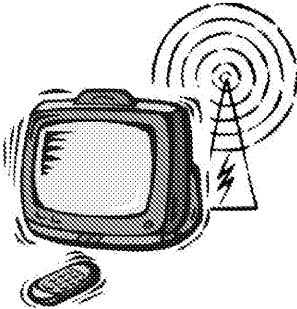
You are describing web pages.

WWW . ♡ . COM
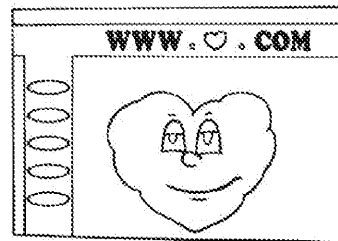
You are describing radio broadcast.
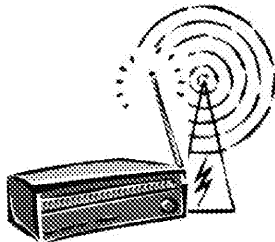
You are describing radio.
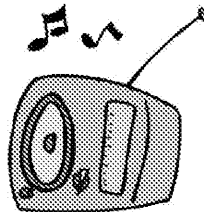
Cards – Master Copy

Sector	Describes the diff[...] industry, e.g. m[...] [...]
Product	Term used to d[...] that ha[...]
Device	Term used to des[...]
Platform	Describes wh[...] distri[...]

Sectors

Moving image	
Audio	
Digital games	
Publishing	
Websites	

Media P[...]

Blu-ray	Fact[...] progra[...]
Trailers	Fact[...] progra[...]
Podcasts	Music [...]
E-newspapers	Post[...]
Simulation games	Mo[...] soundt[...]

Odd One Out Quiz

For each question, find the odd one out.
*Circle it, and then write down **why** you think it is the od*

1.   Radio broadcast   Website

   Why? ....

2.   MP3 players   Podcasts

   Why? ....

3.   Posters   Drama

   Why? ....

4.   Mobile phones   DVDs

   Why? ....

5.   CD   Tablets

   Why? ....

6.   Podcasts   Music video

   Why? ....

7.   Moving image   Games

   Why? ....

8.   Music videos   Films

   Why? ....

9.   Adverts   Publishing

   Why? ....

10.   Tablets   Laptop

   Why? ....

POP QUIZ
Lesson 3: Digital Media Platforms and Devic

1. Which one of the following would be considered a device?

   a) Games console
   b) TV broadcast
   c) DVD
   d) Digital download

2. You have been asked to create a new advert promoting a new media

   a) Name **three** sectors you could work with to create the advert.

      1. ....

      2. ....

      3. ....

   b) Name **one** device that could be used to distribute the advert.

      ....

3. The cinema and DVD are two platforms that can be used to distribut
   platforms that could be used to distribute a film.

   1. ....

   2. ....

DVDs/Blu-rays

CDs

Pay-per view

TV broadcasts

Platforms

Describes what media products are distributed through

W

Digital download

Theatre/ cinema release

Streaming

Laptops

MP3 players

Game consol

Tablets

Devices

Collective term to describe technological objects

PCs

Mobile phones

Handheld devices
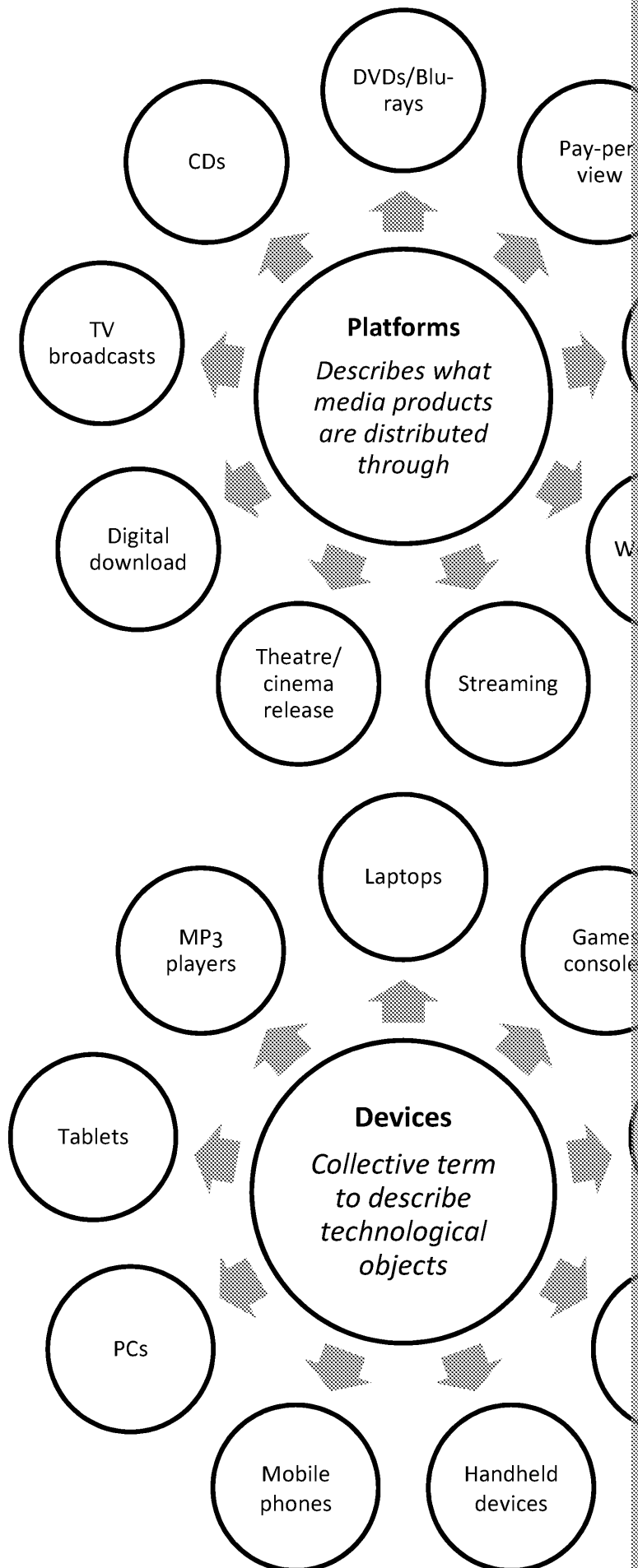
Answers to Odd One Out Q[

1. **Odd one out:**   *Radio broadcast*
    An e-magazine can be accessed through a website and not through a[

2. **Odd one out:**   *Films*
    Podcasts can be accessed through MP3 players but films cannot.

3. **Odd one out:**   *Drama*
    Drama isn't a media product of publishing, both e-newspapers and p[

4. **Odd one out:**   *Mobile phones*
    TV broadcast and DVDs are examples of platforms whereas a mobile[

5. **Odd one out:**   *CD*
    A CD is an example of a platform whereas games consoles and tablet[

6. **Odd one out:**   *Music video*
    A music video isn't an audio media product whereas podcasts and m[

7. **Odd one out:**   *Distribution*
    Distribution isn't a sector whereas moving image and games both ar[

8. **Odd one out:**   *Films*
    Both drama and music videos are media products of TV whereas film[
    moving image.

9. **Odd one out:**   *Adverts*
    Publishing and audio are sectors whereas adverts are a media produ[

10. **Odd one out:**   *Website*
    A website is a media platform whereas tablets and laptops are device[

Lesson Plan 4 – Multimedia Technology and Consumption: Part I

LESSON AIMS

Learners should understand:
✔ the cross-media capabilities of a range of devices
✔ the benefits of technological convergence

Keywords: access, connectivity, convenience, immediacy, portability, te

STARTER

Write down the phrase '*technological convergence*' on the board. Ask learn
an example, such as using your phone to take a picture, to help learners. W
a definition (in their own words) of the term 'technological convergence'. V
remember throughout the lesson. Ask them to also copy it down.

MAIN

For the introductory activity, hand out **Resource 4.1** to learners or ask them to
phone. Ask learners to draw and label examples of convergence that they wo
You may want to begin the activity by getting them to think about what they
listening to music, playing games, sending text messages, etc.). This activity w
convergence using the example of a mobile phone. This should take no longer
discussion). You will need to encourage learners to think about **all** the devices
need to be covered. This can be touched upon as a verbal exercise that would
other devices/platforms, which could lead on to the extension or homework a

For the main class activity, you will need **Resource 4.2**. Arrange learners in
group with either access, connectivity, convenience, immediacy or portabi
group the same media product where learners are looking at different aspe
look at a variety of digital media products across a range of media sectors)
understand what their heading means; this can be done as a quick class dis
marker pens and the cards (as a starting point) from **Resource 4.2** to each
arrange the cards into two piles: advantages and disadvantages (for both c
annotating the cards with their reasons and what each one means, e.g. use
therefore encourages the consumer to use it. Encourage learners to use te
about different devices and platforms and whether the advantages/disadv
consumers/producers or both. For more-able learners, you may choose no
group is to present their ideas to the class, discussing each of the points th
five groups present to the class. Groups could present their ideas in a for/a
keep the work as visual aids for the classroom wall.

EXPOSITION

Teacher to summarise what has been learnt in the lesson. Hand out **Inform
Technology and Consumption: Part I.**

PLENARY

Learners are to answer the Pop Quiz (**Resource 4.3**). This can be done as an o
finish the lesson. Learners are to feed back answers; this could include other le
agree or disagree with the answer given, e.g. hands up for agree/disagree or v

EXTENSION OR HOMEWORK

Allocate groups / individual learners a named platform/device to work on wit
accessing content from many media sectors' or 'X is a device for accessing co
Learners are to create a detailed spider diagram explaining how convergence
for their given platform/device. This will test their understanding of key term
sectors).

**Essay question: How has access to digital media technology changed the
consumes media?**
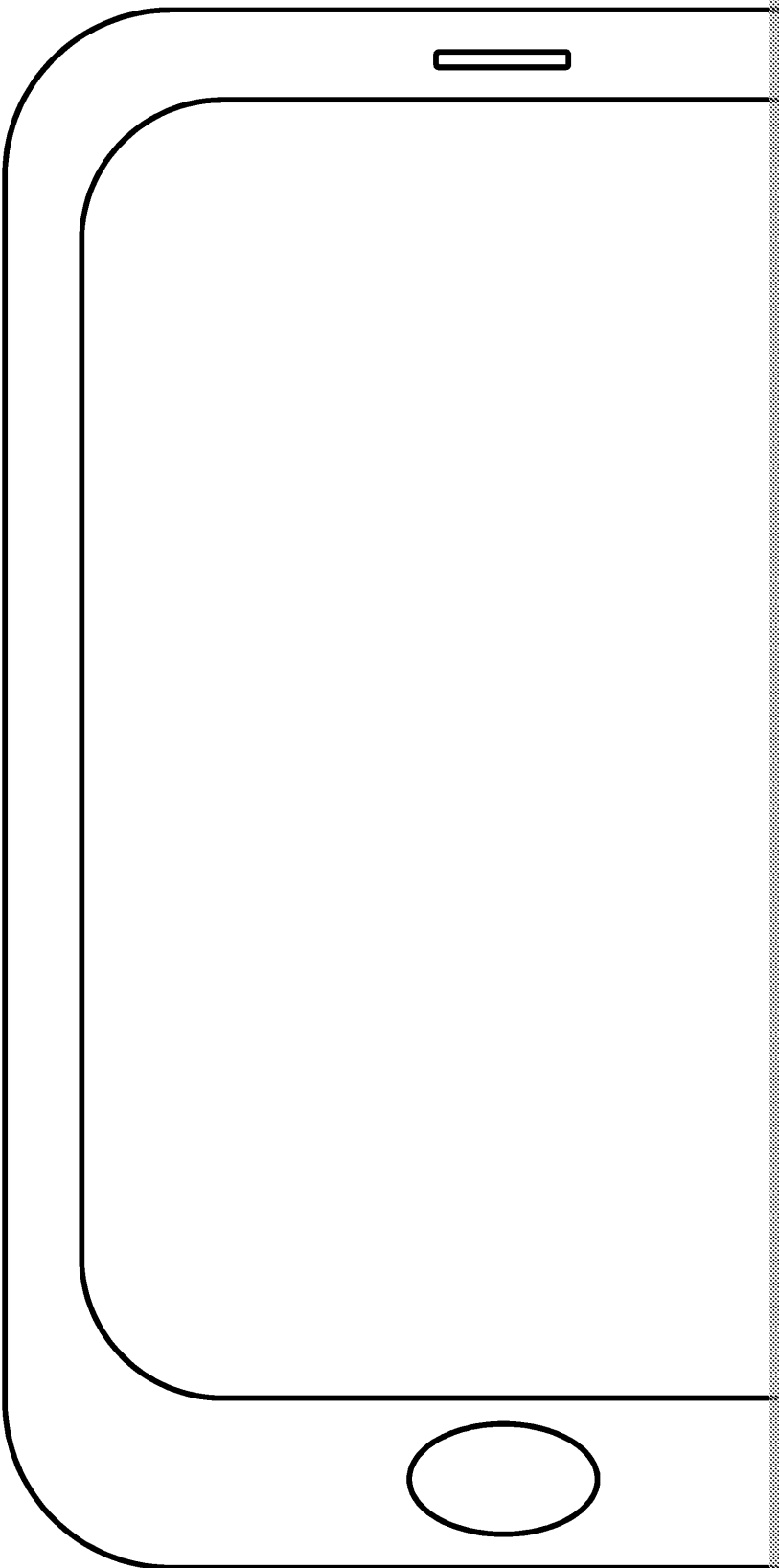
Advantages and Disadvantages

Hand out to each group one of these headings:

ACCESS
CONNECTIVITY
CONVENIENCE
IMMEDIACY
PORTABILITY

Cut out the cards before handing them to learners. Give each of the group

Access

Inexpensive	User friendly
Heavily reliant on technology	A drop in sales of technology with only one main function as opposed to multiple functions

Connectivity

Global village	Keeping in touch
Anonymity	Reliance on technology

Convenience

Cost effective	Reaching global/local audiences simultaneously
Develop addictions	Become too dependent

Immediacy

Increased speed in accessing content	Access to on demand media
Text-based communication lacks expression and runs the risk of lack of social interaction skills	As a result of immediate media content on the Internet, online content isn't regulated as it is not owned by one specific media conglomerate

Portability

On the go	Always connected
Risk of blurring of social/work balance	Risk of theft

POP QUIZ
Lesson 4: Multimedia Technology and Consu
Part 1

1. a) What is technological convergence?

    ....

    b) Give **one** example of technological convergence.

    ....

2. Give **two** advantages of technological convergence.

    1. ....

    2. ....

3. What capabilities has technological convergence allowed for in a sm

    a) Not only a phone but also a MP3 player / web browser / camera
    b) Has several functions converged within one device
    c) Has functions beyond its primary technological function
    d) All of the above

Multimedia Technology and Consumption: I

Having looked at technological convergence in class, you now know that
sectors (audio, games, moving image, publishing and websites) can be ac
just **one** device. Due to technological advances and convergence, audien
multimedia products without having to use multiple devices or platforms
producer of 'WeMedia'. The impact of this digital technology has enabled
convenience, *immediacy* and *portability*.

Examples

Access	◎ It is now far easier for amateurs to create media, e.g phone rather than on an industry video camera. An their work seen and shared via user-friendly video-s or Vimeo, rather than pitching their ideas for a telev example) ◎ Consumers are creating their own media experienc professionals to do it
Connectivity	◎ Ability to reach consumers on a global scale (McLuh world's population together through technology, e. London can contact a client based in New York quit ◎ Services such as Xbox Live allow players from all ov other without having to be in the same room
Convenience	◎ It is much easier and cheaper to have an all-in-one d times e.g. a mobile phone (smartphone) ◎ Producers can target consumers across a range of d local/national level simultaneously
Immediacy	◎ Interaction with others is immediate (instant) and g e.g. sending an instant message compared to writir ◎ Content is available 24/7 on demand media, e.g. wa **Show** on 4OD using a laptop or tablet, such as an iP
Portability	◎ Ability to connect to the Internet using your mobile go, e.g. walking to the shops (accessing Internet an hotspots / 3G) ◎ Enables people to work from home (telecommuting

'Bedroom' film-makers/editors using Final Cut Pro/Adobe Premiere Pro

'Bedroom DJs' sound mixing using Audacity, GarageBand, Cubase, etc.

WeMedia

Distribute and exhibit media online through YouTube, Flickr and file sharing, e.g. Dropbox

'Bedroom' web designers using Adobe Dreamweaver, free online website creators, e.g. Weebly

Advantages and Disadvantages –

Access	
Advantages	D
Inexpensive – costs less to have a device that has multiple functions rather than having several devices that each have one function No longer exclusive to media producers; media can be made by amateurs with ease without needing industry equipment or expertise User friendly – making devices easy to use encourages the audience to consume and produce media regularly and is therefore more profitable for media producers	Dumbing d A drop in sales of c function instead o other multiple func Society becoming to our

Connectivity	
Advantages	D
Enabling digital communities that allow people from all over the world to connect with one another, e.g. playing *Call of Duty* on the Xbox 360 Keeping in touch using social networking sites such as Twitter, Facebook, etc. no matter where you are in the world A global village – brings the world's population 'closer' together, e.g. sharing experiences, meeting people from different cultures, information is shared far more easily, etc. The advent of virtual reality that allows people to have experiences that would be deemed impossible or difficult in real life	Lack of face-to-f Anonymity and peo People become to

Convenience	
Advantages	D
Cost effective or does not incur any cost The potential of reaching a global/local audience at any given time simultaneously, e.g. setting the weather on your iPad to your locality User friendly, easy to use and operate	Become too dep Dev

Immediacy	
Advantages	D
Kept up to date Get information quickly Communicate in real time, e.g. instant messaging such as AIM (AOL Instant Messaging), Facebook Chat, BBM (BlackBerry Messenger) Media is on demand, e.g. Channel 4OD, BBC iPlayer, etc.	Text-based commun c Online content is accurate; it could Exposed to informat u

Portability	
Advantages	D
Technological advancements have meant that devices are getting smaller, thinner and lighter Always connected, therefore easily reachable while on the move Ability to work from home (telecommuting)	May lead to blurrir alv may bec Irregular working p isolation fro

Lesson Plan 5 – Multimedia Technology and Consumption: Part II

Includes:

LESSON AIMS

Learners should understand

✔ Multimedia technology and the concepts of interactivity and perso[n]

Keywords: interactivity, personalisation

STARTER

Introduce the concepts of interactivity and personalisation to learners b[y]
these words mean and to provide examples. On the board, write down a[
provided. Ask learners to label these suggestions with the numbers 1–5 [
the word, five being the least relevant). This will help learners to define [
words. Use **Resource 5.1** (diamond ranking exercise) to complete this ta[sk]

MAIN

Split the class in half, one half of the class will be focusing on interactivit[y]
concentrating on personalisation (you may wish to split each half into sr[
groups). Hand out the cards from **Resource 5.2**, some A3 paper and mar[
about what is written on the cards and how either interactivity/personal[
industry, and what impact these concepts have on the consumer and co[
touch on the advantages and disadvantages of these concepts, but if no[
advantages of interactivity and personalisation). After 10 minutes, grou[
each one has covered both interactivity and personalisation. Spend 20 m[

Give out A3 sheets of paper to the class. Learners are then to make up t[
personalised media, suggesting reasons for their choices (this will help l[
understanding of the concepts and creative/presentation skills). For this[
small groups of four, or in pairs, depending on class size. Spend 20 minu[

EXPOSITION

Use the Internet and links from **Resource 5.3** to show the class example[
personalisation. Encourage learners to think about the pros and cons of [
Encourage learners to think about other examples of interactivity and p[
to the extension activity or homework task).

PLENARY

Learners are to answer the Pop Quiz (**Resource 5.4**). Learners should fe[
can identify what they have learnt from the lesson. Hand out **Informatio[n**
Technology and Consumption: Part II.

EXTENSION OR HOMEWORK

Learners are to research their own examples of interactivity and personali[
sheet for interactivity and personalisation. This can be done as a small gro[
This also gives the learners the opportunity to present their findings to the[
presentation. Learners are to look at examples of apps (free and paid) and[
app suggestion, including the purpose of the app, functions and how inter[
within it.

Diamond Ranking Acti

Most important reason

Least important reason
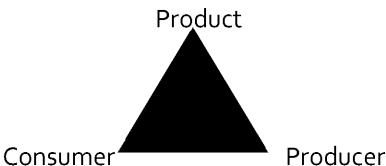
Interactivity

Level of control or activity	The relationship between Product Consumer △ Producer
Hyperlinks / web addresses (URLs)	Forums and message boards
Red Button and TV menus	Texting/emailing to participate, e.g. phone-in competitions such as 'Thumb Wars' on Heart Bristol

Personalisation

Avatars and usernames	Login / sign in
Font features (change font style, size)	Music playlists
Advertisements on social networking sites	Smartphones
Impact on consumption	

Examples of Interactivity and Personalisation

Examples of interactivity to show learners:

- Flipbook e-magazine
  http://www.issuu.com/supportawahp/docs/awahpingchristmas011211

- Toyota interactive iPad advert
  http://www.youtube.com/watch?v=-w9gR_VKhlg

- Interactive online game – BBC's *Doctor Who:* The Gunpowder Plot
  http://www.bbc.co.uk/programmes/pooksk63

- Interactive video – *The Treasure Hunt: A Chad, Matt & Rob Interactive*
  http://www.youtube.com/watch?v=W3lsu-r_xBw&list=PLE10985FA39

- Interactive audio
  http://ulm.edu/~beutner/zoo/index.html
  http://www.bgfl.org/custom/resources_ftp/client_ftp/ks2/music/piano/

Examples of personalisation to show learners:

- Personalised avatars – WeeMee
  http://www.weeworld.com/

- Personalised audio
  http://www.storytimeforme.com/songs

- Any of the following:
  YouTube, BBC iPlayer, Amazon Recommended For You

- Personalised adverts (hypertargeting)
  Social networking sites such as Facebook

- Personalised website – Pinterest
  http://www.pinterest.com/

POP QUIZ
Lesson 5: Multimedia Technology and Consumption: Part II

1. Explain **two** advantages of interactivity.

    1. ....

    2. ....

2. Give **one** example of personalisation.

    ....

3. Give **one** example of interactivity.

    ....

4. Give **one** advantage and **one** disadvantage of personalisation.

    Advantage: ....

    Disadvantage: ....

5. a) What is user-generated content?

        ....

    b) Give **one** example of user-generated content.

        ....

Multimedia Technology and Consumption: [

Interactivity

Digital media that encourages audience participation and interaction.

Examples:
- Flipbook e-magazines
- Online games
- Interactive audio
- Interactive adver[
- Interactive video[

Advantages	[
Consumer has a level of control over their own media experience to create meaning	Can be q[
The ability to create user-generated content	Overload of too [the [
Enables an active audience (audience engaging with content)	Some devices do[e.g. iPhones and [

Personalisation

Adjusting content for a particular individual. Can be used to improve a us[

Examples:
- Avatars
- Log-in greetings
- Personalised audio
- Usernames
- Personalised adv[
- 'Recommended [

Advantages	Di[
Makes the user feel valued as an individual	Costs incurred[
Can feel part of a digital community	Time consumin[
Allows for some creativity, e.g. creating an avatar	Could make the u[seen as int[

User-Generated Content

Content that can be created by the media user.

Examples:
- Blog posts
- Memes
- Podcasts
- Digital editing (m[
- Mobile phone vid[
- Vlogs

Lesson Plan 6 –
Types of Audience: Part I

LESSON AIMS
Learners should understand:
✔ different audience types and how each type of audience interacts v

Keywords: individual consumption, group consumption

STARTER
Begin by asking learners what they know about the term 'audience'; enc
ideas on the board. Direct learners to think about the terms 'individual' a
they mean and the differences between them. Write down the definitio

MAIN
Ask learners to each write down 'individual' on one piece of paper and 'g
Read out the platforms and devices from **Resource 6.1**. Learners are to
typically interacts with the platforms/devices provided. Note that some
both individuals and groups. Those that can apply to both could be used
to why they appeal to individual/group audiences, e.g. watching a DVD.

Separate the class into 'solo enjoyment' and 'collective enjoyment' of di
devices across all media sectors (make sure all are covered). Learners ar
cons for their given heading. This can lead on to a class debate for the d
for solo enjoyment and **against** collective enjoyment / **for** collective en
enjoyment. This can be done as a relaxed class discussion to aid learner
differences between individual and group consumption.

EXPOSITION
Teacher to recap the differences between individual and group consum
provided in the class debate.

PLENARY
Learners are to answer the Pop Quiz (**Resource 6.2**). Learners should fe
can identify what they have learnt from the lesson. Hand out **Informatio
Group Consumption.**

EXTENSION OR HOMEWORK
*Learners are to create a mind map for both individual and group consumpt
diagram, where consumption that applies to both individuals and groups c
(similarities). An alternative task would be to provide learners with exampl
ask them to provide an argument / short essay addressing the type of cons
giving reasons to justify their answer.*

*Learners are to create a digital media diary for a week, recording all the di
Learners are to identify whether it was individual/group consumption, whe
primary/secondary audience and whether they were active/passive.*

Individual or Group Consump

Devices	
Smartphone	T
PC	Pa
Laptop	Ci
MP3 player	Dig
MP4 player	Ra
Games console	
Handheld devices	
Radio	Web
Tablet, e.g. iPad	

POP QUIZ
Lesson 6: Types of Audiences: Part 1

1. a) Give **one** reason why audiences enjoy solo media consumption.

    ....

    b) Give **one** reason why audiences enjoy collective media consump

    ....

2. Website forums are an example of when the audience can be both in
    same time. Give **two** other examples of media that can be consumed

    1. ....

    2. ....

3. Name the type of consumption:

    a) Engages with a digital media product alone.

    ....

    b) Engages with a digital media product with others.

    ....

4. Which **one** of the following is an example of **only** individual consump
    a) Cinema audience
    b) Web surfing
    c) Online gaming
    d) Radio listeners

Individual and Group Consumption

Individual Consumption
Media platforms and devices that can be enjoyed by one person who e

Examples:
◎ Reading an e-magazine article   ◎ Playing an online
                                            requires only one
◎ Browsing the Internet   ◎ Listening to the
◎ Watching a DVD   ◎ Social networkin

Reasons For	Re
Accessibility	
Convenience	
Individuality	Does not experien
Privacy	
Sense of control	Lack of communic
Active engagement	
Flexibility	

Group Consumption
Media platforms and devices that can be enjoyed by a group of people
engage with others.

Examples:
◎ Cinema audience   ◎ TV audience
◎ Multiplayer online games   ◎ Listening to the
◎ Watching a DVD   ◎ Social networkin

Reasons For	Re
Social interaction	La
Sense of competition	La
Sense of belonging	Getting interrupte
Sharing experiences	fully focus/enga

Lesson Plan 7 –
Types of Audience: Part II

LESSON AIMS
Learners should understand:
  ✔ How audiences can be separated into primary audience and second
     recognise the differences between them

***Keywords: primary audience, secondary audience, passive media, acti
model, hypodermic needle model***

STARTER
Introduce the terms 'primary' and 'secondary' audiences and explain to
example to make the meaning clear to the audience. A quick starter act
about the primary audience for a range of digital media products, and th
will provide a range of examples to help learners in their understanding.

MAIN
The main activity will focus on the differences between active and passi
discussion about what these terms mean; work with your learners to pro
Secondly, suggest a range of media activities to learners, such as watch
which of the examples are active viewing and which are passive viewing
group activity. Thirdly, separate the class into active/passive and introdu
audience theory (uses/gratifications model and the hypodermic model).
Learners are to correctly identify the cards that relate to their model; th
and 'discard' pile. Learners are to explain what they have chosen to keep
give a presentation on their given theory (introduction/background, exa
disadvantages, etc.). This could form part of the extension activity or ho
Internet research).

EXPOSITION
Hand out **Resource 7.2** (top 'n' tail exercise). Learners are to correctly m
definition. Get learners to think about consumer-generated content (ex
the lesson.

PLENARY
Learners are to answer the Pop Quiz (**Resource 7.3**). Learners should fee
can identify what they have learnt from the lesson. Hand out **Informatic
Audiences: Part II.**

EXTENSION OR HOMEWORK
Options:
  → *Presentation on active/passive theory models using PowerPoint*
  → *Apply the models to a media product, e.g. looking at the uses/gratific*
  → *Learners are to create their own consumer-generated content.*

Active consumer	Model that assumes that the consumer is not passive but is active in interpreting and integrating media into their own life
Model that suggests that audiences use media to fulfil specific gratifications	Media messages are injected straight into a passive audience which is easily influenced by the media messages
Model that focuses on what consumers do with media rather than what media does to consumers	Referred to as the Magic Bullet
Model that came about through an increasing number of the population watching TV and listening to the radio	Model that is based on the strength of the mass media, suggesting that it has a direct, immediate and powerful effect on audiences
Examples: the Internet and social media	Suggests the need for personal identification
Rooted in 1930s behaviourism	Model that is used to explain why certain groups in society should not be exposed to certain media texts as they will mimic violent behaviour
Suggests the need for education	Model that suggests that media messages cause changes in audience behaviour
Suggests the need for personal relationships	Suggests the need for escapism
Suggests the need for social interaction	Positive model

TERMINOLOGY	
Passive media	Media that rec engagement in meaning or me product, e.g. in *Treasure Hunt:* *Interactive Adv* YouTube)
Uses/gratifications model	Describes view outside the pri viewers that ca statistics if not
Active viewing	An audience/cc fully interact p its associated content or infl
Hypodermic needle model	Also known as media product
Active media	Media that rec an active respo media texts, e as passive mec
Passive viewing	An audience/cc interacts physi contributes an production wh control over ho
Secondary audience	The theory tha order to fulfil p such as: ◎ Education ◎ Entertain ◎ Escapism ◎ Personal (◎ Personal (◎ Social inte ◎ Surveillan
Primary audience	The theory tha messages can and can influe way

POP QUIZ
Lesson 7: Types of Audience: Part II

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

    ....

2. Give **two** disadvantages of the hypodermic needle model.

    1. ....

    2. ....

3. Give **two** advantages of the uses/gratifications model.

    1. ....

    2. ....

4. Give **two** advantages for media producers of using consumer-genera

    1. ....

    2. ....

5. Which **one** of the following is an example of a secondary audience?
    a) Adults who take their children to see a children's film at the cinem
    b) Female teenagers reading an online article on teenvogue.com
    c) Children watching *SpongeBob SquarePants.*
    d) Middle-aged men watching *Top Gear.*

Types of Audience: Part II

Primary Audience	Secon
Also known as the target audience; who the media product is aimed at	Describes viewer outside the prim viewers that can af not

Active Media circles:
- Photo slideshows
- Virtual reality gaming
- Game simulation
- Active Media
- Multimedia
- Television programmes with phone-ins
- Interactive videos on YouTube
- Flash websites
- Films
- Magazines
- A
- Pa M
- New
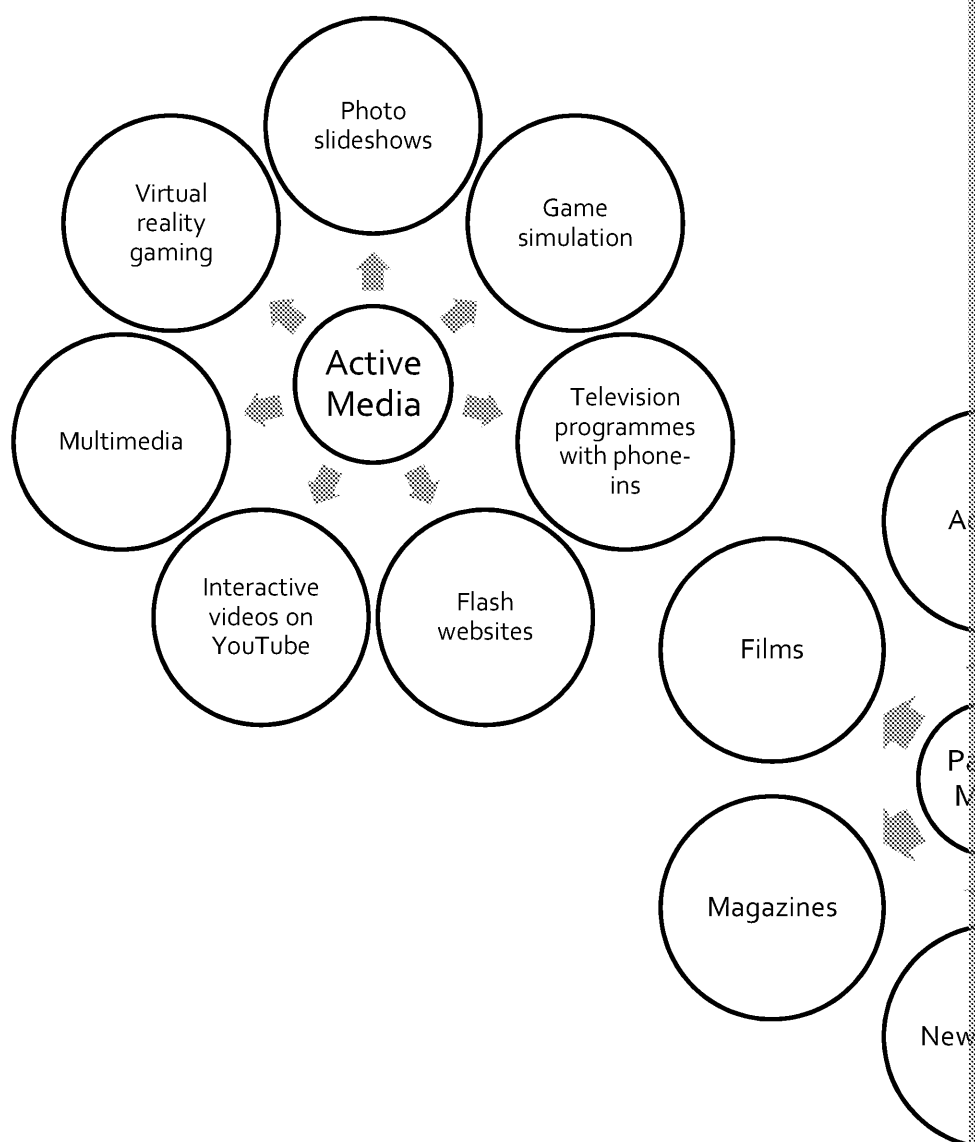
Uses and Gratifications Model

The theory that suggests that audiences are **active** and **use media texts** basic needs such as:

◎ Entertainment
◎ Escapism
◎ Personal relationships
◎ Personal identification

◎ Education
◎ Surveillance
◎ Social interaction

Hypodermic Needle Model

The theory that proposes that **media messages can be 'injected'** into the audience and influence people to **act a particular way**. This model sugge the audience is **passive**.

Terminology	Definition
Active media	Media that requires audience interaction and acquire the full meaning or message embedde interactive videos such as *The Treasure Hunt: Adventure!* (2011) (available on YouTube)
Secondary audience	Describes viewers who are considered to be o audience and are viewers that can affect cons accounted for
Passive viewing	An audience/consumer/viewer that does not f the product or its associated content, nor do t influence production in any way
Primary audience	Also known as the target audience; who the m
Passive media	Media that requires observation rather than a questioning of media texts, e.g. television can media to some extent
Active viewing	An audience/consumer/viewer that fully inter product, contributes to and becomes part of t an element of control over how they interact
Uses/gratifications model	The theory that audiences use media texts in basic needs, such as: ◎ Escapism ◎ Surveillance ◎ Personal Identification ◎ Personal Relationships
Hypodermic needle model	The theory that proposes that media message audience and can influence people to act a pa

Lesson Plan 8 –
Audience and Producer Control

Includes:

(i)

LESSON AIMS
Learners should understand:
✔ the importance of regulatory bodies in relation to media producers

Keywords: BBFC, ASA, PEGI, PCC, OFCOM

STARTER
Begin by asking learners what regulatory bodies there are currently in th
to get into small groups. Quick starter activity: hand out all the cards in
the fastest group to correctly place the cards in the correct order wins.

MAIN
The main activity will require groups to access the Internet to research t
class into five groups of roughly equal numbers and assign each one a re
PCC, OFCOM). Hand out A3 paper. Learners are to look at the relevant r

🖰 *www.bbfc.co.uk*   🖰 *www.pcc.org.uk*
🖰 *www.asa.org.uk*   🖰 *www.ofcom.org.uk*

Each group is to create a mind map / fact sheet addressing the following
roles and responsibilities as an audience and as a producer (where applic
case study sheet). Nominate one learner (they will stay and become the
body) while the other learners in the groups move around until they hav
Once all learners are back in their original group, they are to tell the lear
what they have learnt about the other regulatory bodies.

EXPOSITION
Lead discussion on the advantages and disadvantages of regulatory bod
possible).

PLENARY
Learners are to answer the Pop Quiz (**Resource 8.2**). Learners should fe
can identify what they have learnt from the lesson. Hand out **Informatic**

EXTENSION OR HOMEWORK
Learners are to answer the following question: Explore how one regulator
advantageous to the media industry as a whole. You may wish to refer t
Learners should aim to write between 300 and 500 words.

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Regulatory Bodies

BBFC	Film c
ASA	Ad
OFCOM	Comn
PEGI	Video gan
PCC	

POP QUIZ
Lesson 8: Audience and Producer Control

1. Name the regulatory body responsible for awarding U, PG, 12, 15 and

   ....

2. What is the role of Ofcom?

   ....

3. Which one of the regulatory bodies would you contact if you had a co
   you saw on television?
   a) Ofcom
   b) PEGI
   c) BBFC
   d) ASA
   e) PCC

4. Give **one** advantage of regulatory bodies in the media.

   ....

5. What is the main responsibility of the PCC?

   ....

   ....

Regulatory Bodies

Regulatory body	Logo	
ASA	✓ASA	The U advert
BBFC	bbfc	Funded is resp censor 12A, 1 games
Ofcom	Ofcom	Kno regula radio mobile airwav ope
PCC	PRESS COMPLAINTS COMMISSION	A vol admini pr m con co magaz not up
PEGI	PEGI Pan European Game Information	A rat bas

Lesson Plan 9 –
Understanding Audiences through Research

(i)

LESSON AIMS
Learners should understand:
✔ how audiences are researched and what this information is used fo

Keywords: primary research, secondary research, qualitative research
audience research methods

STARTER
The starter activities will be useful in helping learners to understand the
audience research. Start the lesson with **Resource 9.1**; learners are to c
its definition. For the next activity, learners are to stand in the middle of
primary research methods and the other end will be secondary research
write them on A3 pieces of paper and stick them to the wall to remind le
9.2 for this activity. Call out the examples of methods; learners are to de
secondary by moving to a side of the classroom. This could be done as a
answered incorrectly sit back down and last learner standing wins. Intro
learners (objective, subjective, valid and reliable), explaining what they
things that are objective, subjective, valid and reliable. Use **Resource 9.**
the statements to the class, learners are to decide whether each of the s
objective or reliable. The final starter activity will get learners to start th
disadvantages of research and methods. Working in small groups, hand
9.4, learners are to identify which cards are advantages/disadvantages o
in general. This can lead to a class discussion, if time allows.

💡 **This can also be done as a whole-class activity where the teach**
learner is chosen to stick the card in either the advantages or d
been drawn on the board.

MAIN
Learners are to carry out a research assignment. This will be a class activ
individually or in small groups. Ensure that each assignment requires lea
secondary, qualitative and quantitative research. This can be completed
what they intend to do, giving reasons why. This could lead on to an ext
learners carry out their research and must comment on their findings an
chose, discussing the weaknesses and strengths, etc.

EXPOSITION
Recap the concepts learnt in the lesson.

PLENARY
Learners are to answer the Pop Quiz (**Resource 9.5**). Learners should fe
can identify what they have learnt from the lesson. Hand out **Informatic**
Audiences through Research.

EXTENSION OR HOMEWORK
Learners are to carry out their own research assignment of their choice and
done individually or as a group. Example of a research assignment: finding
beneficial to the publishing industry, or finding out whether the school sho

Audience Research

Audience statistics	Describes research thoughts and opini figures
Quantitative research	Research that has a someone else and c journals and Intern
Primary research	The collection of n circulation, hits, bo sales that can be us
Qualitative research	Methods such as q interviews (face to Internet), focus gro analysis
Secondary research	Describes research that can be used to statistical data

Primary Research Methods	Secondar
Questionnaires	Inte
Telephone interviews	Arc
Online interviews	Lib
Focus groups	
Surveys	
Vox pops	
Product analysis	
Face-to-face interviews	

Statement 1	Did you like how good it was to navigate the website with ease?
Statement 2	A question posed to a focus group: What did you think of the media product in question?
Statement 3	Research that includes asking a large number of people, rather than a select few
Statement 4	A focus group discussing a new media product
Statement 5	A question in a questionnaire that reads: Did you like the interesting use of editing techniques in the film trailer?

Advantage or Disadvantage?

Advantages

Can be used to develop an audience profile	Finding out the likes and dislikes of the audience	Ability to prob answers mor deeply especia in focus groups face-to-face interviews
Research conducted through questionnaires and surveys are cost effective	Working with up-to-date data and information	Reach groups people / individuals wh would otherw be quite diffic to reach throu other means o research

Disadvantages

Biased questions and answers	Designing questions that will give only certain responses	Responses oper interpretatio
Lack of detailed response	Risk of unclear conclusions derived from research conducted	Can be quite time-consumir

POP QUIZ
Lesson 9: Understanding Audiences through

1. Explain **two** advantages of primary research.

    ....

2. What is the difference between qualitative and quantitative research?

    ....

3. Give **one** example of a secondary research method.

    ....

4. Which **one** of the following questions can be considered to be subjec
    a) Do you listen to podcasts?
    b) Do you own a digital device?
    c) Do you think that e-newspapers are a good idea?
    d) Do you watch films?
    e) Do you pay to play online games?
    f) All of the above

5. a) Focus groups are considered to be what kind of research method

        ....

    b) Give **one** advantage of focus groups.

        ....

    c) Give **one** disadvantage of focus groups.

        ....

Understanding Audiences through Research

Primary Research	Seco
Information obtained first hand from the audience	Research that ha sc
Qualitative Research	**Quant**
Describes research based on attitudes, thoughts and opinions rather than facts and figures	Describes research I can be used to form

Surveys

Questionnaires

Telephone / online / face-to-face interviews

Primary Research Methods

Vox pops

Focus groups

Product analysis

Archive research

Advantages	Di

◎ Ability to probe answers more deeply especially in focus groups or face-to-face interviews
◎ Can be used to develop an audience profile
◎ Finding out the likes and dislikes of the audience
◎ Large amounts of information can be collected from a large number of people in a short period of time
◎ Reach groups of people / individuals who would otherwise be quite difficult to reach through other means of research
◎ Research conducted through questionnaires and surveys are cost effective
◎ Tailored to the needs of the researcher
	◎ Biased questions
	◎ Can be quite tim
	◎ Designing questi
	  responses
	◎ Lack of detailed
	◎ One person may
	  session
	◎ People taking pa
	  offer their true o
	  general consensu
	◎ Responses open
	◎ Risk of unclear c
	  research conduct

Key Research Terms		
Objective	Subjective	Reliable

Answers to Match Up Task

Audience statistics	The collection o⌇ circulation, hits, ⌇ sales that can be ⌇
Quantitative research	Describes resear⌇ that can be u⌇ s⌇
Primary research	Methods such ⌇ interviews (face t⌇ focus groups, v⌇
Qualitative research	Describes res⌇ thoughts and o⌇
Secondary research	Research that ha⌇ someone else ⌇ journals and Int⌇
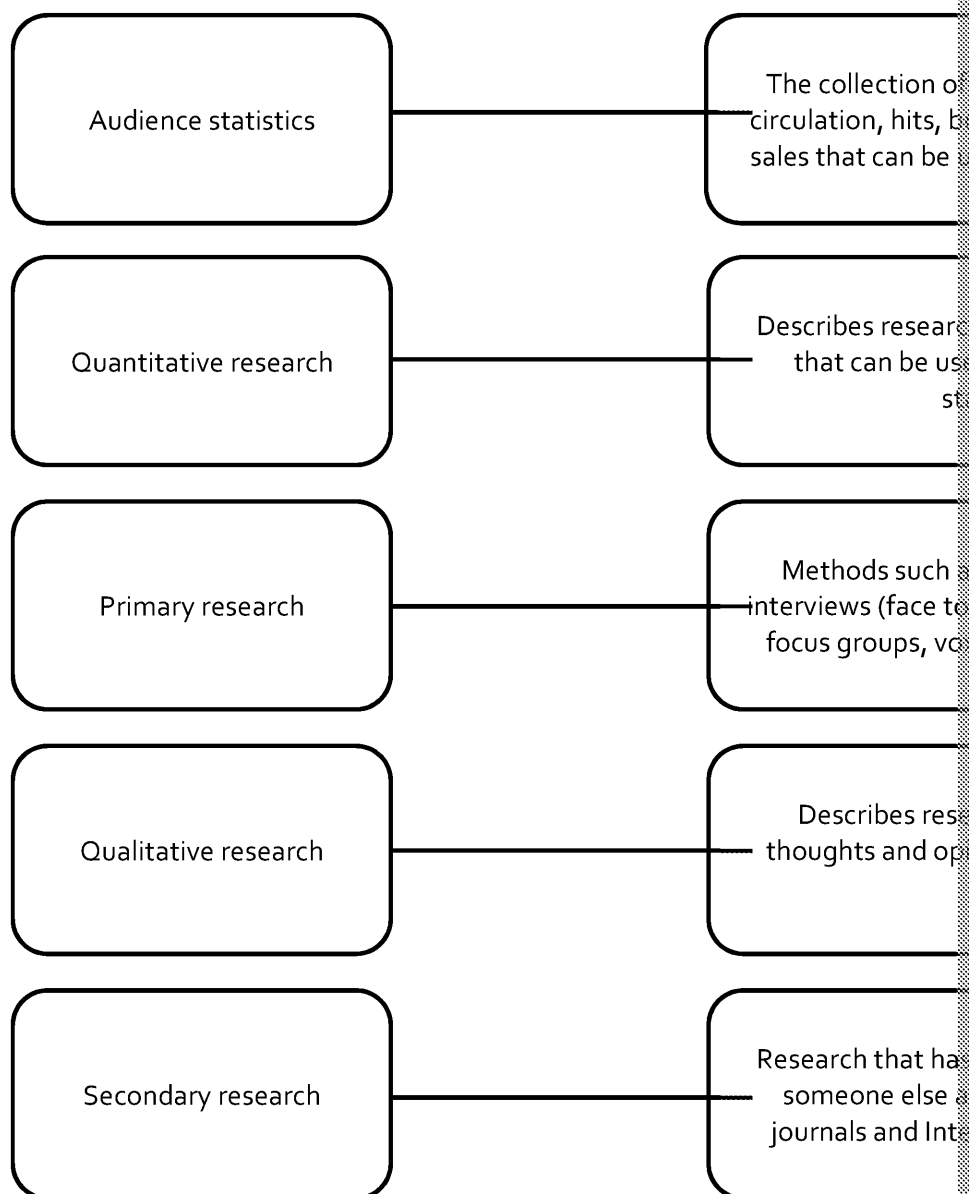
Lesson Plan 10 –
Audience Profiling

(i)

LESSON AIMS
Learners should understand:
✔ how audience profiling is measured and what profiling can suggest

Keywords: audience profiling, demographics

STARTER
Begin the lesson by asking learners what the term 'audience profiling' m
to think about the profiles of, e.g. consumers, readers, gamers, surfers,
learners to think about the purpose of profiling, listing the suggestions o
suggestions). Draw a line on the board with 'most important' written at
the other. Learners to decide which suggestions can be considered the r
least important reasons for audience profiling. This can also be done as
develop into a class discussion. To link this lesson to the last lesson, dra
research data can develop the audience profile of a particular media pro
data in finding out about a particular audience (compare an example of
without any informed research data with an audience profile that includ

MAIN
Introduce the term 'demographics' to learners, defining what it means a
gender, age, race, etc. Using **Resource 10.1**, learners are to create a der
Write down the advantages and disadvantages of demographics that th
activity. Otherwise, use a different scenario that emphasises both the a
demographics. Using **Resource 10.2**, set a time limit of two minutes an
people in the class as they can. This can be used as a basis for discussing
Arrange learners into small groups; each of the groups is to choose a dig
determine the product's audience. Show examples of audience profiles
create their own. Using **Resource 10.3**, learners are to create audience p
scenarios provided. This task aims to aid learners in understanding data
into an audience profile. This can be used as an introduction to interpret
Please note that the information provided is fictional and is for illustrati

EXPOSITION
Recap the concepts learnt in the lesson and highlight the importance of
advantages.

PLENARY
Learners are to answer the Pop Quiz (**Resource 10.4**). Learners should f
you can identify what they have learnt from the lesson. Hand out **Inform
Profiling.**

EXTENSION OR HOMEWORK
*Learners are to create their own audience profile for a digital media produc
need to consider: demographics (gender, age, ABC, religion, occupation, e
and nationality) likes, dislikes, lifestyle brands, media tastes, media consu*

Demographics

Age	
Gender	
Religion	
Nationality	
Occupation	
Social grade	
Interests	
Media consumption habits	
Likes	
Dislikes	

Patterns of Consumer Behav...

	Find someone who...
Enjoys watching adverts	
Likes music videos	
Reads an e-magazine	
Listens to podcasts regularly	
Plays video games	
Watches documentaries	
Likes the comedy genre	
Owns a tablet	
Listens to CDs	
Goes to the cinema regularly	
Watches the news	
Reads news online	

Interpreting Audience and Product Data

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

Comparison of Media Types: 2012–201

	TV	Radio	Gaming Consoles	Magazines	Newspaper
2012	18,000	28,000	20,000	38,000	40,000
2013	27,000	19,000	26,000	23,000	22,000

2012   2013
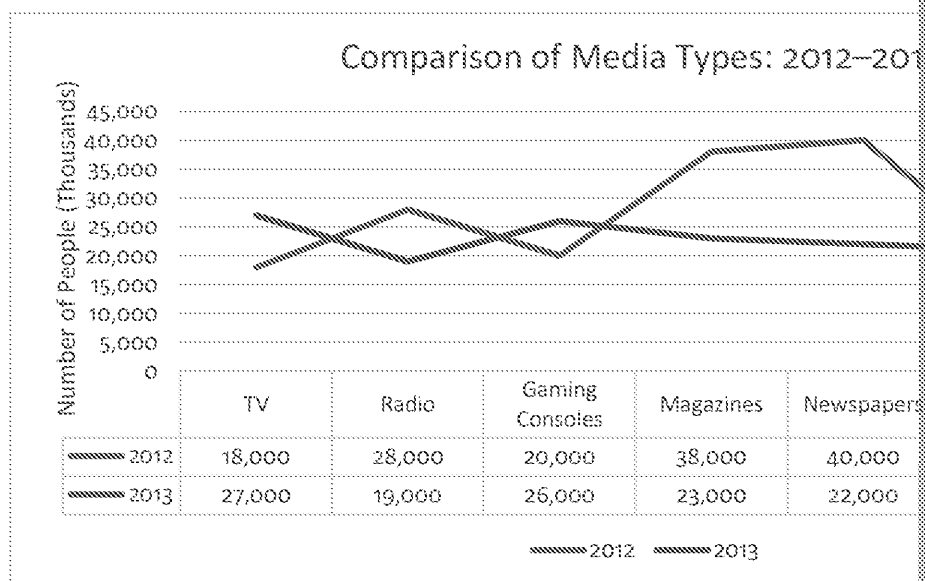
A TV executive wanted to find out the latest viewing figures for the chann
understand the demographics of TV consumers. The findings are shown

Channel	Average Daily Reach		Weekly Reach*		Av We Vie Hrs per per
	'000s	%	'000s	%	
BBC 1	28,429	49.1	47,264	81.7	
BBC 2	13,781	23.8	33,130	57.3	
ITV	21,138	36.5	40,310	69.7	
ITV +1	2,460	4.3	11,120	19.2	
ITV HD	2,855	4.9	7,315	12.6	
Channel 4	11,715	20.2	34,236	59.2	
Channel 4 +1	2,565	4.4	11,731	20.3	
Channel 5	8,897	15.4	28,203	48.7	
Channel 5 +1	1,025	1.8	5,278	9.1	
Sky 1	2,448	4.2	9,630	16.6	
Sky 1 +1	116	0.2	741	1.3	

*Weekly Reach = The percentage of people who have viewed the cha
least three consecutive minutes
**Share of Total Viewing (%) = The percentage of total weekly viewin

Review

The TV programme *Hollyoaks* was reviewed by the following age groups, shown below:

16–24:

I think that Hollyoaks *is great; the content of the show reflects iss relate to the storylines most of the time.'*

65+:

'What is this rubbish? I cannot relate to any of the dramatic for my taste.'

34–43:

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

Google recently conducted some secondary research to assess the state o̶
spend worldwide and to determine which markets should be targeted for
campaign. The findings are shown below:

Digital : Total Media Spend (2011)
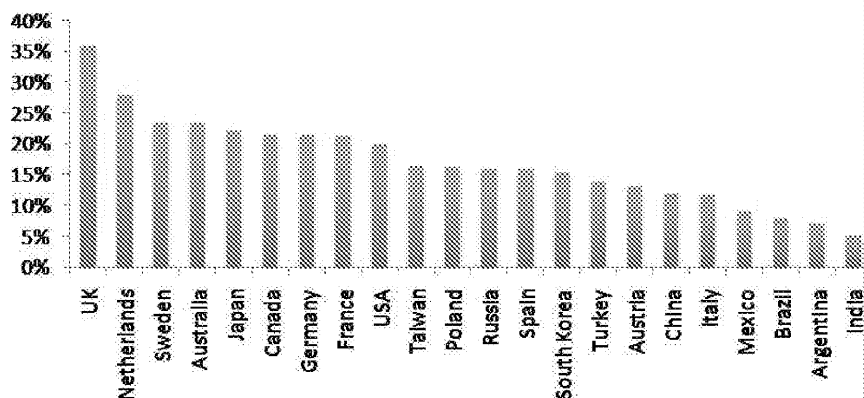
An advertising agency is promoting a new product to 40–50 year olds. Th̶
advertising spending to help them identify the best means of communica̶
demographic group. The findings are shown below:

Television

3.1%

Radio

6.6%

Newspapers

1.6%

Magazines

-1.3%

Cinema

5.9%
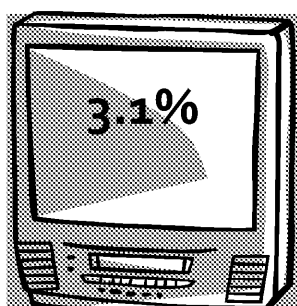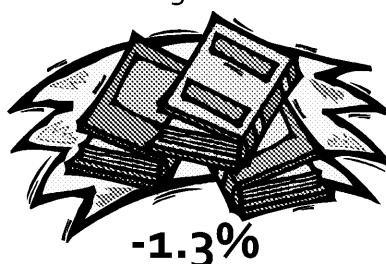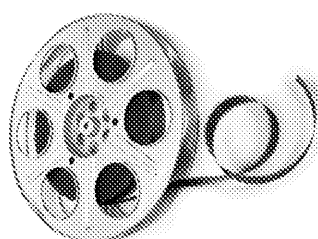
A Media class was asked to log all of their media intake over a period of 7[...] below:

Consumption of Media in 72 Hours

Radio 5
Internet 11.5
Music 6.5
DVD/BluRay 7
Gaming Consoles 8
TV
Reading 1.5

Internet • Gaming Consoles • TV • Reading • DVD/BluRay • [...]
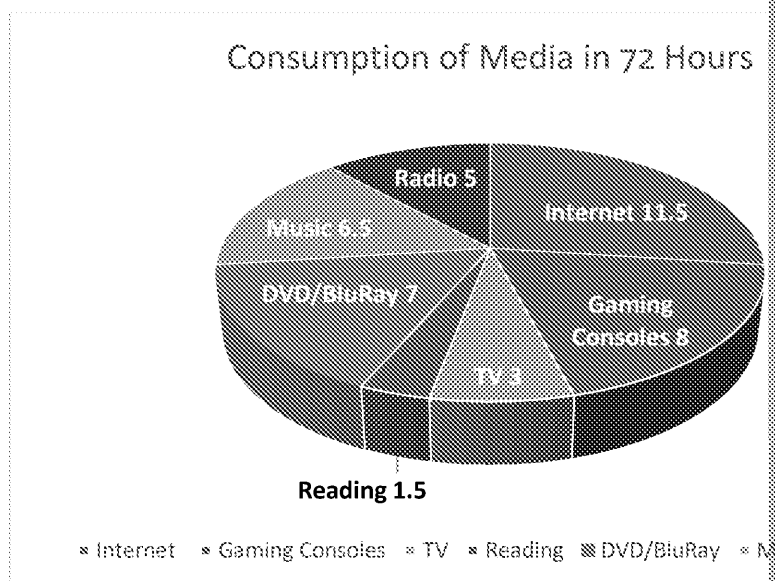
Bauer Media conducted a survey to find out how consumers of *Heat* acce[...] distributed by Bauer Media. The findings are shown below:

How consumers of *Heat* acce[...] media content

Radio 2%
TV 10%
Reading 4%
Laptop 10%
Tablet Devi[...] 48%
Smartphone 26%

Tablet Devices • Smartphone • Laptop • Reading • TV
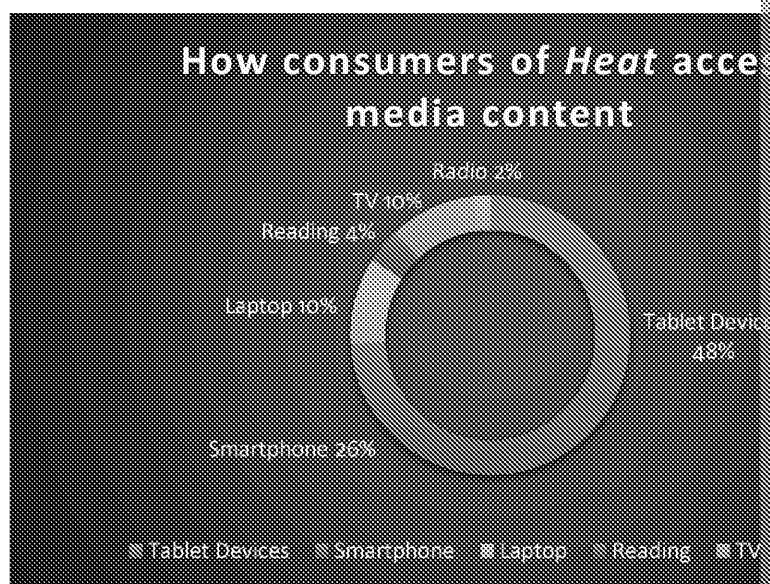
A student conducted a survey to find out the gender profile for Kerrang! a[...] shown below:

Kerrang!   *Heat*

GENDER RATIO
45.3% 54.7%

GENDER RATIO
78.9% 2[...]
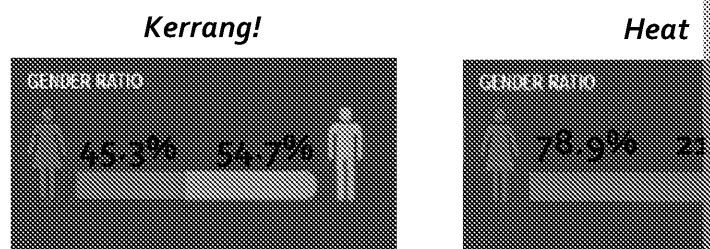
Facebook conducted a study to determine Facebook users in the UK by a[ge? text cut off]
below:

UK Facebook User Age Distribution
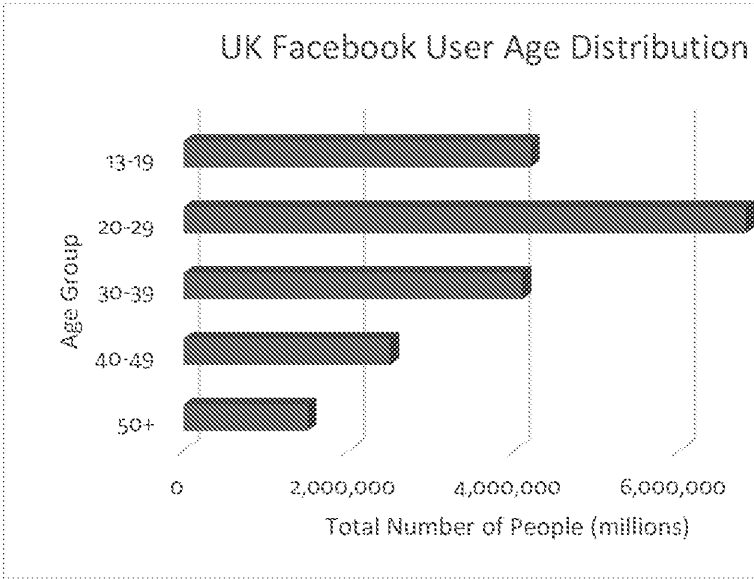
The Press Complaints Commission (PCC) recently released the demograp[hic text cut off]
readership. The findings are shown below:

Social Class	Readership ('000s)	Social Class	
AB Adults	692	C2 Men	
ABC1 Adults	894	DE Men	
ABC1C2 Adults	957	AB Women	
C1 Adults	202	ABC1 Women	
C2 Adults	63	ABC1C2 Women	
DE Adults	68	C1 Women	
AB Men	384	C2 Women	
ABC1 Men	503	DE Women	
ABC1C2 Men	543	C2 Women	
C1 Men	119	DE Women	

POP QUIZ
Lesson 10: Audience Profiling

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

   ....

2. Which of the following is an example of audience statistical data?
   a) Circulation
   b) Box office figures
   c) Website hits
   d) Sales figures
   e) Ratings
   f) All of the above

3. a) What is an audience profile?

   ....

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

   ....

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

   ....

Audience Profiling

Audience Profile

A detailed breakdown (profile) that defines the type of audience that wou
media text. Producers will use audience profiling when creating a new me
programme, to suggest who the primary audience would be. Audience pr
advertising sponsorship and deals with companies that share a similar au
profile usually consists of presenting **demographics** such as:

Age	Gender	N
Occupation	Race	N

Alongside:

Aspirations	Buying habits	Loyalty to brands

Psychographics

Lifestyles

Attitudes

Psychographics:
The study of...

Values

Person
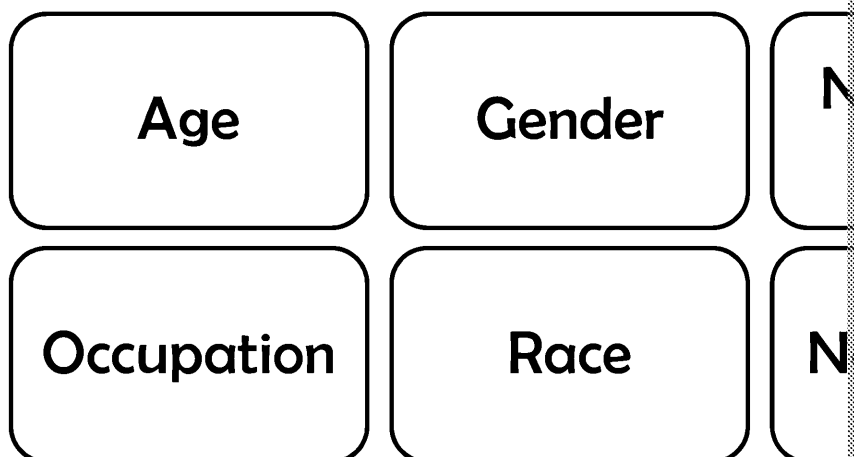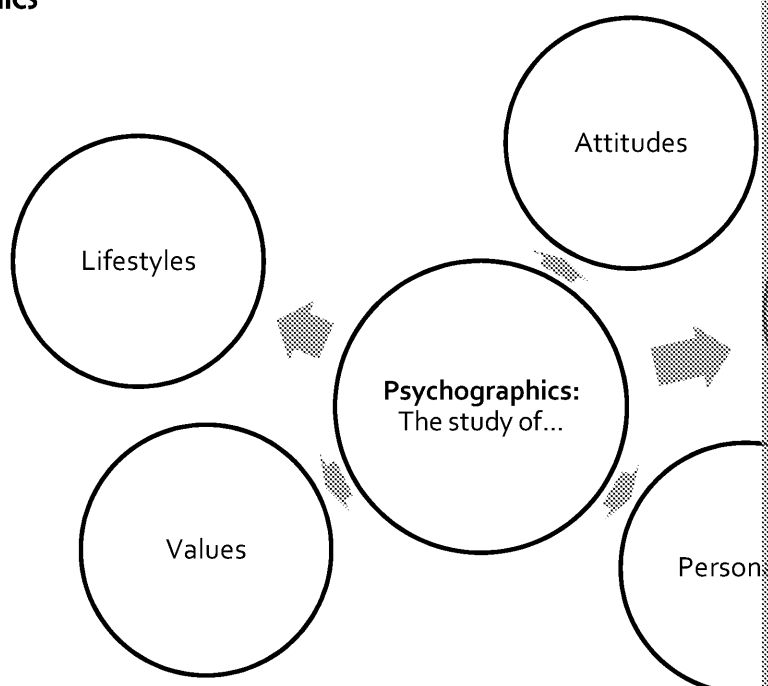
Lesson Plan 11 –
Codes as Signs

LESSON AIMS
Learners should understand:

✔ how audiences read meaning in media

Keywords: denotation, connotation, preferred reading, negotiated rea
aberrant reading, ideology

STARTER
Start the lesson by using **Resource 11.1**. Learners are to identify each si
mean? Do any of the signs have multiple meanings? If so, what are they
'connotation' and 'denotation' to learners and explain what they mean.

MAIN
The main activity will focus on the following: preferred reading, opposit
and aberrant reading, explaining to learners that the audience interpret
out **Resource 11.2** (Match-up exercise). This is to be done as either an in
activity. This will help learners with their definitions and understanding
activity, choose a range of images that will help to develop learners' und
and arrange learners into small groups. The aim is for learners to identif
oppositional reading, aberrant reading and negotiated reading for each
use 'denote' and 'connote' in their answers. Each group is to feed back t
class. Learners will start to draw on stylistic codes (consciously or uncon
more detail in the next two lessons. You may also wish to include examp

EXPOSITION
Explain to learners the importance of interpretation in the media that g
assumptions, symbolism, to construct meaning and how this links with i
that denote the same thing but each has a different connotation, e.g. bo

PLENARY
Learners are to answer the Pop Quiz (**Resource 11.3**). Learners should f
you can identify what they have learnt from the lesson. Hand out **Inforn**
Signs.

EXTENSION OR HOMEWORK
Learners are to choose a media product, i.e. e-magazine, website, TV clip,
etc. This can be done as an individual task or can be assigned to learners in
allocate media products so that a range of media products is covered. Lear
the class.
Note: the analysis of media products will be developed over the next two le
looking at stylistic codes.

You may wish learners to present in Lesson 15 as this will be the
Communication of Meaning, therefore they can bring everything
over the four lessons.

Signs
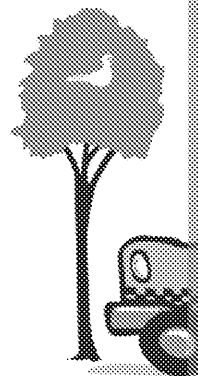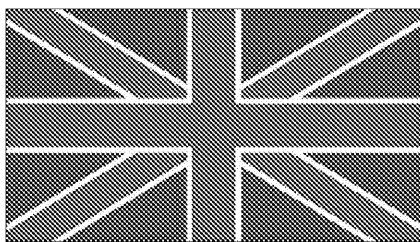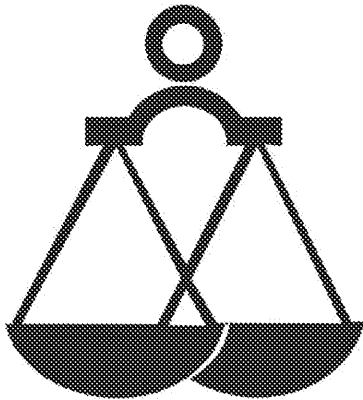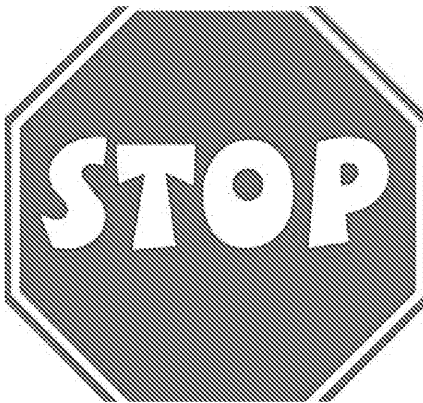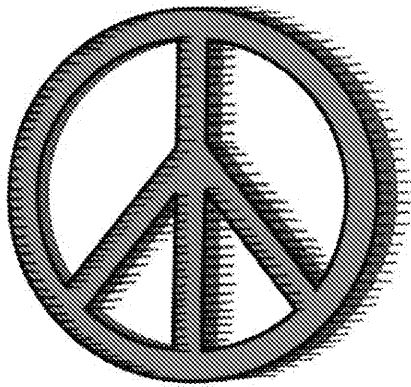
Interpreting Meaning

Preferred reading

Describe
interpret
different
media pr

Negotiated reading

The reje
meaning
audience
intended
media pr

Oppositional reading

The inte
media te
produce

Aberrant reading

Meaning
dependi
brings to
attitude
personal

POP QUIZ
Lesson 11: Codes as Signs

1. Which **one** of the following is the correct definition of 'connotation'?
   a) The literal meaning of a word or phrase
   b) Ideas that are associated with a particular group of people
   c) The arrangement of objects within the frame
   d) What a phrase or word suggests or implies

2. Give **one** advantage of an oppositional reading.

   ....

3. Name **one** difference between a preferred reading and an aberrant re

   ....

4. Look at the image below. Give a denotation and a connotation of the

   Denotation: ....

   ....

   Connotation: ....

   ....

   ....

Codes as Signs

Connotation	De...
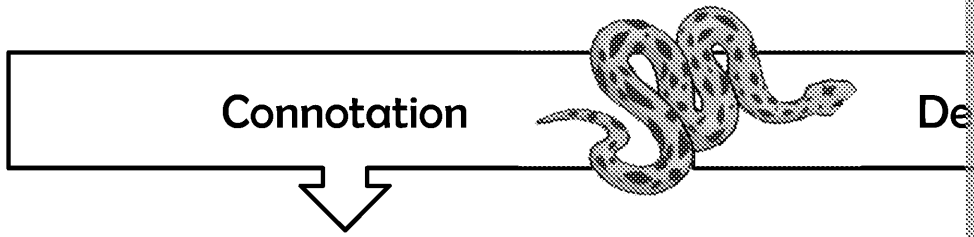
What a phrase or word suggests or implies

The literal mea...

E.g. The word 'snake' has negative connotations of evil and slyness

E.g. A snake is a...

Preferred reading → The intent...
text create...

Negotiated reading → Meaning t...
on what th...
media text...
values and...

Oppositional reading → The reject...
of a media...
disagrees...
created by...

Aberrant reading → Describes...
interprets...
from the i...
producer...

Ideology
A system of beliefs, ideas and values that are common to a specific group of people
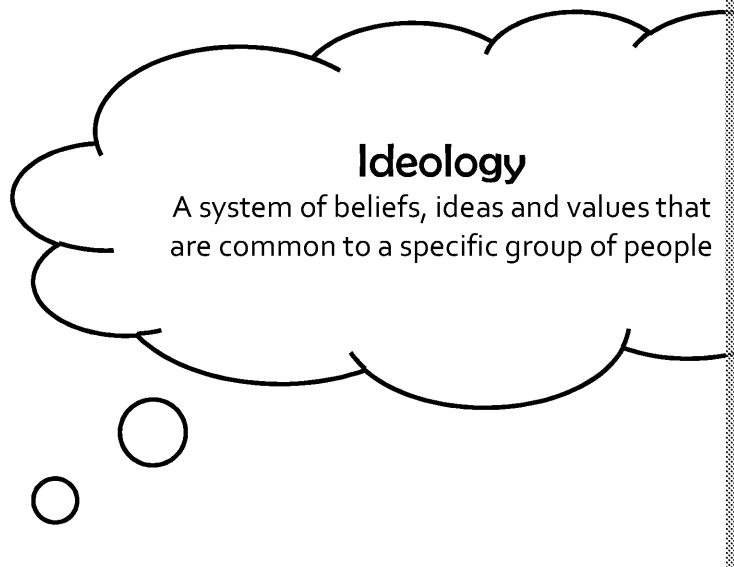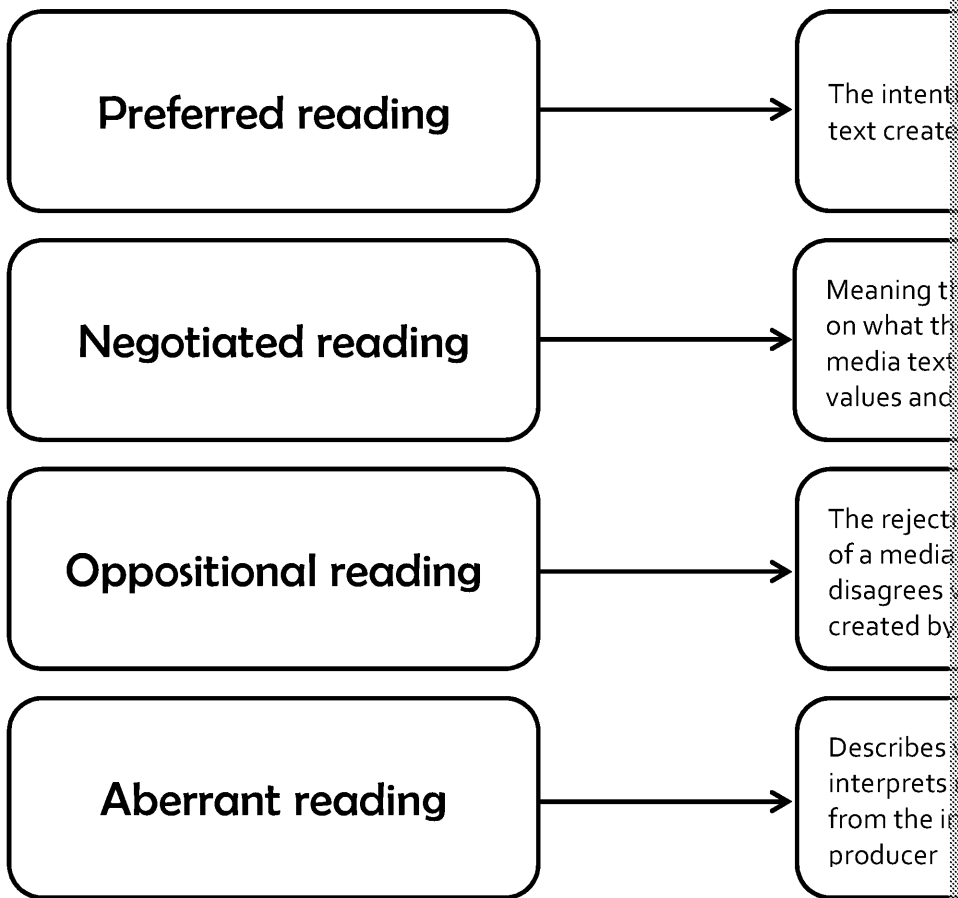
Lesson Plan 12 –
Stylistic Codes as Signs: Part 1

Includes:

LESSON AIMS
Learners should understand:
✔ how stylistic codes are used in media products

Keywords: stylistic codes (framing and angle, movement, colour and c

STARTER
Explain to learners that every media product has messages or signifiers
through stylistic codes communicating ideas (visual and aural communi
the list of elements in **Resource 12.1** and think about what they might s
(listener/reader/viewer). This can be done with learners in pairs or small
activity.

MAIN
The main activity in this lesson will focus on the stylistic codes – colour,
and composition or navigation. For the classroom activity you will need
four headings – 'colour', 'framing and angle', 'movement' and 'composit
headings in different parts of the classroom. Mix the cards (**Resource 1**
the desk; ask learners to pick one up and go to the heading they think th
reads what is on their card and the class must decide if the learner is by t
until all the cards have been taken. Split the class into four groups (usin
of the headings). The tasks for each heading are shown below; the grou
covered all four headings.

➡ *Framing and angle* – Mix up the cards from **Resource 12.3**. Learner
   terms and definitions. Using A4 pieces of paper with the middle cut
   different framing and angle techniques using a makeshift camera. I
   use a real camera and the class can watch back what each of the gr
   be made into an extra activity, where the class shouts out the corre

➡ *Movement* – Mix up the cards from **Resource 12.4**. Learners are to
   definitions. Using A4 pieces of paper with the middle cut out, learn
   movement techniques using a makeshift camera. If time allows, yo
   and the class can watch back what each of the groups has filmed. T
   extra activity, where the class shouts out the correct movement.

➡ *Colour* –Mix up the cards from **Resource 12.5**. Learners are to corre
   definitions. Place the colour circles on the table (from **Resource 12.**
   below each one. Each group is to write down three connotations of
   give three different connotations, i.e. no groups can have the same

➡ *Composition or navigation* – Mix up the cards from **Resource 12.7**.
   up the terms and definitions. Learners will need to look at an exam
   terms learnt and apply them to the website.

Facilitate the activities by overseeing tables, making sure that learners a
definitions, examples, etc. and providing guidance where needed.

EXPOSITION
Recap what has been covered in the lesson, reiterating the importance o

PLENARY

Learners are to answer the Pop Quiz (**Resource 12.8**). Learners s
you can identify what they have learnt from the lesson. Hand out
Codes as Signs: Part I.

EXTENSION OR HOMEWORK

Learners are to revisit the media product they are working on from
task. Learners are to analyse their media products in terms of stylis
codes denote/connote, focusing on colour, framing and angle, mov
Ensure learners cover each area in their analysis. This may lead into
preferred reading, oppositional reading, etc. This task can be comp
heading. Learners are to present their ideas to the rest of the class.

You may choose for learners to give an overall presentat
studied in Topic C.1 in Lesson 15 (PowerPoint presentat

Signifiers

Every media text has messages or signifiers which communicate meaning
Look at the list of elements below and think about what they might sugge

Signifier	Suggestions
Sunshine	

Signifier	Suggestions
An old lady	

Signifier	Suggestions
A dark room	

Signifier	Suggestions
A young couple holding hands	

Signifier	Suggestions
Broken glass	

Contrast	Brightness
Filters	Saturation
Shades	Tones
Overhead	Medium long shot
Over shoulder	Point of view
Low	High
Slow motion	Tracking
Speed	Zoom in
Handheld	Crane
Rule of thirds	Asymmetrical composition
Balance	Juxtaposition
Fonts	

Long shot (LS)	A shot that shows a full b⦀ the back⦀
Close-up (CU)	Where part of the subject t⦀ showing very little backg⦀ showing⦀
Medium long shot (MLS)	A shot where the subject f⦀ vertic⦀
Extreme close-up (ECU)	A shot used to show extre⦀ the fr⦀
Medium close-up (MCU)	A shot halfway between a ⦀ that shows the subject cle⦀ clo⦀
Medium shot (MS)	A shot from a m⦀
Overhead	A shot fro⦀
Over shoulder (OSS)	A shot that is framed from⦀ at the subject. This is a ty⦀ conversation betwe⦀
Point of view (POV)	A shot used to show what ⦀ or how they s⦀
Straight on	A shot that is looking s⦀ (cent⦀
High angle	A shot used to look d⦀
Low angle	A shot used to look⦀

Panning	A camera movement that goe
Tilting	A vertical camera movement that po camera is statio
Tracking	When a camera is mounted on a c tracks, creating a very smooth mov dolly shot.
Slow motion	Showing a moving image more sl
Speed	Suggests how fast or slow t
Zoom in	A change in the camera lens' focal le that the camera is moving close
Zoom out	A change in the camera lens' focal le that the camera is moving further
Handheld	Gives the shot a jerky effect that cr
Crane	Refers to a dolly shot taken in the a equipment that the camer

Contrast	The separation between the dark⋮ the image to create shado⋮
Brightness	Making an image ligh⋮
Black and white	Shades of grey with n⋮
Filters	Used to produce certain colo⋮
Saturation	The intensity of a specific col⋮ brightnes⋮
De-saturation	Removing/limiting the intensity⋮ making it appear duller⋮
Shades	The different grades of colour,⋮ green, sea g⋮
Tones	Refers to the lightness or darkn⋮ e.g. soft or h⋮

Blue

R

Green

Ye

Black

Or

Layout	The arrangeme
Focus	Attention given to a partic slightly blurre
Rule of thirds	A guideline that is used in t images. The guideline splits parts, where important elem along these imaginary lines order to create more tensio having the subject pos
Asymmetrical composition	An unbalanced spatial arrar the fra
Balance	The spatial arrangement of of equili
Juxtaposition	The placing of two opposit other to emphasise
Integration of text with image	Action
Fonts	A style of l

POP QUIZ
Lesson 12: Stylistic Codes as Signs: Part I

1. Which **one** of the following is an example of a close-up shot?

      a) ☐   b) ☐   c) ☐
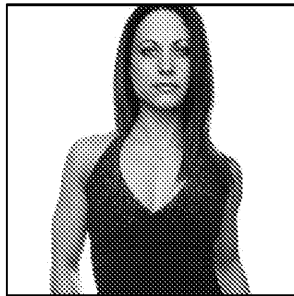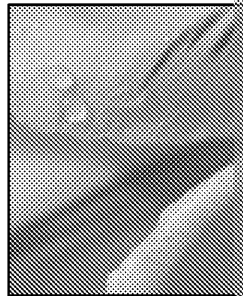
2. Which **one** of the following is the correct definition for the rule of thi

A guideline that is used in the composition of visual images. The guideline splits the image into six equal parts, where important elements should be positioned along these imaginary lines or at their intersections in order to create more tension and interest rather than having the subject positioned in the centre.

A rule that filmmakers use to direct audience viewing of the mise-en-scène.

a)   ☐ b)   ☐ c

3. Give **one** purpose of composition or navigation.

....

...c

4. Use the following scenario:

> You have been asked to work on a storyboard for a scene of a wel[
> scene is climatic and contains a serious accident that involves one[
> members.

    a) Which colour stylistic code will you use and why?

        ....

        ....

        ....

    b) Which framing and angle will you use and why?

        ....

        ....

        ....

    c) Which camera movement will you use and why?

        ....

        ....

        ....

    d) Which composition will you use and why?

        ....

        ....

        ....

Stylistic Codes as Signs: Part I

Framing and angle

- Close-up (CU)
- Extreme close-up (ECU)
- High angle
- Long shot (LS)
- Low angle
- Medium close-up (MCU)
- Medium long shot (MLS)
- Medium shot (MS)
- Over shoulder (OSS)
- Overhead
- Point of view (POV)
- Straight

Movement

- Crane
- Handheld
- Panning
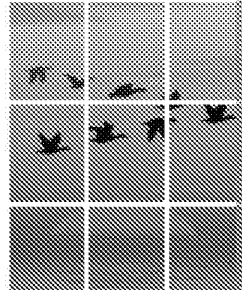- Slow motion
- Speed
- Tilting
- Tracking
- Zoom in
- Zoom out

Compositio or navigatio

- Asymmetrical composition
- Balance
- Focus
- Font
- Integration of text with image
- Juxtaposition
- Layout
- Rule of thirds

Lesson Plan 13 –
Stylistic Codes as Signs: Part II

(i)

LESSON AIMS
Learners should understand:
✔ how stylistic codes are used in media products

Keywords: stylistic codes (mise-en-scène, lighting, editing and sound)

STARTER
This lesson will focus on the stylistic codes – mise-en-scène, lighting, ed
classroom activity you will need **Resource 13.1**. Introduce the four head
'editing' and 'sound' – and place the headings in different parts of the cl
(**Resource 13.1**) and place them face down on the desk and ask learners
heading they think the word relates to. The learner reads what is on the
if the learner is by the correct heading. Repeat this until all the cards ha

MAIN
Split the class into four groups (using four tables as stations for each of t
heading are shown below; the groups are to swap until everyone has co

➜ *Mise-en-scène* – Mix up the cards from **Resource 13.2**. Learners are
and their definitions. Learners will need a piece of A3 paper for the r
Resource 13.3, learners are to note down what the mise-en-scène c
previously learnt. Note that no group can give the same answer; ea
suggestions. This can then be discussed as a class.

➜ *Lighting* – Mix up the cards from **Resource 13.4**. Learners are to con
definitions and examples. If you have access to equipment, it would
practise with lighting equipment led by the teacher (this can be don
correctly identify the type of lighting being demonstrated.

➜ *Editing* – Mix up the cards from **Resource 13.5**. Learners are to corr
their definitions. Learners will need access to a computer (with sou
to watch the following clip of Hitchcock talking about the Kulesho
http://www.youtube.com/watch?v=TNVf1N34-io [1] You will need to c
http://www.youtube.com/user/movieclipsTRAILERS Learners are to
techniques used (turning the sound off will help with this). This can

➜ *Sound* – Mix up the cards from **Resource 13.6**. Learners are to corre
their definitions. Learners are to listen to the sound clips provided
and correctly identify what type of sound each clip is.

Facilitate the activities by overseeing tables, making sure that learners a
definitions, examples, etc. and providing guidance where needed. Once
the headings, learners are to discuss their suggestions, particularly for t
editing techniques of a moving image (film trailer) and the sound examp

EXPOSITION
Recap what has been covered in the lesson, reiterating the importance c

PLENARY
Learners are to answer the Pop Quiz (**Resource 13.7**). Learners should f
you can identify what they have learnt from the lesson. Hand out **Inforn
Codes as Signs: Part II**.

---

[1] Learners will not be tested on this term, however the idea of this exercise is to help learners und
editing and this is a perfect and simple example of how this is done.

EXTENSION OR HOMEWORK
Learners are to revisit the media product they worked on from the l[...]
task). Learners are to analyse their media products, adding to their[...]
what do the stylistic codes denote/connote (mise-en-scène, lighting[...]
cover each area in their analysis. Learners with media products tha[...]
such as editing/sound, will need to be moved to a group that does.[...]
using a slide per heading. Learners are to present their ideas to the[...]

**You may choose for learners to give a presentation that[...]
(PowerPoint presentation).**

Costume	Hair
Setting	Figure expression
Under	Overhead
Low key	High key
Shadows	Silhouette
Pace	Rhythm
Cuts	Fades
Incidental music	Bridges
Jingles	Voice-overs
Dialogue	Levels
Body language	

Costume	The distinctive style of dress of a ̷ from a certain era or s ̷
Hair	A distinctive hair style of a partic ̷ a certain era or soc ̷
Make-up	Materials applied to the face u ̷ certain appearance or to in ̷
Props	Objects used in the scene that ̷ realism ̷
Setting	Describes where the eve ̷
Figure expression	Emotions conveyed by a person ̷ expressio ̷
Body language	Communicating emotion throu ̷ gestures ̷

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

Illuminates parts of the subject to create a contrast between light and dark areas. Lighting that is used to suggest a sense of alienation.	
A dark area produced by a physical object between the light source and a surface.	
An object that can be seen as a dark shape against a lighter background.	
Lighting used for everyday purposes, e.g. to read or see what is in a room.	
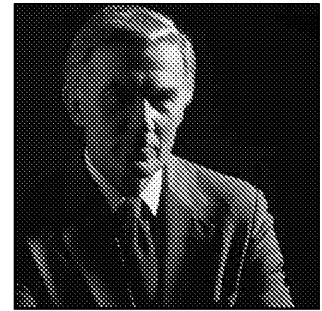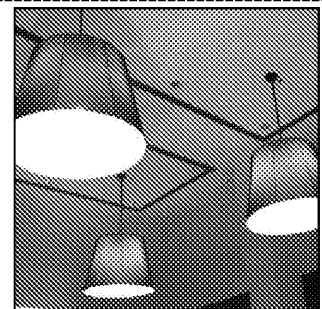
Pace	Moving at a particular spee
Rhythm	Assembling a sequence of shots the length of time a shot remain of time a sound ca
Continuity	The predominant style of editing emphasise a smooth transitio progression throug
Cuts	A common transition used in e alternating between different common are straight cu
Fades	A technique used to either signa of something, e.g.
Transitions	A gradual fade from one shot dissolve, cros

Incidental music	Describes music in a televis[...] programme or video game tha[...] but background music th[...]
Bridges	Where sound continues fror[...] creating a sense o[...]
Aural motifs	Sound that is suggestive of a [...]
Jingle	A catchy, musical song o[...] advertisements. Also know[...]
Voice-over	Off-camera commentary that [...] and fil[...]
Sound effects	Artificial sound that is not di[...] explosi[...]
Dialogue	Conversation between t[...]
Levels	How quiet or loud t[...]
Perspective	The position of sound in term[...] and tim[...]
Diegetic	Describes actual sound in th[...] visible, e.g. charac[...]
Non-diegetic	Sound that is added in the pos[...] as mood r[...]

POP QUIZ
Lesson 13: Stylistic Codes as Signs: Part II

1. Which **one** of the following is the correct definition for the Kuleshov [

> An editing effect that is used across all media sectors and enables the audience to make up their own narrative

> A film (montage) editing effect that enables viewers to bring their own emotional reactions to a sequence of images to create meaning

a) ☐   b) ☐   c

2. Which **one** of the following would be considered to be an editing tecl
   a) Straight cut
   b) Rule of thirds
   c) Shadows
   d) Dialogue

3. Give **one** example of sound used in an advert.

   ....

4. Which **one** of the following would be considered to be part of the mis
   a) Dialogue
   b) Balance
   c) Setting
   d) Transitions

5. Give **one** example of lighting that could be used to signify isolation.

   ....

Stylistic Codes as Signs: Part II

Mise-en-Scène

- Costume
- Hair
- Make-up
- Props
- Setting
- Figure expression
- Body language

Lighting
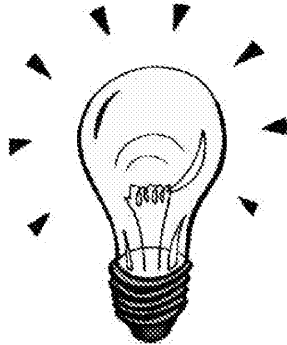
- Fill
- Functional
- High key
- Low key
- Overhead
- Shadows
- Side
- Silhouette
- Under

Sound
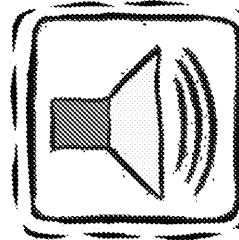
- Aural motifs
- Bridges
- Dialogue
- Diegetic
- Incidental music
- Jingle
- Levels
- Non-diegetic
- Perspective
- Sound effects
- Voice-over

Lesson Plan 14 –
Creating Meaning: Part I

(i)

LESSON AIMS
Learners should understand:
✔ how stylistic codes can be used to create meaning in media produc

Keywords: stylistic codes

STARTER
Begin by asking learners the question: how can stylistic codes be used? \
the board. Pick out suggestions to discuss.

MAIN
Split the class into five groups, allocating each group a media sector. Ea
media product from one of the five media sectors. Ensure you have acce
will need to allocate a specific media product to each group, e.g. Creme

- Moving image – film trailer, TV advert, music video
- Audio – radio advert, movie soundtrack
- Publishing – e-magazine, e-newspaper, poster
- Websites – any
- Games – any digital game (online, download, console game)

Using A3 paper, learners are to analyse stylistic codes of their given mec
these stylistic codes are used to create meaning, e.g. the colour red is us
passion. This creates a sense of intimacy. Allow 30 minutes to analyse ar

EXPOSITION
Recap what has been covered in the lesson, reiterating the importance c
in creating meaning.

PLENARY
Learners are to answer the Pop Quiz (**Resource 14.1**). Learners should f
you can identify what they have learnt from the lesson. Hand out **Inforn
Meaning: Part I.**

EXTENSION OR HOMEWORK
Learners are to revisit the media product they worked on from the last fou
task). Learners are to analyse their chosen media product allocated in Less
of stylistic codes used, i.e. what meanings are created? How? Why? Learne
rest of the class. This may lead into a discussion about how stylistic codes

**You may choose for learners to give a presentation that c
been learnt over the last four lessons in Lesson 15.**

POP QUIZ
Lesson 14: Creating Meaning: Part 1

1. Suggest **four** arrangements that make up the mise-en-scène.

    1. ....

    2. ....

    3. ....

    4. ....

2. a) Give **one** example of a stylistic code.

    ....

    b) Give an example of how this stylistic code can be used to connot

    ....

3. Which **two** of the following stylistic codes could be used to create ex
    a) Sound   ☐
    b) Composition   ☐
    c) Colour   ☐
    d) Editing   ☐

Creating Meaning: Part I

To create

- Memorable aspects
- Mood
- Style
- Excitement
- Dynamism
- Atmosphere
- Genre
- Intimacy
- Aesthetics
- Subjectivity
- Meaning

How can stylistic codes be used?

To indicate or signify

- A sp
- Clin
- The
- Cha
- Stat
- Isol
- Cha
- Mes
- Ger
- Cha

To direct or alert the viewer

- Draw
  detail
- Comm
  values
- Chanc

To reflect, enhance or flatter the subject

- Mimic or reinforce action
- Manipulate space or events
- Change time frame
- Move narrative forward
- Improve ease of consumption
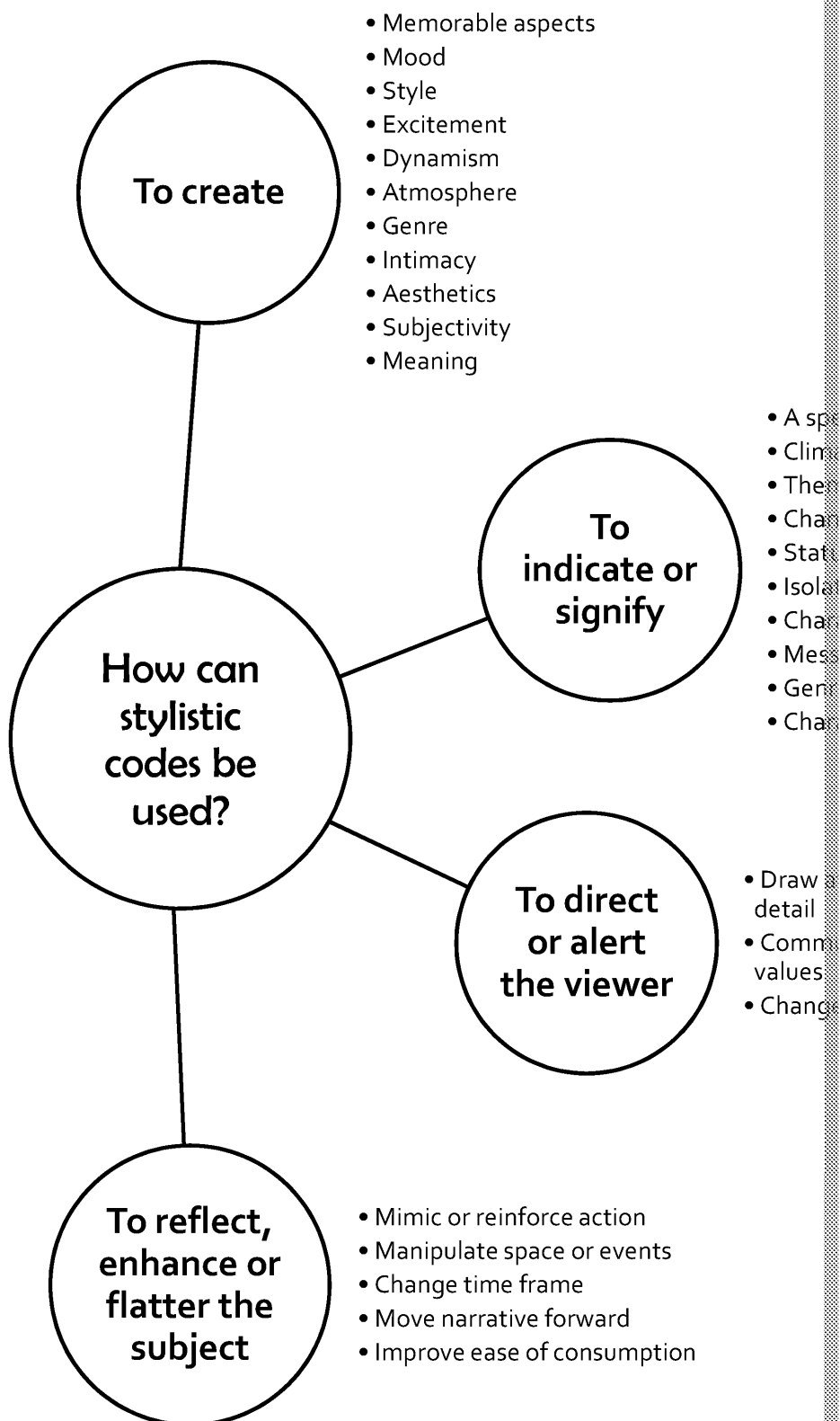
Lesson Plan 15 –
Creating Meaning: Part II

LESSON AIMS
Learners should understand:
✔ how stylistic codes can be used in creating meaning in media produ

Keywords: stylistic codes

STARTER
Learners are given 10 minutes to prepare for their presentations, e.g. se

MAIN
Learners are to present their ongoing analysis of a chosen media produc
so far.

EXPOSITION
Recap what has been covered over the last few lessons, reminding learn
have learnt.

PLENARY
Use **Resource 15.1** to test learners on their terminology to date.

1. Give out the 4 x 4 grids (or ask learners to sketch the grid).
2. Put the 60 words from the list on the board and ask learners to choc
   on their grid.
3. Call out definitions of 20 chosen words in a random order.
4. Either go for a full house, or choose to include one-line successes.

EXTENSION OR HOMEWORK
*Learners are to go over terminology that they are unsure of. Learners are t
of their choice, e.g. an e-magazine cover. Learners are to answer the quest
create meaning for the target audience?*

Word List

1.	Saturation	21.	Primary research
2.	High angle	22.	Qualitative research
3.	Low angle	23.	Audience profile
4.	Close-up shot	24.	Uses/gratifications model
5.	Establishing shot	25.	The hypodermic model
6.	Slow motion	26.	Passive viewing
7.	Zoom in	27.	Secondary audiences
8.	Tracking	28.	Active media
9.	Rule of thirds	29.	Synergy
10.	Fonts	30.	Cross-media
11.	Juxtaposition	31.	PEGI
12.	Mise-en-scène	32.	BBFC
13.	Low-key lighting	33.	Access
14.	Under lighting	34.	Immediacy
15.	Editing transitions	35.	Interactivity
16.	Editing cut	36.	Convergence
17.	Aural motifs	37.	Media sector
18.	Jingles	38.	Device
19.	Dialogue	39.	Digital media platforms
20.	Incidental music	40.	Production

Bingo Cards

Lesson Plan 16 –
Genre and Representation

(i)

LESSON AIMS
Learners should understand:
- ✔ how genre and representation are used to communicate meaning

Keywords: genre, representation, stereotype

STARTER
To start, present the class with the same piece of media text, such as an
home page, television programme ident, etc. Learners are to work indiv
which audience the product is aimed at and what genre the product is. L
a starting point to discuss how everyone in the class reached the same n
meaning through stylistic codes, e.g. colour, font, framing). Introduce th
representation. Help learners to come up with definitions. Use examples

MAIN
Learners are to come up with a list of pros and cons for genre (producer
term 'stereotype' to learners. They are to discuss the advantages and dis
representation. Aid learners in their discussion of these concepts. You m
to introduce the term 'realism' to learners. You will need a variety of diff
across all the media sectors for the next task (ensure that all media secto
look at genre (generic conventions) using **Resource 16.1** and representa
each remembering to use the knowledge they have learnt, e.g. stylistic c
profiling. This activity can be done in groups, where each group feeds ba
class. Learners are to identify typical traits from each genre and represe
covered; this can be done as a list which all learners contribute to. This c
exercise, e.g. comparing the digital media products covered.

EXPOSITION
Reiterate the importance of genre and representation, particularly draw

PLENARY
Learners are to answer the Pop Quiz (**Resource 16.3**). Learners should f
you can identify what they have learnt from the lesson. Hand out **Inform
Representation.**

EXTENSION OR HOMEWORK
*This task can be done as a mind map or a short analysis essay: **choose a b
identity; what does their identity represent? How?***

*Q: Using an example of a digital media product of your choice, explore
communicate meaning and engage audiences across different media s
OR
Q: Using an example of a digital media product of your choice, explore
communicate meaning and engage audiences across different media s*

Generic Codes

Camerawork	
Characters	
Graphics	
iconography	
Language	
Mise-en-scene	
Music	
Narrative structure	
Soundtrack	
Style	

Representation of People

Represe
P

Stereotypes

POP QUIZ
Lesson 16: Genre and Representation

1. What is a stereotype?

    ....

    ....

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

    ....

3. Which of the following are generic codes?

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

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

    ....

Genre and Representation

'Genre' describes a type that has a set of typical conventions. The term 'g
describing a type of media text across many media platforms such as ma
music and film.

Identifying a particular genre is becoming increasingly easy for the audie
certain predictable characteristics associated with a genre. Codes and co
these characteristics. For example, the codes and conventions of blood, v
of the horror TV and film genre. These identifiable codes and convention
expectation and can lead to the creation of hybrid genres that appeal to a
as the romantic comedy TV and film genre.

Examples of Genre:

Moving Image	Audio	Publishing	

• Adventure
• Comedy
• Crime
• Fantasy
• Science-
  fiction
• Romance
• Drama
• Documentary
• Music
  television
• Soap operas
	• Audiobooks
	• Audio guides
	• Documentaries
	• Music formats
	• News
	• Current affairs
	• Drama
	• Soap operas
	• Comedy
	• Talk shows
	• Phone-ins
		• Fashion
		• Music
		• Technology
		• Photography
		• Entertainment
		• Sport
		• Cars
		• Broadsheets
		• Tabloids
		• Red tops
			•
			
			•
			
			•

Representation and Stereotypes

The term 'representation' means how places, people, ideas or events are
media texts. 'Stereotype' means a person/character or group of people th
associated with a particular social group, or that is typical of a particular g
which are continuously repeated and used within the media.

Through representation, it is very common to associate a stereotype with
industry, in particular the news media, creates stereotypes so that the au
characteristics. Stereotypes define people that are grouped together bec
characteristics. A concern of stereotypes is that they do not allow for indi
representation is a version of reality with a grain of truth that the media i
evident in tabloids, magazines and television programmes, for example.
people, ideas or events creates certain messages and values. This is calle
part in how audiences relate to, and use, media texts.

Lesson Plan 17 – Narrative

LESSON AIMS

Learners should understand:

✔ the concept of narrative and how digital media products use narrat[ive]
engage audiences

Keywords: narrative, plot, story, characterisation, themes, structures

STARTER

Introduce the concept of narrative, using examples to help learners com[
]wish to also introduce terms such as 'storyline' (plot, story, narrative), 'c[
]'themes', 'structures' (linear, non-linear, openings, endings), 'narrative d[
]subjective, objective, mode of address) and 'continuity' (narrative style [
]with examples for each. Hand out **Resource 17.1** – a word search which [
]terminology for the lesson.

MAIN

For the main activity, you may wish to focus on one media product, such[
]be adapted so that learners look at a variety of digital media products ac[
]Arrange learners into five groups and assign each group one of the follo[w
]story and narrative)', 'characterisation (identification)', 'themes', 'structu[
]endings)' and 'narrative devices (use of narrator, subjective, objective, n[
]paper; learners are to watch the film trailer three times: the first time ju[
]times making notes as they watch. Learners are to discuss in their group[
]rest of the class. Remind learners that the concepts they have learnt in t[
]representation) can also be applied to this activity. You may wish to look[
]media products to explore continuity (narrative style across products) w[
]and differences.

EXPOSITION

Go over what has been learnt in the lesson, reminding learners of the ke[y

PLENARY

Learners are to answer the Pop Quiz (**Resource 17.2**). Learners should f[
]you can identify what they have learnt from the lesson. Hand out **Inform**[

EXTENSION OR HOMEWORK

1. *Learners are to come up with a proposal for a new digital media prod[
    ]is aimed at a specific audience and is typical of a particular genre (you[
    ]are, or let learners have free rein).*
2. *Learners will then need to plan their design using their knowledge of [
    ]the key concepts of genre, representation and narrative in mind.*
3. *Learners will then need to explain their design, e.g. how they have ap[
    ]communicate a meaning that the target audience will engage with / r[*

Crossword

Fill in the crossword using the clues provided
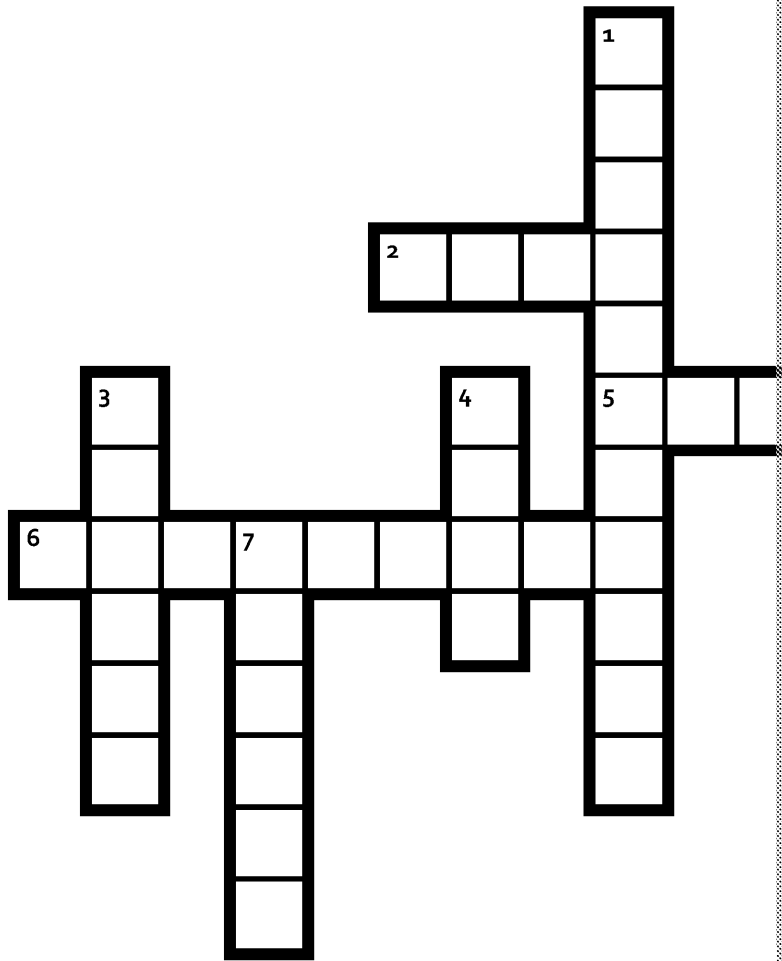
Across

2   Defines the events that make up the story (4)

5   The recounting of the sequence of events (5)

6   A type of narrative that does not follow a chronological order (3-6)

Down

1   A number of different episode that a 6)

3   A narrative wi and no loose e

4   A narrative wi (4)

7   A narrative th (6)

POP QUIZ
Lesson 17: Narrative

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

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

   ....

3. What is the mode of address?

   ....

   ....

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

a) Multi-strand	

| b) Open | A cle |

| c) Closed | A nu in a s |

Narrative

Narrative structures:

Non-linear

Multi-strand

Closed

Todorov's Narrative Theory

Todorov was the theorist who suggested that all narratives have a five-pa

Stage of Narrative	Explanation of Todc
Equilibrium	The status quo, where there is p oppositional ch
Disruption	An event that shatters the
Recognition of disruption	Main characters then under
Repair of disruption	Main characters attempt to restore
Repair of equilibrium	A new peace has been restored betw where all is

Crossword Solution

Answers to Pop Quizzes

Lesson 1: Introduction to Unit 1: Digital Media?

1. C: E-magazine
2. *Any one of the following:*
   - DAB radio
   - Digital download
   - Digital TV broadcast
   - DVD
   - DVRs
   - E-book
   - HD camcorder
   - Digital camera
   - Internet radio
   - MP3 player
   - Non-linear editing systems
   - Podcast
3. a) *Any one of the following:*
      - Produce a book and/or e-book of the film, such as a screenplay, ar
      - Produce a poster (billboards, magazine inserts, six-sheet poster p
      - Produce a magazine and/or e-magazine for the film, e.g. trivia, int
        competitions.
      - Produce a magazine article in a popular film magazine, such as *En*
        cast interview, making of the film 'behind the scenes'.
      - Produce the DVD cover design.
   b) *Any one of the following:*
      - Cross-media synergy raises/creates national and/or global awarer
        to a wider target audience and demographic, which creates reven
      - Cross-media synergy enables companies to utilise each other's sk
        visibility on a varied range of media platforms (that would be rest
        one company) that allows for wider distribution.
      - Cross-media synergy allows for a greater presence of a particular
        domain, i.e. increases brand awareness and becomes easily recog

Lesson 2: Media Processes

1. D: Mixing sound
2. *Any one of the following:*
   - Designing the website / web page mock-ups
   - Pitching
   - Budgets
   - Selecting fonts and/or colour schemes
   - Sourcing images
   - Permissions/clearance
   - Writing copy
3. B: E-magazine
4.

Pre-production	=	Creating a production schedule
Production	=	Shooting footage
Post-production	=	Shooting pick-up shots
Distribution	=	Digital download
Exhibition/consumption	=	Watching on an MP4 player

Lesson 3: Digital Media Platforms and Devices

1. A: Games console

2. a) 1. TV
       2. Audio
       3. Publishing
   b) *Any of the following:*
      · Mobile phone
      · PC
      · Laptop
      · Radio
      · Tablet
3. *Any two of the following:*
   · Blu-ray disc
   · Digital download
   · On-demand Internet streaming media (e.g. Netflix)
   · Pay-per-view TV (e.g. Sky Movies)
   · TV broadcast

Lesson 4: Multimedia technology and consumption: Part I

1. a) Describes the coming together of more than one media area, e.g. cont
      across a range of media platforms simultaneously.
   b) *Examples could include:*
      · Listening to the radio on a laptop/smartphone
      · Surfing the Internet using a games console / smartphone / MP3/4
      · Watching television programmes on a laptop / smartphone /MP3/
      · Using a smartphone to record a video / take a picture
      · Playing games on a laptop / smartphone / MP3/4 player (e.g. iPod
2. *Any two of the following:*
   · Increased speed
   · No longer exclusive to professionals (amateur media-makers)
   · User friendly
   · Cost effective (all in one)
   · Always connected
3. D: All of the above

Lesson 5: Multimedia Technology and Consumption: Part II

1. *Any two of the following:*
   · Consumer has a level of control over their own media experience to cr
   · The ability to create user-generated content
   · Enables an active audience (audience engaging with content)
   Accept any other appropriate answer which refers to the advantages of intera
2. *Any one of the following:*
   · Logging in / signing out function
   · Usernames
   · Avatars (upload own picture, etc. / create own avatar)
   · EPGs, digital TV menus
   · Hard-disc video recorders
   · Music playlists
   Accept any other appropriate answer which refers to an example of personali
3. *Any one of the following:*
   · Gameplay
   · Digital editing (mash-ups)
   · Hyperlinks
   · Uploading/downloading
   · Forums and message boards
   · Red Button
   Accept any other appropriate answer which refers to an example of interactiv

4.	*Advantage* = makes the user feel valued as an individual
	Disadvantage = the cost incurred for the media producer
	Accept any other appropriate answer which refers to advantages/disadvanta
5.	a)	Content that is created by a media user rather than by a media produc
	b)	*Any one of the following:*
		·	Podcasts
		·	Mobile phone videos
		·	Mobile phone photography
		·	Blog post
		·	Vlog
		·	Posts on social networking sites, such as Facebook
		·	Web forums
		·	Digital editing (mash-ups)
		Accept any other appropriate answer which refers to an example of user-

Lesson 6: Types of Audience: Part I

1.	a)	*Any one of the following:*
		·	Privacy
		·	Convenience
		·	Individuality
		·	Accessibility
		·	Control
		Accept any other appropriate answer which refers to solo enjoyment.
	b)	*Any one of the following:*
		·	Social interaction
		·	Competition
		·	Belonging
		·	Sharing
		Accept any other appropriate answer which refers to collective enjoymen
2.	*Any two of the following:*
	·	Instant phone messaging
	·	Social networking
	·	Live broadcasts (TV and radio)
	·	DVD viewing
	Accept any other appropriate answer; including brand names, e.g. Twitter®.
3.	a)	Individual
	b)	Group
4.	B:	Web surfer

Lesson 7: Types of Audience: Part II

1.	*Any one of the following:*
	·	Watching TV with phone-ins (engaging)
	·	Playing video games
	·	Social networking, e.g. Twitter®
	Accept any other appropriate answer which refers to an example of active vie
2.	*Any two of the following:*
	·	Supports the idea that all audiences will respond to media messages ir
		account for individual responses or polysemic readings.
	·	Supports the notion that media consumers will copy behaviour seen in
		behaviour copied is always seen as negative rather than the behaviour
	·	Views the individual as a passive and submissive member of a larger au
		their own except those gained solely from the media.
3.	*Any two of the following:*

- Supports the idea that all audiences will respond to media messages in
  media for their own personal gratification and needs, which accounts f
  polysemic readings of a media product.
- Views the individual as an active and engaged member of a larger aud
  brings their own personal knowledge to a media product.
- Supports the notion that audiences have complete control over the me
  use it and the effect it may have on their lives as a result.

4. *Any two of the following:*
   - The consumer acts as a researcher for the media producer, therefore a
   minute) information on incidents/events/news is more readily available.
   - Media producers have far more access to secret footage / undercover f
     camera crews are prohibited or are not present at the location, e.g. na
     countries of civil unrest, etc.
   - Material is often in the public domain, such as on social networking sit
     producers to gain access/permission for this content.
   - Consumers (members of the public) freely submit material, so it is eas
     source content without spending money to do so (cost-effective).
     Accept any other appropriate answer which refers to the advantages of u

5. A: Adults who take their children to see a children's film at the cinema.

Lesson 8: Audience and Producer Control

1. PEGI (Pan European Game Information)
2. A regulatory body for communications (broadcasting, telecommunications
   which represents the interests of consumers by protecting them from harm
3. D: ASA
4. Protects consumers from material that could be seen as misleading, harmf
   Accept any other appropriate answer which refers to an advantage of regulat
5. To serve members of the public who have complaints about newspapers an

Lesson 9: Understanding Audiences through Research

1. *Any two of the following:*
   - Tailored to the researcher's specific needs obtaining first-hand informa
   - Research is up to date and accurate
   - Researcher can interpret the results without having to rely on other int
   - Researcher has more free rein on the methods they use in their primar
   Accept any other appropriate answer which refers to the advantages of prima
2. Qualitative research measures individual opinions, etc. (i.e. word based) wh
   measures numerical data, e.g. percentages, statistics.
3. *Any one of the following:*
   - Archive research
   - Internet research
   - Library research
   - Reading
4. C: Do you think that e-newspapers are a good idea?
5. a) Primary research method
   b) *Any one of the following:*
   - Allows the researcher to interact with the participants in the focus gro
   - As it is qualitative data, it may be easier to understand than quantitati
   - Researcher can measure non-verbal responses which will contribute to
   - Researcher can ask follow-up questions or probe more deeply into a pa
   - Information can be collected far more quickly than when interviewing
   Accept any other appropriate answer which refers to an advantage of focus g
   c) *Any one of the following:*
   - Focus groups are generally quite small in size, therefore this group size
     representation of the larger audience.

- Participants may feel peer pressure from fellow participants to give sir[...]
  asked (lack of individual opinion).
- How the questions are phrased/worded may affect participants' answe[...]
- Group discussions can be difficult to control, as time could be lost talki[...]
  be difficult to steer it in the direction the researcher wants it to go).

Accept any other appropriate answer which refers to a disadvantage of focus[...]

Lesson 10: Audience Profiling

1. *Any one of the following:*
    - To identify trends or patterns in consumer behaviour and audience cor[...]
      understand current audiences and the typical consumer of a media pro[...]
    - To categorise and break down the audience according to age / gender[...]
      order to target audiences more accurately when marketing particular r[...]
      *Accept any other appropriate answer which relates to the ways in which[...]
      producers.*
2. F: All of the above
3. a)   A description of the characteristics that make up the target audience f[...]
    b)   *Any one of the following:*
        - Describes who the consumers are
        - Describes why consumers act as they do (psychographics)
        - Helps media producers make better media products suited to the[...]
        - Saves time and money by minimising the risk that the audience w[...]
        - Can help with gaining advertising revenue / sponsors who share a[...]
        Accept any other appropriate answer which refers to a purpose of audien[...]
4. *Any one of the following with an appropriate example:*
    - Immediacy
    - Access
    - Convenience
    - Portability
    - Connectivity
    E.g. 'Consumers are much more likely to access online content whilst on th[...]
    e.g. using smartphones to access social networking sites such as Facebook[...]

Lesson 11: Codes as Signs

1. D: What a phrase or word suggests or implies
2. Implies that the audience is active and rejects the idea that all audiences wi[...]
    the same way.
    Accept any other appropriate answer which refers to an advantage of opposit[...]
3. A preferred reading is the intentional meaning of a media text created by a[...]
    aberrant meaning describes when the audience interprets meaning that is c[...]
    the media producer.
4. *Denotation* = A girl holding a microphone
    Connotation= The microphone connotes that the girl is the lead singer of a r[...]
    connoted through the colour black (convention of the rock genre). The con[...]
    suggest looking cool and laid-back, and are suggestive of her confidence as[...]
    Accept any other appropriate answer.

Lesson 12: Stylistic Codes as Signs: Part I

1. Picture D
2. C: A guideline that is used in the composition of visual images. The guide[...]
         equal parts, where important elements should be positioned along the[...]
         intersections in order to create more tension and interest rather than f[...]
         the centre.
3. To direct the user/viewer/reader
    Accept any other appropriate answer.

4. a) *Colour* – I would use dark tones to create a sense of uneasiness/dread a
   manipulate their mood and to signpost that something bad is about to
   b) *Framing* – I would use close-up shots to direct the audience to the feeli
   involved in the accident, to create a sombre mood and sense of shock t
   and engaged with.
   c) *Camera movement* – I would use slow motion in order to create and bu
   scene.
   d) *Composition* – I would position the main character in the foreground to
   the character and in order to create a sense of intimacy between the a
   Accept any other appropriate answers.

Lesson 13: Stylistic Codes as Signs: Part II

1. B: A film (montage) editing effect that enables viewers to bring their own
   sequence of images to create meaning
2. A: Straight cut
3. *Any one of the following:*
   - Jingle
   - Voice-over
   - Dialogue
   - Sound effects
   Accept any other appropriate answer.
4. C: Setting
5. Low-key lighting

Lesson 14: Creating meaning: Part I

1. *Accept any four of the following:*
   - Sets
   - Props
   - Costumes
   - Lighting
   - Make-up
   - Hair
   - Figure expression
2. a) *Accept any one of the following:*
   - Colour
   - Framing and angle
   - Movement
   - Composition or navigation
   - Mise-en-scène
   - Lighting
   - Editing
   - Sound
   b) *Any appropriate example with any of the following:*
   - *To create:* mood, atmosphere, meaning, intimacy, excitement, dy
     subjectivity, memorable aspects
   - *To direct/alert the viewer:* draw attention to character emotion, ch
     messages and values, change distance or perspective
   - *To indicate/signify:* climate, themes, change of time frame, status,
     emotion, messages and values, character traits, genre
   - *To reflect/enhance/flatter the subject*: manipulate events or space,
     reinforce/mimic action, easier to consume
3. A: Sound
   D: Editing

Lesson 16: Genre and Representation

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

Lesson 17: Narrative

1. A: Linear
2. *Any one of the following:*
   - Plot twist
   - Narration (omniscient, first person)
   - Ellipsis
   - Flashbacks
   Accept any other appropriate answer.
3. How a media text speaks to an audience
4. a) A number of different storylines in a single episode that appeals to a mas
   b) No sense of an ending
   c) A clear sense of an ending, with no loose ends left