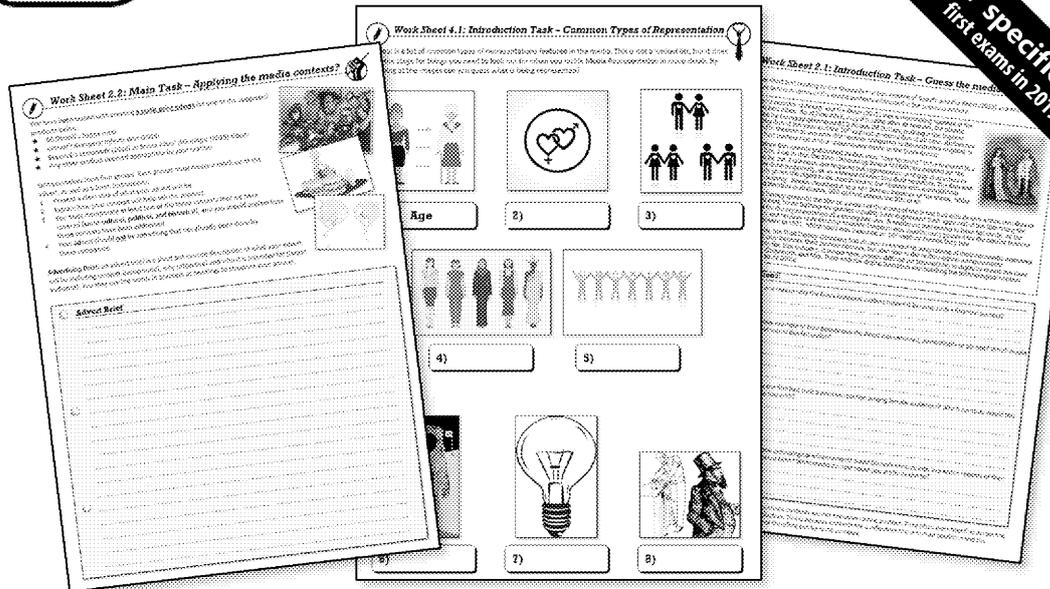


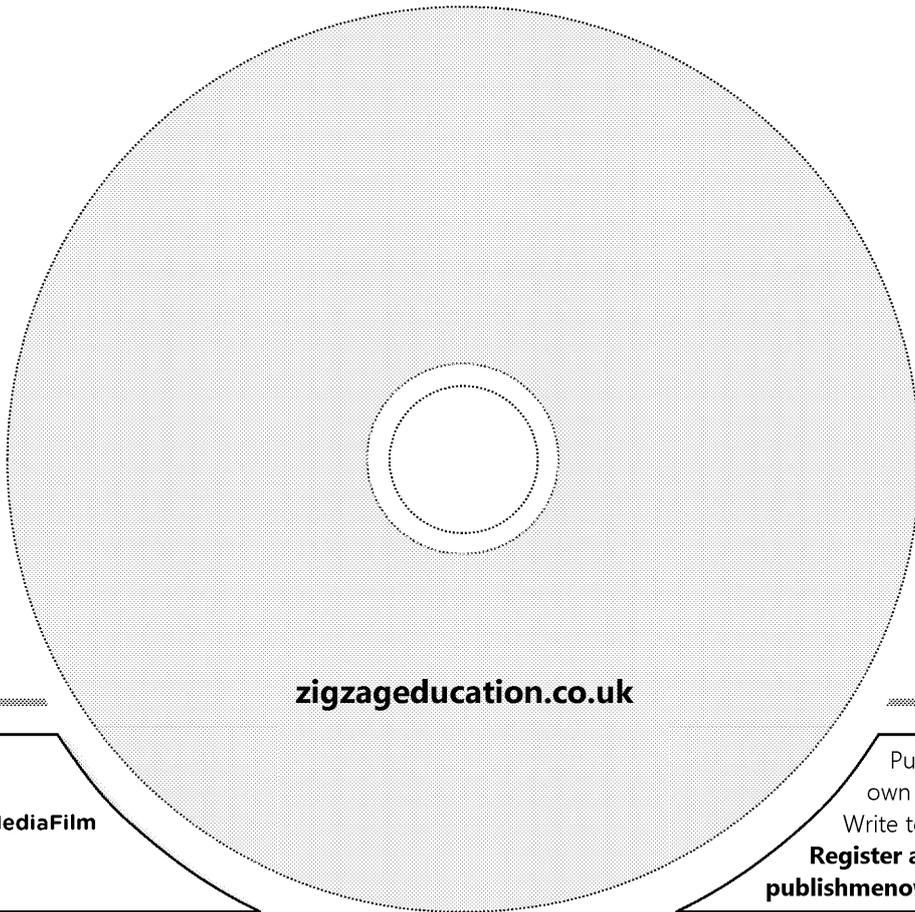


2017 specification
first exams in 2019



GCSE 9-1 AQA Teaching Pack

Introduction to Media



CA1/
8108

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Teacher's Introduction

This resource is relevant to teachers choosing to carry out the new Media Studies GCSE 9–1 AQA specification.

For many students, this is the first taste of Media as an academic subject. A lot of students have taken up this subject because they enjoy media products and interfaces such as social media and want to spend time discussing surface topics such as likes or filters. Unfortunately, almost immediately students are faced with new terminology and concepts that often seem foreign when starting out in media studies.

This resource is designed to work as a supporting pack, to introduce the main concepts or media frameworks that will be studied during the course. Each lesson has been crafted to slowly build a base knowledge for the students in a relevant and creative way. The aim being that once they begin tackling all the theoretical frameworks (Media Language, Representation, Institutions and Audiences) and Media Contexts (Historical, Sociocultural and Political contexts) in detail, students have an improved familiarity with the terminology and subject matter.

All six introductory lessons come with a structured lesson plan. Each lesson plan has clear timings of the activities and full instructions for those activities for ease of use. Every lesson also comes with a corresponding PowerPoint presentation. The aim of the presentation is to ensure that activities which require a degree of interactivity are more effective.

The class-based activities found in this pack will help the teacher gain an understanding of how much knowledge students have on a particular topic; this will allow the educator to better estimate the depth and dedication needed for that topic when it's being addressed. The mind maps provided in this pack will also help students when discussing certain topics in further detail as they can recall them in a memorable manner as and when they need them. In addition, activities such as gap-fills and match-ups have also been incorporated into this pack with the aim of facilitating easy definitions for important terminology and to keep students engaged with the content.

Set products are not covered in this resource as the main aim is to get students familiar with terms and concepts. Set products will be comprehensively addressed in the GCSE 9–1 AQA Component 1 resources Section A and Section B, where the information in these resources is applied in further detail and explored in more depth.

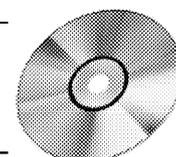
October 2017



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/8108

You may find this helpful for accessing the websites rather than typing in each URL.

The CD contains accompanying PowerPoints for all lessons and a word document containing a list of the set products and useful links for each product. This list is provided in Word format so that it can be edited to show only your centre's chosen products.



Free Updates!

Register your email address to receive any future free updates* made to this resource or other Media Studies resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Lesson Overview

Lesson	Lesson Theme	Lesson Aim	
1	Introduction to Media Studies	Familiarisation with media as a discipline and tools needed to succeed in Media Studies	General introduction
2	Introduction to Media Contexts	Introductory understanding of what media contexts are and how they apply to Media Studies	General introduction
3	Introduction to Media Language	Introductory understanding of media language and how it applies to Media Studies	General introduction
4	Introduction to Media Representation	Introductory understanding of media representation and how it applies to Media Studies	General introduction to representation
5	Introduction to Industry	Introductory understanding of industry (including why produce)	General introduction to associated industry
6	Introduction to Audiences	Introductory understanding of audiences (including 'why consume')	General introduction to often associated

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Lesson 1:

Introduction to GCSE Media Studies

Lesson Aims

- ✓ Understand what the media is and its fundamental concepts
- ✓ Understand the key skills required to succeed in Media Studies
- ✓ Understand what media products and processes are

You will need

- PowerPoint Lesson 1
- Presentation software
- Worksheets 1.1, 1.2, Answer Sheet 1.2
- Computers/Internet
- Exercise books

Starter

True or False: Introducing the Media

After being presented with the course outline for GCSE Media Studies on PowerPoint, students will be presented with a series of statements relating to the media, to which they will respond with 'True' or 'False'. This is a class activity where students collectively debate the answers. Answers are included in the PowerPoint.

Learning Activities

Introductory Activity: Success in Media Studies: Discussion in Practice

The class discusses the genre of *Batman vs Superman* (2016). Questions for discussion are found on PowerPoint Lesson 1, and are structured in a way that students will employ the examination board in order to do well in the exam. This activity should develop their ability to do well in the exam and also familiarises students with why one genre is better than another and the defining qualities of genres. Answers are included in the PowerPoint.

Task 1: Media Products and Processes

Provide students with Worksheet 1.1, and ask them, individually or in small groups, to answer the questions outlined in Task 1. Answers are included in the PowerPoint. Questions focus on identifying key words from their definition of Media Products and explaining why they are important. This will familiarise students with the key terms and concepts of the media.

Task 2: Media Products and Processes

Also found on Worksheet 1.1, task 2 will enable students, individually or in small groups, to identify key words and processes. The seven key words presented in the PowerPoint will be used to create a definition for media processes. The information provided in the PowerPoint for media products and processes that may help you in these activities is included in the PowerPoint.

Plenary

Now that the difference between media products and processes has been explained, students will be able to answer general questions about the media industry. Worksheet 1.2 contains a plenary exercise that consolidates Lesson 1 and can be completed individually or in small groups. Answers are located on Answer Sheet 1.2.

Homework

Select a media product of your choice. Explore the media process that would be used to create that product from the initial stages, right through to the final stages of audience reception. Write up your findings in a bulleted report (one bullet per stage).

Information

Definitions

- The **media** is any tool or form of technology used to communicate meaning or information.
- **Media products** are the end result of a media practice that is created by a media organisation and distributed through appropriate mass-media channels.
- **Media processes** are the **planning**, **production** and **manipulation (editing)** of a media product, and the **promotion (marketing)** and **distribution (media channels)** and in anticipation of audience **feedback**.

*A discrepancy in time has been purposely provided during the first two activities in order to allow students to complete the course outline for the subject as set out by the examination board.

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GCSE 9–1 AQA Close Study

Media One

Section A: Media Language and Representation; Section B: Media

Newspapers:

- **The Times (15 Mar 2017):** Founded in 1785. The paper is seen to be conservative group from middle to upper social class, with similar political views. Please see outlined by AQA specification.
- **The Daily Mirror (15 Mar 2017):** Founded in 1903. This tabloid is extremely loyal to support Labour Party. It mostly targets the 18–30 demographic from a working class background. Please see eQA for CSP product outlined by AQA specification.

Magazines:

- **Tatler (Apr 2017):** Monthly British magazine aimed at upper-middle class and has a circulation of 80,000 and readership of 199,000/month (Jul 2017).
Front cover: <http://ebook3000.biz/wp-content/uploads/2017/03/Tatler-UK-170417-1.jpg>
- **Reveal Magazine (18 March 2017):** A weekly celebrity and lifestyle magazine that focuses on ethnicity or social class. Between Jul 2015 and Jun 2016 the magazine reached 1.2 million readers through print and digital platforms.
Front cover: http://www.newsstand.co.uk/i2529969/Zoom/REVEAL_NO-170317-1.jpg

Advertising and Marketing:

- **NHS Blood and Transplant (2016, online campaign):**
Advert: https://www.youtube.com/watch?v=4YUbuqK_Dal
- **Galaxy (2013, TV Advert):** Part of a campaign by the UK Government to encourage people to get married without fear of prejudice or judgement. Non-commercial.
Advert: <https://www.youtube.com/watch?v=5w-9zMEDzRM>
- **OMO ad featured in Woman's Own 5 May 1955 (Print):** A link to the advert is provided in the watermark. It can be used as a reference and not to be distributed. All rights reserved. However, an unmarked image can be retrieved on the eQA portal.
Advert: <http://c8.alamy.com/comp/EXT582/1950s-uk-omo-magazine-adv.jpg>

Film Marketing (Trailers)

- **Doctor Strange (2016):** Benedict Cumberbatch plays the titular hero in the 14th film of the Cinematic Universe. Produced with est. \$165m budget. Grossed \$670m+.
https://www.youtube.com/watch?v=wwcSki7r9cQ
- **I, Daniel Blake (2016):** Small-scale, politically driven British production which has received mixed reviews. Estimated production budget unknown. Grossed \$12m.
https://www.youtube.com/watch?v=ahWgxw9E_h4

Music Videos

- **The Arctic Monkeys, 'I Bet You Look Good on the Dance Floor' (2005):** Debut single by indie rock band from Sheffield. **https://www.youtube.com/watch?v=pK7eg...**
- **One Direction, 'History' (2015):** X-Factor-nurtured boy band known for being the highest earning British groups in music history. 'History' was the final song recorded during their hiatus. **https://www.youtube.com/watch?v=yjmp8CoZBlo**

Radio

- **Tony Blackburn's Breakfast Show (BBC Radio 1 launch day, Sep 1967):** The first broadcast on BBC Radio 1. **http://www.radiorewind.co.uk/radio1/radio_1_1967**
- **Julie Adenuga (Beats 1 Radio, 2015–present):** Radio show, hosted by the original presenter (out of three) on the Apple-owned online radio station Beats 1. **http://www...**

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Online, social and participatory media and video games

- **Zoella (British-born, Internet-based entrepreneur):** Zoella is the most successful earning £50,000 per month just from her social media channels.
<https://www.zoella.co.uk> – website
<https://www.youtube.co.uk/user/zoella280390> – YouTube channel
<https://twitter.com/zoella> – Twitter
<https://www.instagram.com/zoella> – Instagram
- **Kim Kardashian; Hollywood (Glu Mobile, 2014):** Kim Kardashian’s mobile game earners in mobile gameplay, earning over £4 million in its first three months.
<https://www.kimkardashian.com>
<https://www.facebook.com/kimkardashian>
<https://twitter.com/kimkardashian?lang=en>
- **Lara Croft Tomb Raider: The Last Revelation (Square Enix Montreal, 2015):** This single-player puzzle game is part of the Tomb Raider franchise. It received critical acclaim for its design and won Apple Game of the Year award.
<https://www.laracroftgo.com/>

Media Two

Section A: Television; Section B: Newspapers and Online Media

TV

- **Class (2016–present) – Episode 4: Co-owner of a lonely Heart, 2016;** Broadcast on BBC One (US). Rating: 15. Original release: 2016–present.
Episode Link: <http://www.bbc.co.uk/iplayer/episode/p04dr5sg/class-series-1-episode-4-co-owner-of-a-lonely-heart>
- **Doctor Who (1963–present) – Episode 1: An Unearthly Child, 1963;** Broadcast on BBC One (US). Rating: 15. Original release: 1963–present.
Episode Link: http://www.dailymotion.com/video/xv7u66_s1xe01-an-unearthly-child

Newspapers:

- **The Times (15 Mar 2017):** Founded in 1785. The paper is seen to be conservative and cater to upper social class, with similar political views. Please see eAQA specification.
- **The Daily Mirror (15 Mar 2017):** Founded in 1903. This tabloid is extremely left-wing and supports the Labour Party. It mostly targets the 18–30 demographic from a working-class background. Please see eAQA for CSP product outlined by AQA specification.

Online, Social and Participatory Media and Video Games

- **Zoella (British-born, Internet-based entrepreneur):** Zoella is the most successful earning £50,000 per month just from her social media channels.
<https://www.zoella.co.uk> – website
<https://www.youtube.co.uk/user/zoella280390> – YouTube channel
<https://twitter.com/zoella> – Twitter
<https://www.instagram.com/zoella> – Instagram
- **Kim Kardashian; Hollywood (Glu Mobile, 2014):** Kim Kardashian’s mobile game earners in mobile gameplay, earning over £4 million in its first three months.
<https://www.kimkardashian.com>
<https://www.facebook.com/kimkardashian>
<https://twitter.com/kimkardashian?lang=en>
- **Lara Croft Tomb Raider: The Last Revelation (Square Enix Montreal, 2015):** This single-player puzzle game is part of the Tomb Raider franchise. It received critical acclaim for its design and won Apple Game of the Year award.
<https://www.laracroftgo.com/>

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Worksheet 1.1: Task 1 – Media Products

During your time studying the media you will notice the term ‘media product’ comes up. The definitions on this worksheet are located on the Lesson 1 PowerPoint.

Defining Media Products

- 1) What exactly is a media product? How can you define it?

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- 2) Can you identify the key words that make up the definition of a media product?

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- 3) Let's look at this definition in a little more detail, by explaining the key words.

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Worksheet 1.1: Task 2 – Media Processes

Media Processes Definition



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Worksheet 1.2: Plenary Task – Key

Circle the correct answers to complete the following statements about the general

- 1) The media are _____ used to _____.
 - a) two different methods of communication; get messages more quickly
 - b) a variety of methods of communication; communicate meaning
 - c) a list of six methods of communication; humour people
 - d) a variety of methods of communication; make people aware when the *Kimmy Schriener* is available.
- 2) Mass media are a group of highly varied technological mediums that are used to reach a large audience.
 - a) messages; 500+
 - b) messages; UK-based
 - c) messages; large
 - d) gifs; online
- 3) Mass media can be _____ or _____.
 - a) mainstream; hipster
 - b) emotional; popular
 - c) emotional; alternative
 - d) mainstream; alternative
- 4) The media is any tool or form of _____ used to communicate meaning or information.
 - a) technology; human beings
 - b) technology; politicians
 - c) energy; television programmes
 - d) energy; regulatory bodies
- 5) Broadcasting can take the form of _____ and _____.
 - a) film; social media
 - b) television; film
 - c) film; radio
 - d) television; radio
- 6) A media product is the _____ result of a type of media that is able to be _____.
 - a) printed; timed
 - b) finished; timed
 - c) produced; consumed
 - d) finished; consumed
- 7) Media _____ is a profession associated with _____ within an established industry.
 - a) television; apprentices; form
 - b) editing content; transparency
 - c) literary writing; franchise
 - d) content creation; form
- 8) A media producer is effectively the person (or _____) forming the content of a media product.
 - a) group; consumable
 - b) thing; wrapped
 - c) figurines; pocket-sized
 - d) group; 3D
- 9) An audience is a group of people who are expected to, in some way, consume (or see, hear, read, listen, reflect) the product.
 - a) eat; chew
 - b) copy; criticise
 - c) view; read
 - d) trace; recommend
- 10) Mass-media channels are the ways in which the media products are _____ to reach the desired audience.
 - a) dispatched; reach
 - b) distributed; ignore
 - c) dispatched; ignore
 - d) distributed; reach
- 11) Some of the media processes that producers go through are: planning, production, distribution, _____, and feedback.
 - a) editing; regulation
 - b) editing; integration
 - c) segmenting; revolution
 - d) segmenting; drawback

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Lesson 2:

Introduction to Media Contexts

Lesson Aims

- ✓ Understand the basics of media context and which will be used in the exam
- ✓ Be able to identify media contexts in media products
- ✓ Be able to apply media context to real products

You will need

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



Start

Discussion: Introducing the Media

Teacher loads **PowerPoint Lesson 2**, which introduces a class discussion where each of the main contexts found in the media are concerned with. Answers



Learning Activities

Introductory Activity: Activity: Q&A (Comprehension): Guess

Students are presented with a short text about Disney's live-action remake **Worksheet 2.1**. Individually or in small groups, students are required to read the text and answer the context-related questions found below the text. Answers are located on **Worksheet 2.1**.

Main Task: Creative: Media Products and Processes

Split students into four groups, and provide them with **Worksheet 2.2**. They are required to create an advertising brief for any one of the suggested products (or any other relevant/appropriate). Due to the creative nature of this task, answers have no right or wrong. Groups are expected to show understanding of the context, and incorporate at least one of the contexts discussed in this lesson.



Plenary

By now students should have a clear distinction between different media contexts and their importance. They should have been able to make. Continue **PowerPoint Lesson 2**, which is a consolidative activity where students are applying these contexts to actual media products that students would likely encounter in the **PowerPoint**.

You may enhance this discussion by offering further examples: old British social media posts and the historical context and the times in which they were made; the increasing use of social media nowadays are a reflection of the technological advances in films that require a social context; thus an extension of the social context; news cycles in recent years almost always involve a crisis of some sort (be it of a terroristic nature or otherwise), which can be seen as a reflection of the social context. Plenty of examples can be easily sourced online.



Homework

Come up with your own product and create an advertisement for it. The advertisement needs to address the contexts covered today by addressing the issues of gender equality, and music.



Information

Additional Resources

A highly recommended site that covers a wide range of information on the UK's digital spy: <http://www.digitalspy.com/>. The articles found on this site are useful as a source of case studies to use in class.

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Worksheet 2.1: Introduction Task – Guess the

Read the short text relating to the Disney live-action remake of *Beauty and the Beast*. Answer the questions below in terms of the media contexts addressed in the previous activity.

Disney's remake of *Beauty and the Beast* (2017) was a resounding success at the global box office. As of June 2017, only three months after its release, the remake had already generated \$1.2 billion US dollars, making it the highest-grossing film of the year and the 10th highest-grossing film of all time. Audiences flocked to theatres to see how this would compare to the animated original. It didn't hurt matters that critics and reviewers mostly wrote in the film's favour.

The feature film had also used its first ever 'gay moment' to be featured in Disney's *Disney's Greatest*. However, the Film Censorship Board of Malaysia insisted for the scene to be cut. Malaysian law requires the representation of gay characters either be done negatively, or as a means of rejecting their sexuality. The film eventually given the rights to be distributed in the country with a conditional PG13 censorship. Russia classified it as a 16+ feature because of the scene, and a chain of theatres in Alabama, USA did not screen the film at all.

Although Disney green-lit the film as a result of the string of hits it has had in the recent past, those fighting for gender equality have expressed their approval and dire need for the representation of a strong heroine. A sentiment that seems to have been the production and release of its original animated version, which itself was a 19th century French fairy tale, was unanimously praised for similar reasons upon its release.

Furthermore, the Walt Disney Company has chosen to extend its adaptation of classic films not only because of their proven success, but also due to the technological advancements introduced to the film industry. It would have proven difficult (or impossible) to create the iconic characters of Lumière, Cogsworth and Mrs Potts with the digital limitation surrounding film production prior to the early 2000s.

Questions:

1) List one reason why the film's historical context helped it become successful.

.....
.....

2) Give one example of how *Beauty and the Beast* was censored, domestic or international. What context would this fall under?

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

3) Why has the film had such a positive reaction among female audiences? What are they concerned with?

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

4) How have the technological advancements aided Disney's venture into live-action? What iconic animated characters? What media context could you attribute this to?

.....
.....

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As you can see, sometimes media contexts are not exclusive to one another. They can overlap and affect the whole product and its production. This is because contexts are a reflection of the society in which they exist, and, therefore, can be quite complex.



Worksheet 2.2: Main Task – Applying the M

You have been tasked with creating a **static print advert** for one of the suggested products below.

- ★ McDonald's Happy Meal
- ★ *Marvel's Avengers: Infinity War* (2018)
- ★ Beyoncé's *Lemonade* (2016) or Bruno Mars' *24K Magic* (2016) album
- ★ Any other product deemed appropriate by your teacher

Split yourselves into four groups. Each group must create a mock-up of the advert, as well as a brief.

1. Present your idea of what your advert will be.
2. Explain how your concept will help sell the product.
3. You must incorporate at least two of the three contexts that we have covered (**sociocultural, political, and historical**), and you should explain how these contexts have been addressed.
4. Your advert should **not** be something that has already been done by these companies.

Advertising Brief: an advert brief is a short but concise description of what your advert will be including (project background), why (objective) and who it is intended for (target audience). You may use the words in brackets as headings to structure your answer.

Example Answer for Primark

Primark: Celebrating 50 years of Affordable Style

Background: In the summer of 1969, Dublin was introduced to J. C. Penney. Fifty years on, Primark is a fashion outlet recognised globally. With over 300 stores in 11 countries, Primark remains the market leader for stylish and affordable clothing.

Objective: The goal is to remind the public of Primark's achievement and invite the public to help the brand celebrate this milestone.

Target Audience: Loyal Primark customers who are faithful to the brand and continued custom over the past 50 years.

Tag Line: Turning 50 Never Looked So Good!

Context: Primark is so heavily rooted in today's budget society that most people will feel as if they have, in some way, contributed to this context. The duration of the company's operation is a testament to its success that changes continually over the years (historical context). Regardless of this, Primark has stood the test of time!



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Lesson 3: Introduction to Media Language

Lesson Aims

- ✓ Understand the concept of communication and its importance to Media Studies
- ✓ Understand the basics of media language as a form of communication
- ✓ Gain a basic working knowledge of the Media Language theories that will be used in the course

You will need

- PowerPoint Lesson 3
- Presentation software /worksheets 3.1, 3.2, 3.3
- Computers/Internet
- Exercise books

? Starter

Discussion: Introducing the Media*

In order to gain an understanding of media language and the transference of a discourse on the basic elements of communication.

The starter activity located on **PowerPoint Lesson 3** is structured to ensure questions: **What** is communication? **Who** can communicate? And, **how** do

Answers are included in the **PowerPoint**. The basic model of communication illustration. **Worksheet 3.1** can be distributed to students to document the

* **Why** communication takes place has been avoided as this is addressed in the plenary discussion.

Learning Activities

Introductory Activity: Diagram Completion: Communication

Worksheet 3.2 is an unfinished diagram that links the different media types of communication. Students, individually or in small groups, are expected to complete the exercise will benefit students by illustrating how certain types of media use different communications (e.g. audio media such as radio utilises an oral form of verbal communication). The finished diagram can be found on **Answer Sheet 3.2**.

Task 1: Q&A: Communication and the Media

Provide students with **Worksheet 3.3** and ask them, individually or in small groups, to answer the questions outlined in Task 1.1. Answers can be found in **Answer Sheet 3.3**. This activity can be used to contextualise exactly how different media use different communication. Additional information provided on **Worksheet 3.3** explains this information in Media Studies.

Task 2: Match-up: How Do We Discuss Media?

Worksheet 3.4 takes five basic elements/theories associated with media language and match each to its explanation/definition. **Answer Sheet 3.4** provides answers.

Plenary

Now that the importance of communication has been addressed as well as how they vary in how they communicate with audiences, students are required to discuss the importance (specifically in the media). **PowerPoint Lesson 3** presents three questions to be expected to debate as a class. Answers are included in the **PowerPoint**.

Homework

Make a list of **10** signs or symbols that you come across in your home. Write down the sign is 'meaning', e.g. the standard UK recycling symbol found on most products, two arrows, one white and the other filled in (normally black), that come together at each other and form a circle (showing). This means that the product's packaging can be recycled, informing consumers that they can place that packaging in the recycling bin.

Information

Homework

The aim of this homework is for students to distinguish between the significance of knowing what they are doing. This is to reinforce that semiotics is not a difficult subject to address it in further detail later in the course. When discussing significance, if you are a little puzzled to understand the concepts, you may refer back to this exercise to see the difference between the two.

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Worksheet 3.1: Starter Task (PowerPoint Discussion) – T

PowerPoint Questions

1) What is communication?



2) What does communication communicate?

3) How does communication take place?

4) The Communication Model:



(This is where the term 'media' is derived from: it is the medium (tool) used to exchange information)

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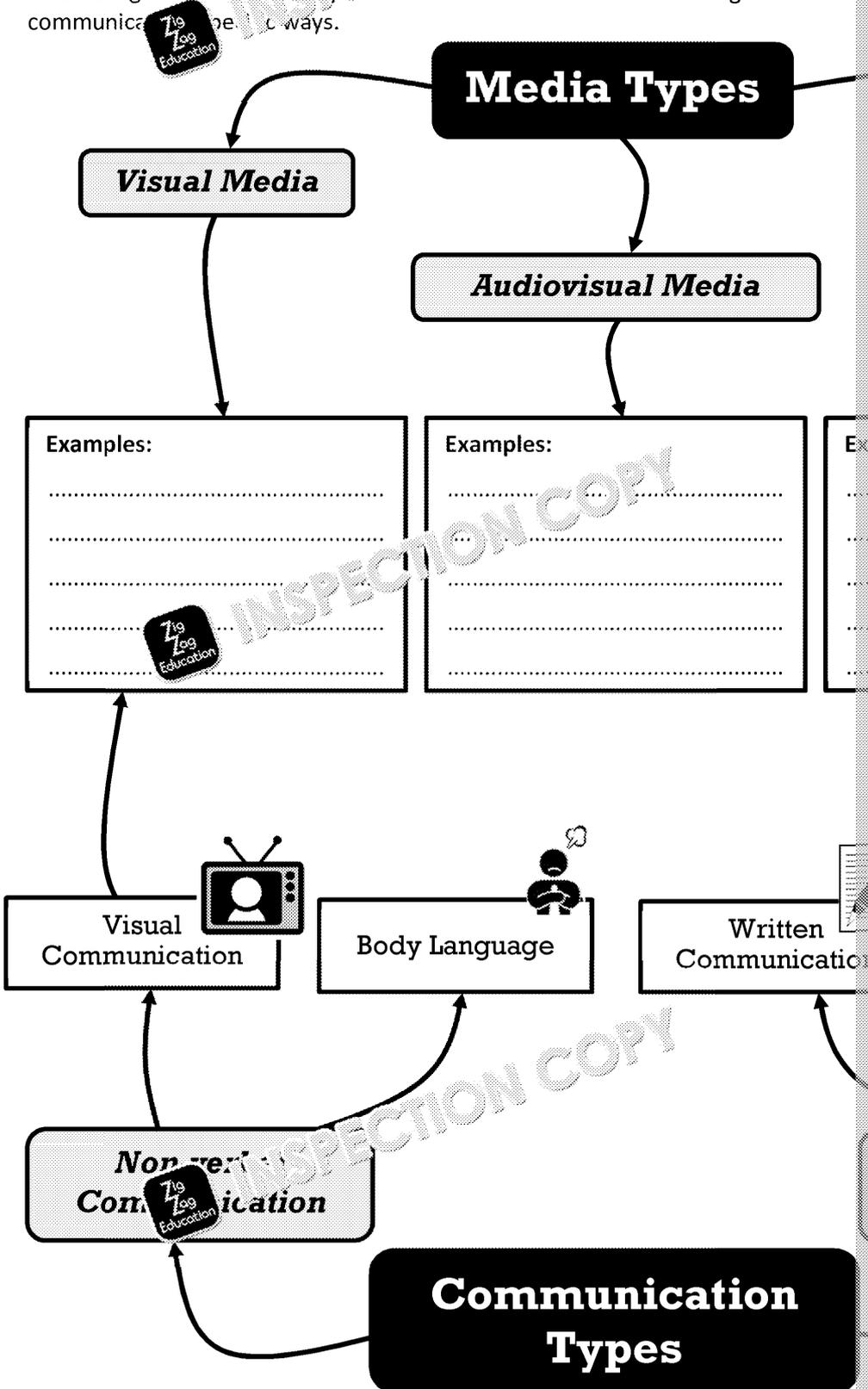


Worksheet 3.2: Introduction Task – Communication

We have discussed that communication is an exchange of information, and that the tools used to enable that exchange of information. But how is this so?

Below is a mind map that connects the four key types of communication with the examples of each of the three types of media, and links the types of communication to the types of medium. The first one has been done for you. Please note that each type of communication is linked to one type of medium.

After filling in the mind map, you should have a better understanding of how certain types of communication are linked to certain types of media.



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Worksheet 3.4: Task 2 – How Do We Disc

Media language is defined as the way creators create meaningful information for made up of a number of elements that come together to create meaningful information. It can be discussed by making reference to some theories. But how will we address and analyse the product in this course?

Below is a list of concepts that will be used in relation to media language during the course. Match them to its correct explanation or definition.

Concept/Theory	Definition
 Elements of media language	A theory applied to media studies that looks at how certain media products refer to other media products as well as the effectiveness of those products in terms of audience understanding. <i>Alec Baldwin's parody of Donald Trump's speech</i>
Media–technology relations	Established styles of certain media products that help distinguish between different styles of the same kind of media products. <i>A gaming example of this is how different games use different scenes in order to explain the same concept.</i>
Codes and conventions	A selection of different factors that influence media producers to communicate in a certain way. <i>If a film is set in New York, an aerial shot of the city is a convention of the opening scene.</i>
 Intertextuality	A Media Studies theory that looks at how signs and symbols are used to create meaning. It looks at how signs are understood by the receiver. <i>Imagine an episode of a medical drama where a doctor is suffering from heart problems. The heart problem is a metaphor for a deeper meaning to the divorce.</i>
Semiotics	The way that advancements in technology influence the processes of media products, and how they are communicated. <i>The advent of Netflix and the rise of streaming programming is an example of this.</i>

Once you have corrected your work during the match-up, write the correct definition in the blank space below.



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Lesson 4:

Introduction to Representation

Lesson Aims

- ✓ Understand the fundamental concepts of representation
- ✓ Understand the types of representation concerned with the media
- ✓ Identify basic, yet relevant, media representations

You will need

- PowerPoint Lesson 4
- Presentation software
- Worksheets 4.1, 4.2, Answer Sheet 4.1
- Computers/Internet
- Exercise books



Start

Creative: Fundamental Representation

Teacher loads **PowerPoint Lesson 4**, which introduces the class to a creative activity. Students are asked to create what they think is a true representation of an apple using the different ways an apple can be represented.



Learning Activities

Introductory Activity: Activity: Picture Label: Common Types

Teacher continues **PowerPoint Lesson 4** and distributes **Worksheet 4.1**. Students are given some images that are reflective of the most common types of representation (shown on the worksheet). Individually or in small groups, students have to guess the type of representation. Answers are located on **Answer Sheet 4.1**, as well as the PowerPoint itself on the PowerPoint, or on paper, or both, for extra support.

Main Task: Q&A: Media Representation

Worksheet 4.2 is intended as a question and answer exercise. However, the **Worksheet 4.2** may need a level of prompting by the teacher. The aim of this activity is not to arrive at the answer by themselves, but to understand how and why the answer is correct. Students will need to make notes in their books for future reference.



Plenary

A gap-fill exercise on the final slides of **PowerPoint Lesson 4** is created as a consolidation activity to bring together the general approach to representation that this lesson aims to teach. The exercise is included in the **PowerPoint**.



Homework

Select a media product of your choice, and write a short report about what you find interesting in the content. Do not worry about how representation is brought about as you will move further into the course. For this activity, you just focus on what is being included or appropriate or obvious, what is being left out.



Information

Additional Information

- Encourage students to be critical as an extension exercise to have students mention what they like and discuss what forms of representation they think the media product uses.
- Discussing the media contexts referenced in the previous lesson may help create a better idea of how contexts work within media products.

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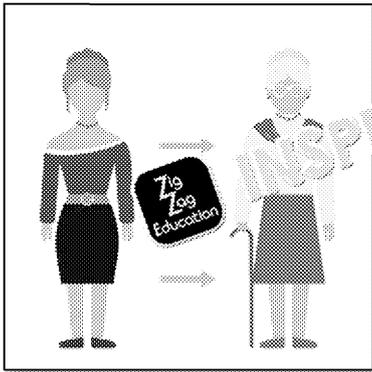
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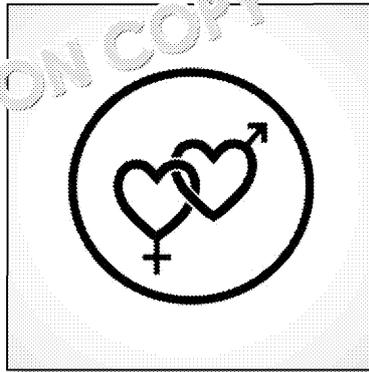


Worksheet 4.1: Introduction Task – Common Types

Below is a list of common types of representation featured in the media. This is not a set of things you need to look out for when you tackle Media Representation. By looking at the images, can you guess what is being represented?



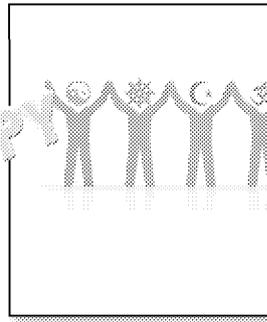
1) **Age**



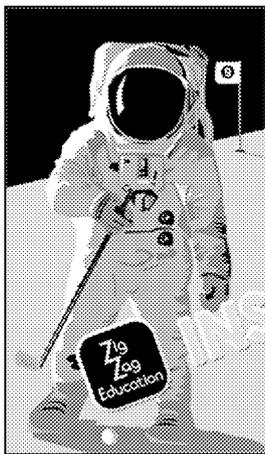
2)



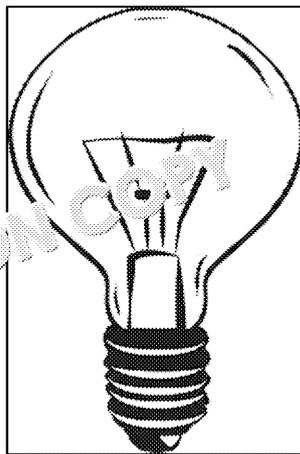
4)



5)



6)



7)

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Worksheet 4.2: Main Task – Media Representation

Now that we know the types of representation that are commonly featured in the media, let's look at the aspects of media representation that you will be required to discuss as part of your main task.

Each of the below statements is a way that GCSE Media Studies will look at how the media represents the world. Use the questions listed below each statement to guide your discussion of the statement.

Media representation that you will be required to discuss...

- 1) The way that **reality** and the reality we live in is represented in the media. Do you think the way an episode of *Keeping Up with the Kardashians* represents reality in a different way to *The Simpsons* (1987–present)? Do you think the audience would perceive the reality in a *Kardashians* episode that in a *Simpsons* episode?
 - Why?
- 2) How the representation may vary depending on the **person producing** the representation.
 - Who do you think would write a better article about the negative representation of black people as violent? A Hispanic journalist, or a black journalist?
 - Why?
- 3) The way that certain **events, ideas and social groups** are chosen to be represented in the media.
 - How do you think a news organisation with a conservative ownership would represent an event relating to LGBTQ rights, and abortion?
 - Do you think these representations would differ from those of a liberal news organisation?
 - Why?
- 4) The re-representation of **stereotypes** in the media and the functions that they perform. Imagine you were about to put on a film. You have no idea what the film is about. The actor's name is on the DVD cover and listed as the star of the film. What do you think he will be playing?
 - Why?
- 5) The degree of representation among different **social groups, genders and ethnicities** in the media.
 - Do you think that men and women are equally represented in the media?
 - Do you think that all ethnicities are equally represented in the media?
 - i) Can you name five TV shows with a white actor in the main role?
 - ii) Can you name five TV shows with a black actor in the main role?
 - iii) Can you name five TV shows with an East Asian actor in the main role?
- 6) The **social, cultural and political effects** that particular representations have on society.
 - How does the current political world fit into contemporary media representation?
 - Example: *EastEnders* (1985–present) often includes socially relevant storylines that hit close to home for many viewers. When further support for the subject matter is provided at the end of the episode, viewers may need further support or information.
 - How do social and cultural trends exploited by the media?
 - Example: *Men's Health* magazine has grown in readership as a result of the fact that the 'manly' kick contemporary society has favoured recently.

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Media representation is concerned with... (Continued)

- 7) The way that audiences interpret and react to certain representations
- Audience interpretations are highly studied aspects of Media Studies. The area of study is Stuart Hall.
 - Hall claimed that audiences can have one of three reactions: reacting in the way the creator intended; reacting similarly to the way they have reacted in some instances; and reacting entirely differently from the way the creator intended.
 - A recent example of this is when Kendall Jenner teamed up with Pepsi for a campaign intended to combat racial discrimination, especially by young people in the US.
 - Audiences slammed this campaign, finding it somewhat ridiculous. It took time to resolve this form of bullying, forcing Pepsi to pull the advertisement and issue a public apology.
 - Can you think of another example of how audiences have taken a media product the wrong way?
- 8) Based on the questions above, why do you think representation in the media is looked at and discussed?

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Lesson 5:

Introduction to Media Industries

Lesson Aims

- ✓ Understand the basics of media industry and audiences
- ✓ Understand how/why industry and audience are often spoken of together
- ✓ Begin to understand how industry creates financial and critical success products

You will need

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



Starters

Q&A: Media Institutions

A starter question is provided in **PowerPoint Lesson 5**, which is also presented on **Worksheet 5.1**. Questions are dependent on the product used, so answers are presented in a manner in which there is no right or wrong answer, as long as they are answered truthfully. Students are expected to carry this out in small groups or pairs among themselves.



Learning Activities

Introductory Activity: Activity: Q&A: Media Audiences

Questions for this activity follow on from the previous one. Questions are presented in a manner in which there is no right or wrong answer, as long as they are answered truthfully. Questions are dependent on the product used, so answers are presented in a manner in which there is no right or wrong answer, as long as they are answered truthfully. Questions are presented in a manner in which there is no right or wrong answer, as long as they are answered truthfully.

Once both activities are completed, **PowerPoint Lesson 5** progresses to bring students to understand how closely related industries and audiences are.

Main Task: Multiple Choice: The Measurement of Success

Worksheet 5.3 presents 12 questions with multiple answers. More than one answer can be correct. All questions relate to how profit is made from media products, and how media producers create consumable media texts. Answers can be found in the information provided below. This information provides certain answers that may have been selected over others. Students have a dedicated section to write down this further information if they wish.



Plenary

Following on from the main task, one of the main questions relating to profit is how much profit is made from the programmes they air. A mind map has been created for students to illustrate the process of advertising revenue. This mind map can be found on the final slides of **Worksheet 5.4** is to be handed out to students so that they can take the resource as a reference. A section for further explanation is provided on **Worksheet 5.4** in the context about what the mind map represents. A suggested explanation has been provided.



Homework

With the advent of streaming services such as Netflix and Hulu, TV content is being consumed on the Video on Demand Web. However, not even Netflix can compete with the just-launched video-sharing site averages five billion views per day, so it is not hard to believe that it will reach viewers. By doing some online research, identify two ways that you can reach one way which is appropriate for desktop users, and another that is appropriate for mobile users.

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Information

Further Information for Worksheet 5.3

- Although audience figures are an important measurement tool to TV producers, they do not always translate into profit (ITV does not get a direct deposit into their accounts for *Coronation Street*). Rather, the fact that large numbers of people tune in can demand higher advertising rates during that programming block. This is how TV broadcasters make money.
- Critical reviews, may not directly affect the success of media content, but whether or not they do can affect the amount of money spent on it, thus indirectly affecting the success of any content. For example, many films that were panned (negatively reviewed) by critics have also been many cases of films that were critical successes.
- Social media is also similar to this. A large social media following may not translate into financial success unless the people have the money to acquire it.
- Appearances at conventions such as Comic Con may translate into direct revenue from media products (sci-fi movies or TV programming, most video games and related material). However, this revenue channel would need considerable additional profits from a comic convention. However, appearances at conventions like Comic Con are unlikely to feature at any convention.

Further Information for Worksheet 5.4

With TV programming, advertising costs for programming fluctuate depending on the programme. So, say two programmes air side by side on Thursday night at 8pm on E4. ITV has 750,000 viewers, while E4 has 200,000 viewers. If Coca-Cola wanted to advertise on Thursday at 8pm they would need to pay significantly more to do so on ITV than on E4. Lastly, you may be wondering, how do they know what channel is going to have the highest viewership beforehand? Simple, they don't. But based on the previous 12-month data, they can estimate the viewership and then charge advertisers accordingly.

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Worksheet 5.1: Starter Task – Media I

Besides your mobile phone, what was the last media product you used? Discuss

1. Do you know who made/produced the product?

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2. Is it the first product of this kind they have made?

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3. Is the way they make money from this product obvious, or not so much?

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4. Which company/organisation makes the product a leader in its field?



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5. Is the product made and exclusively sold locally, or is it a global product?

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6. How is the product made available?



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Worksheet 5.2: Introduction Task – Media

By using the same product, think about why you use it...

1. What are the benefits you get from using this product?

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2. Do you spend a significant amount of time on this product?



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3. Do you spend a significant amount of money on this product?

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4. Can anyone use the product, or is it custom-made for a specific group?

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5. How do you hear about this product?



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6. How did you obtain this product?

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What can you conclude from the points raised in the starter activity about the companies, and the reflective task you have just done about your use of



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Worksheet 5.3: Main Task – The Measure

What contributes to the financial success of a media product?

Please tick all that apply.

		1	2
		An original Channel 4 programme: <i>The IT Crowd</i> (2006–2013)	An original BBC programme: <i>Sherlock</i> (2010–present)
A	Public funding (TV Licence)		
B	Subscriptions		
C	Advertising revenue		
D	Syndication revenue (money made from airing reprints)		
E	Overseas revenue (selling the product to foreign markets)		
F	Audience figures		
G	DVD sales		
H	Soundtrack sales		
I	Release of merchandise and memorabilia		
J	Social media following		
K	Critical reviews		
L	Domestic ticket sales		
M	TV licensing (selling the film to TV channels)		
N	Appearing at conventions (e.g. Comic-Con)		

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		6	7	8	9
		A music album Released Last decade (2016)	A music artist's (e.g. Rihanna) entire music career	A console video game: <i>Call of Duty: Infinite Warfare</i> (2016)	A free video game: <i>Pokémon Go</i> (2016)
A	Single purchases/ downloads				
B	Album purchases				
C	Royalties from streaming music services such as Apple Music				
D	Licensing to film and TV				
E	Remixing additional versions				
F	Going on tour				
G	Release of merchandise and memorabilia				
H	Appearing at conventions or festivals				
I	Endorsements				
J	Social media following				
K	Critical reviews				
L	In-game purchases				
M	Advertisements				
N	Subscriptions				
O	Back-issue purchases				

Further information

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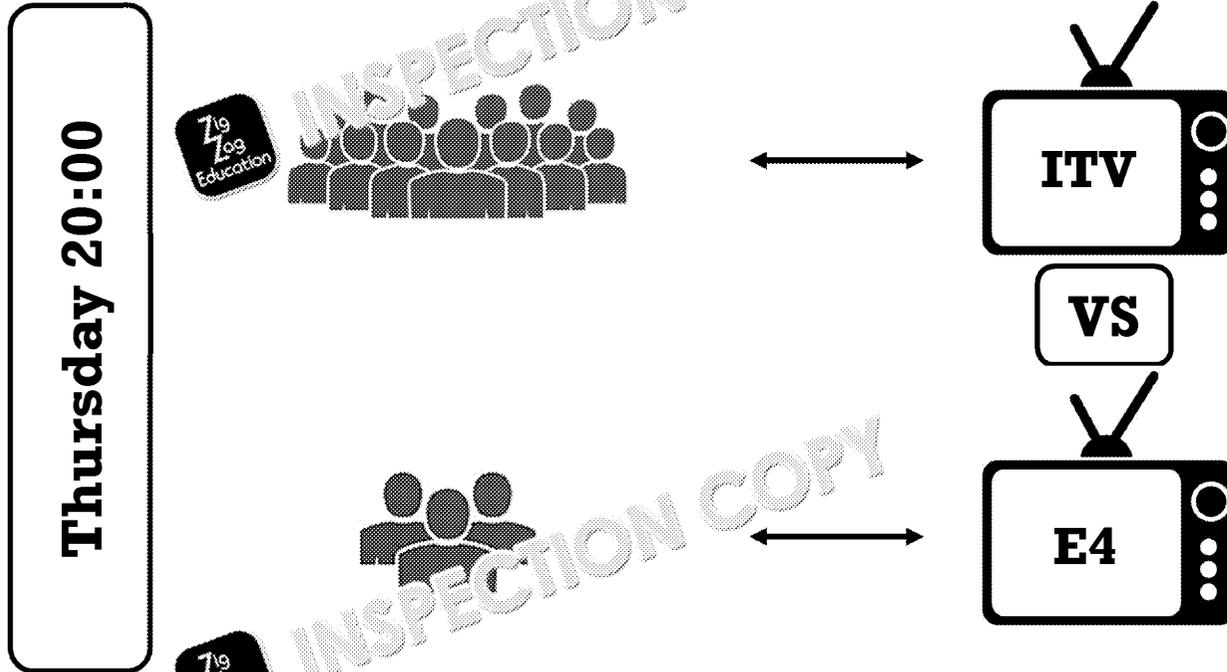
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Mind Map 5.4: Planning Task – TV: From

The following is a visual representation of how audience figures make money for TV broadcasters.



Further information

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Lesson 6:

Introduction to Media Audiences

Lesson Aims

- ✓ Understand who/what an audience is
- ✓ Understand the importance of the audience's role in the media process
- ✓ Understand how different audiences are targeted, and the benefits of targeting

You will need

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



Starter

Discussion: Audiences as Consumers

The starter activity located on **PowerPoint Lesson 6** is structured to ensure similarities and differences between audiences being referred to as readers included in the **PowerPoint**.



Learning Activities

Introductory Activity: Diagram Completion: Audience Importance

Worksheet 6.1 is an unfinished diagram that illustrates the process that media production to profit, in an attempt to highlight the audience's importance in media consumers becoming producers. Answers to this worksheet can be found in the **PowerPoint**.

Task 1: Match-up: Audience Differentiation

Provide students with **Worksheet 6.2**. Individually or in small groups, they will match the typical profession associated with each class. Answers can be found in the **PowerPoint**. This will build on the diagram from the previous task and contextualise exactly how the audience communicates in different ways. The additional information provided on **Worksheet 6.2** explains why this information is important in Media Studies.

Task 2: Discussion: Mass vs Niche Audiences

PowerPoint Lesson 6 presents a class-based discussion on the difference between mass and niche audiences. A selection of instances are put forward for students to decide which instances appeal to. Answers are included in the **PowerPoint**.



Plenary

The consolidation activity for this lesson can be found on the final slide of **PowerPoint Lesson 6**. Individually, students are required to list as many key words relating to audience as they can in under one minute. As a class, they are then required to use the remaining time to discuss the words on the words they have chosen and what they mean. You can increase the challenge by providing a prize to the student who comes up with the most relevant words and explain the terms in their own words the best.



Homework

As audience members, our preferences are often linked to our identity. Write down three different types of media products (e.g. different types of music: pop, rock, classical, jazz, etc.) and explain how they appeal to people with different tastes.

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Information

Definition:

- An **audience** is an individual or group of people who read or consume a media product.
- A **target audience** is a group of people that the media product is aimed at.
 - This helps media producers narrow down how best to create media to appeal to the greatest interest to specific groups of people.
- **Audience reach** is the number of different people or households who have seen or heard an advert.
 - This is typically used as a statistical measure in broadcast advertising to show how many people an advert is reaching.
- **Audience address** is a collection of techniques used to encourage audience attention. For example, film posters where the celebrity on the cover is looking directly at the viewer is a form of audience address. This is a convention used by these forms of media to create a connection between the celebrity and the audience (creating a sense of intimacy).

Further Information for Worksheet 6.2:

- Categorising audiences: people of different classes can be differentiated by their income (how much they can afford to spend) and taste (what type of content they prefer). This is not just by which social class they belong to but also the type of comfort and luxury that the social class in question is used to. This helps when presenting certain types of content to the social class in question. Example: a magazine featuring couture fashion would achieve minimal sales if published towards lower-class women.
- Other demographics: age, gender, ethnicity, geographical location, disability.

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Worksheet 6.1: Introduction Task – Aud

Once completed, the cycle below will illustrate the process from content creation to profit making, distinguish where the key words go with the cycle.

Did You Know?

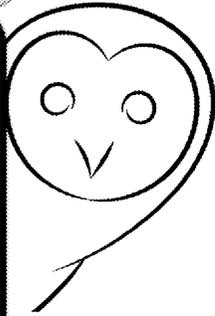
With online video cameras and cheaply available media production tools, consumers are now increasingly becoming media producers.

Think of your favourite YouTube star; they are the perfect example of consumer-turned-producer.

More on this later...

In the meantime, can you think of any other ways that media consumers can become producers?

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Key Words

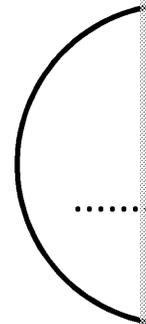
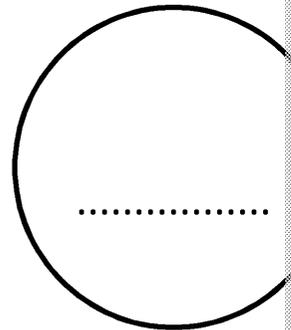
Producer

Purchase/Consumption

Audience

Product

Profit



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Worksheet 6.2: Task 1 – Audience Diff

See if you can match each social class-based audience category with the profession. Once you have completed the task, answer the question at the bottom of the worksheet.

Category: Social Class
A: Upper middle Class
B: Middle Class
C1: Lower middle Class
C2: Skilled Workers
D: Working Class
E: Lower/Working Class

Profession
Electrician or Chefs (Blue-collar)
Writers or Postmen
Bankers or Office Workers (White-collar)
Students or Pensioners
Doctors or Lawyers
Teachers or Middle Management

Why is it important for media producers to categorise audiences in this particular way?

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Did You Know?



Social class is not the only way to target audiences. There are different demographic categories (groups based on similar characteristics) that audiences can be grouped by. The reasoning behind this is that people of similar characteristics will have similar needs and interests. Therefore, producers are able to better ensure who to aim their product at.

More on this later...

Can you think of any other demographic categories that media producers can use to target audiences?

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Worksheet Answers

Answer Sheet 1.2: Plenary Task – Key Terms

- 1) b: The media are a **variety of methods of communication** used to **communicate**.
- 2) c: Mass media are a group of highly varied technological mediums that are used to reach **large** audiences.
- 3) d: Mass media can be **mainstream** or **alternative**.
- 4) a: The media is any tool or form of **technology** used to communicate meaning to **human beings**.
- 5) d: Broadcasting is a collective form of **television** and **radio**.
- 6) d: A media product is the **finished** result of a type of media that is able to be distributed.
- 7) d: Media practice is the profession associated with **content creation** within a media organisation.
- 8) a: A media producer is effectively the person (or **group**) creating the content into a media product.
- 9) c: An audience is a group of people who are expected to, in some way, consume (and possibly reflect) the product.
- 10) d: Mass-media channels are the ways in which the media products are **distributed** to **reach** the desired audience.
- 11) a: Some of the media processes that producers go through are: planning, production, distribution, **regulation**, and feedback.

Answer Sheet 2.1: Introduction Task – Guess the Media Context

- 1) As it is a remake of a prior film which itself was based on a fairy tale, some people might be curious to see how it compared to the original.
- 2) The film's recommended rating was PG. In America it was censored but a cinema screen it. In Malaysia the film was initially set to have the scene cut, but then the rating meaning the film is unsuitable for people under the age of 13. In Russia it was rated R, meaning its content is deemed too suitable for people under the age of 17.
- 3) Society is currently concerned with gender equality, the perception of women's representation in the media. The film features a strong heroine who is able to go on a journey and do things that a prince like other Disney princesses do. It is also a film that has had similar effects on people when it was originally released. The film's success in *Beauty and the Beast* (2017) can apply to all three contexts (historical [how it was treated in the past and how that is presented today], political [the importance of gender equality in the twenty-first century] and sociocultural [the effect that the film has had on society]).
- 4) The technological advancements present in today's world have allowed Disney to create more of its animated films by allowing film producers to include characters that were previously not possible to present in a live-action setting (such as an animated candleholder, or an animated teapot). The context in question would be the technological context, which has shown significant advancements in the last 20 years.

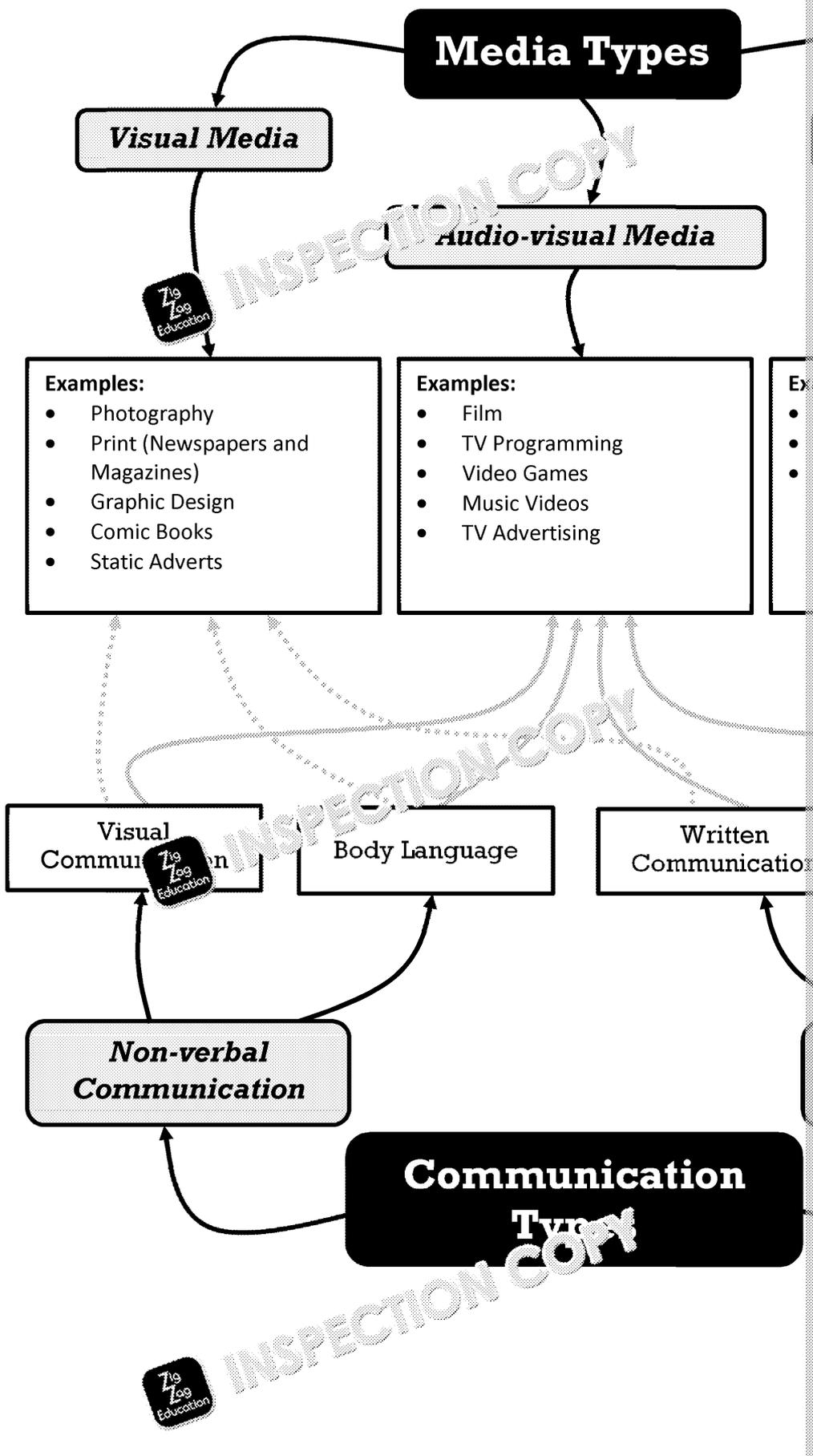
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Answer Sheet 3.3: Task 1 – Communication and the Media

- 1) Comic Books are an example of visual media that can make use of both types because this medium is similar to a novel, with the added element of **illustration** (comics are illustrative re-presentations (drawn or graphically produced) as opposed to photography and film). Nevertheless, the illustrative nature of the story requires the inclusion of **body language**, such as facial expressions and gestures. Comic books are also written communication as they often incorporate the **dialogue** exchange between characters using **text** to give context to certain scenes.
- 2) Graphic design is an example of visual media that can make use of both types because of the illustrative nature of the medium. The included **elements** vary depending on the purpose. If there are no depictions in the final product, then often there will be a focus on **language**. However, when the designer is creating a logo for a company then visual elements are necessary. Graphic design can also make use of the written word depending on the case. **Advertising campaigns** (such as those of PETA condemning animal testing) often use photographic or illustrative elements with a captivating tag line expressing the message.
- 3) Films are an example of audio-visual media that can make use of all major types of communication. They use multiple senses and can easily include both verbal and non-verbal forms of communication. As a visual medium and as such needs **non-verbal** forms of communication, such as a city skyline can be used to show where the action is taking place. Film characters use **body language** to convey what they say to get their point across. Sometimes a character's **body language** can be more powerful than words. Film also makes extensive use of **verbal** forms of communication. A common feature are the most conventional use of **written** communication, while the most innovative communication is the **dialogue** exchange between characters.

Answer Sheet 3.4: Task 2 – How Do We Discuss Media?

Concept/Theory	Definition
Elements of media language	A theory applied to media studies that certain media products refer to established styles to help the audience understanding. <i>Alec Baldwin's parody of Donald Trump</i>
Media technology relations	Established styles of certain media products that help distinguish between different styles that help distinguish between the same kind of media products. <i>A gaming example of this is how developers use different camera angles in scenes in order to explain the plot</i>
Codes and conventions	A selection of different factors that media producers use to communicate their message. <i>If a film is set in New York, an example of this is shown by showing an aerial shot of the city in the opening scene.</i>
Intertextuality	A Media Studies theory that looks at how signs and symbols to create meaning and how signs are understood by the receiver. <i>Imagery in an episode of a medical drama showing a character suffering from heart problems through a divorce. The heart problems have a deeper meaning to the divorce.</i>
Media convergence	The way that advancements in technology affect the processes of media products, and how they are communicated. <i>The advent of Netflix and the rise of streaming programming is an example of this.</i>

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Answer Sheet 4.1: Introduction Task – Common Types of Representation

- 1) Age
- 2) Gender
- 3) Sexual Orientation
- 4) Ethnicity
- 5) Religion
- 6) Events
- 7) Ideas
- 8) Social Class

Answer Sheet 4.2: Introduction Task – Media Representation

- 1)
 - Yes
 - Yes
 - *The Kardashians* is identified as a reality show. Audiences expect for this heavily on a realistic re-presentation of the world, unlike animated sitcoms like *The Simpsons*, the content is animated; therefore, people are less likely to be sceptical of the presentation of reality and accept it as fiction more easily than they would of a news presentation of reality which is still highly debatable due to the heavily produced and edited nature of the content.
- 2)
 - Black journalist
 - Media products are produced by people. Every media product, although it may claim to be a realistic representation of reality, is representative of *someone's* reality. Therefore, a Hispanic individual may not really understand the trials and tribulations of the stereotypes associated with a black individual would likely have experienced these prejudices and stereotypes. At the very least, they will be able to identify with those prejudices by being part of that ethnic group.
- 3)
 - They would be against these ideas and represent them in a negative light.
 - Yes
 - Media companies are owned by people. Although the media is meant to be a realistic representation of reality (and especially, human beings are biologically incapable of this quality). Therefore, the biases of people who own the media organisations often trickle down into the content they produce. A news organisation owned by a highly conservative individual would likely support gay marriage and abortion, whereas a liberally owned news organisation would likely oppose and condemn the social conventions that restrict such choices. A neutral news organisation would simply report the news at hand and the social effects of such choices, while a liberal organisation would express their own opinions on the matter.
- 4)
 - Action star
 - Celebrities often brand themselves to a particular image that often comes to mind when they are seen or mentioned. Samuel L Jackson is an action star, Renée Zellweger is a comedy star, Helena Bonham Carter typically plays any eccentric character in a Tim Burton film. Actors often play stereotypical characters that they can easily represent. Such characters are popular with audiences and when a rewarding formula is established (such as that of a movie star becoming the highest-grossing actor in film history), these artists tend to repeat the formula for the rewards of their success.
- 5)
 - No, Hollywood is currently plagued with issues relating to gender pay gap. It is not fair to note how, when a film stars a male and female character, the male actor typically receives a higher salary. This was the case with *Passengers* (2016) starring Jennifer Lawrence and Chris Pine. When the film was switched on the DVD cover, the male actor's name was listed first.
 - No
 - i) Yes
 - ii) It is as easy but manageable
 - iii) It is impossible to do

(For your reference, East Asia includes nationals from China, Japan, Myanmar, South Korea and North Korea.)

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- 6) Politics is currently being parodied around the world with the likes of *Saturday Night Live* (US) and *Saturday Night Takeaway* (UK). Any recent political issue such as the Trump Administration, Brexit or the 2017 US Election can easily be referenced through one of its many parodies. Politics is something that everyone has an opinion about. Some say mocking politicians is a way to lash out at the government. In other instances, people claim it is simply a form of humour in the most inappropriate of places, while expressing one's freedom of speech.
- 7) Student to give any relevant answer in the media where audience backlash. The examples given illustrate the producer intended to receive a particular response. A contrasting one (similar to exam 1 question), answer is deemed correct.
- 8) Media is a representation of the world and the people living in it. Media is a meaningful communication that is created by people and directed to people, so reflects the human condition and the world in which that exists.

Answer Sheet 5.3: Main Task – The Measurement of Success

- 1) c, d, e, g, h, i 2) a, d, e, g, h, i 3) b, c, d, e, g, h, i
 5) e, g, i, l, m 6) a, b, c, d, e, f, g, h 7) a, b, c, d, e, f, g, h
 9) g, l, m 10) m, n, o 11) m

Answer Sheet 6.1: Introduction Task – Audience Importance

Cycle progression (clockwise): Producer, Product, Audience, Purchase/Consumption

Consumers to producers: bloggers (writers), Instagram users (photographers), people with access to production suites/software (music producers), people with access to design software (game developers), amateur programmers or coders (web development or gaming).

Answer Sheet 6.2: Task 1 – Audience Diffusion

- A: Upper Middle Class – Doctors or Lawyers
 B: Middle Class – Teachers or Middle Management
 C1: Lower Middle Class – Bankers or Office Workers (White-collar workers)
 C2: Skilled Workers – Technicians or Chefs (Blue-collar workers)
 D: Working Class – Waiters or Postmen
 E: Lower/Non-Working Class – Students or Pensioners

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