



GCSE Eduqas Cover Lessons

Component 1: Exploring the Media

Fourth Edition, September 2025

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Teacher's Introduction

This pack is designed to provide handy cover lessons for GCSE (9–1) Eduqas (C680QS) Media Studies Component 1: Exploring the Media, **assessment from 2027**.

Pages from this resource which are relevant to the set product for assessment in **2026** (*This Girl Can* and *The Archers*) can be found in the appendix at the end of the resource.

A total of 10 cover lessons for Component 1 have been provided. The lessons are roughly one hour long and are divided into the key concepts with an additional two lessons on context. All of the lesson objectives that are included follow Bloom's Taxonomy to provide structure that supports lower-ability students and pushes those with higher abilities, and this is also reflected in the activities. Extension activities are also included for students who need additional work within the lessons.

There are plenty of opportunities within the lessons for discussion and feedback, and answers have been provided to allow self, peer or teacher marking of the completed work, whether it is a whole lesson or single activity being used.

There are references to the set products (for assessment from 2027) throughout with a mixture of additional products used to provide students with a more rounded study of their key concepts.

Homework tasks are also provided for each of the key concepts to support learning outside of school.

September 2025

Second Edition, August 2022

This resource has been updated in line with specification changes to set products for exams from 2024. Pages which have been updated include: 2–3, 8–9, 16, 20, 22, 24, 30–31, 33, 38–39, 47, 50–63 (answers).

Third Edition, February 2024

This resource has been updated in line with specification changes to set products for exams from 2025.

Fourth Edition, September 2025

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

Cover Lesson Overview

Lesson No	Lesson Title and Learning Objectives	Lesson Outline and Suggestions	Key Terms
1	<p>What is Context?</p> <ol style="list-style-type: none"> To define context To identify examples of contextual influences on media products To compare the impact of historical and modern contexts on products 	Students are introduced to the idea of context and investigate what can be classed as historical, social and cultural context before applying their knowledge to the 'Quality Street' set product.	<p>Context</p> <p>Historical</p> <p>Social</p> <p>Cultural</p>
2	<p>Applying Context to Products</p> <ol style="list-style-type: none"> To summarise the contexts surrounding the products for Component 1 Section A To examine Stuart Hall's reception theory To construct exam-style paragraphs for Question 2a of Component 1 Section A 	Students consider some of the main contextual impacts on all of their set texts. They then investigate Stuart Hall's reception theory which, although usually associated with Audience, is included here so that students can consider the impact of different times, places and cultures on a text. They also break down an example of a text based on context to see how it could fit into an examination question.	<p>Context</p> <p>Reception Theory</p> <p>Demographic</p> <p>Oppositional</p> <p>Denote</p> <p>Political</p> <p>Negotiate</p> <p>Preferential</p> <p>Stereotype</p> <p>Connections</p> <p>Subject</p> <p>Tradition</p>
3	<p>Using Language to Create Messages</p> <ol style="list-style-type: none"> To illustrate an understanding of media language To change the meaning of a product using media language To justify your inferences 	Students get an understanding of what 'media language' actually refers to and identify some of the common conventions used within media – specifically advertisements and magazine covers.	<p>Convention</p> <p>Selective Focus</p> <p>Copy</p> <p>Headline</p> <p>Main Image</p> <p>Supporting Image</p> <p>Product Placement</p> <p>Colour Palette</p> <p>Intertextuality</p> <p>Mascots</p> <p>Protagonist</p> <p>Logo</p> <p>Masthead</p> <p>Subheader</p> <p>Cover</p> <p>Buzzwords</p> <p>Slogans</p> <p>Enigma</p> <p>Typography</p> <p>Symbols</p>
4	<p>Supporting Media Language with Terminology and Theory</p> <ol style="list-style-type: none"> To define key media terms To interpret key theories To combine your knowledge of theory and terminology to different media products 	Students develop their knowledge of terminology by looking at media language in relation to genre and genre theory.	<p>Convention</p> <p>Demographic</p> <p>Differences</p> <p>Hybridity</p> <p>Repetition</p> <p>Typography</p> <p>Connotation</p> <p>Denotation</p> <p>Genre</p> <p>Protagonist</p> <p>Slogans</p>

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Lesson No	Lesson Title and Learning Objectives	Lesson Outline and Questions	Key Terms
5	Thinking about Industry 1. To identify different regulators of Media 2. To determine regulatory factors 3. To create a new set of guidelines for a media form	This lesson considers the implication of regulators on Media and the sorts of rules/regulations that companies have to abide by before releasing product.	Regulations Regulator
6	Exploring Convergence and Synergy 1. To identify different regulators of Media 2. To determine regulatory factors 3. To create a new set of guidelines for a media form	This lesson helps students to break down the terms convergence and synergy. There is also a sketching task which could provide planning documents for the NEA should you choose the website option.	Synergy Scroll Search Banner Icon Hyperlink Cross-platform Marketing Convergence Symbol Drop Down Thumbnail Button Tabs
7	Audience Identification 1. To explain the difference between demographic and audience 2. To categorise different audiences 3. To evaluate why some audiences are incorrectly identified	Students are introduced to the ABC1 and 4Cs systems so that they can use these within their analysis and develop their theoretical knowledge.	ABC1 Mainstreamers Succeeders Explorers Reformers Demographic Aspirers Resigned Strugglers
8	Audience Reception 1. To identify the different steps in audience reception 2. To produce an example of audience research 3. To plan an effective product using market research	Students develop their knowledge of terminology but also investigate the Blumler and Katz uses and gratification theory.	Market Research ABC1 4Cs Demographic
9	Aspects of Representation 1. To list the reasons behind representations 2. To change messages through representation	Students consider how images are manipulated in order to create representations. They think about the reasons behind representing something in a particular way and how this can be positive or negative in terms of tone and technique.	Stereotype Representation Positive Negative
10	The Language of Representation 1. To interpret Laura Mulvey's male and female gaze theory 2. To dissect different representations 3. To suggest alternative methods of representation	This lesson has students investigate the different terms applicable to representation as well as considering both male and female gaze suggested by Laura Mulvey.	Representation Advertising Male Gaze Female Gaze Symbolism

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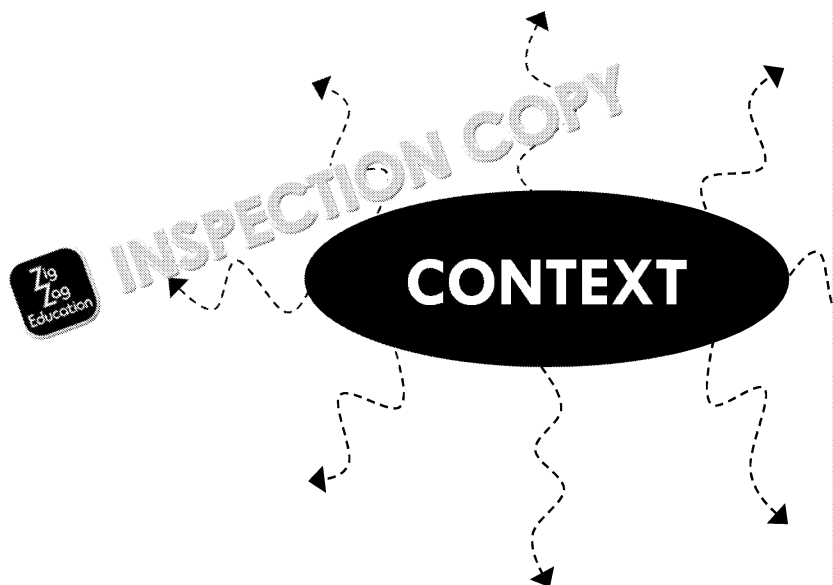
1. What is 'Context'?

By the end of the lesson you will be able to:

1. define context
2. give examples of contextual influences on media products
3. compare the impact of historical and modern contexts on products

Starter: Defining Context

Context is a word that can be used in many different subjects. Think about the word at school. Where else might you have heard the word before? Fill out the spider diagram with different ideas you have about what this term might mean.



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Task 1: Contextual Influences

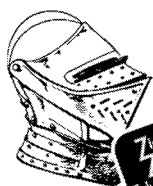
Whether you're looking at English, History or Media the word 'context' means *any* or *its meaning*.

This means that anything happening at the time (such as war) to the people who (such as inequality among genders) and even the life of the person making it (such as a massive impact on why the product is made, what it looks like and how it is received).

In Media, there are three main contextual influences on the products that you will see below and give five examples of what you could discuss for each. An example has been given for each.

HISTORICAL

- If the product was made during either World War



SOCIAL

- How the roles of men and women have changed



CULTURAL

- What was the most popular religion at the time



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Task 2: Applying Your Knowledge

Historical, social and cultural contextual influences can be applied to any period in history or to any of the companies today – at some point in the future their products might be being analysed. How would you describe today's context? See if you can write three paragraphs using the headings from Task 1 as a guide.

HISTORICAL



SOCIAL



CULTURAL



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Finale: Summarising the Lesson

To check that you have understood the lesson, summarise what you have learnt in your own words. Use the word 'context' in your answer and remember you only have 280 characters.

X

What is happening?!



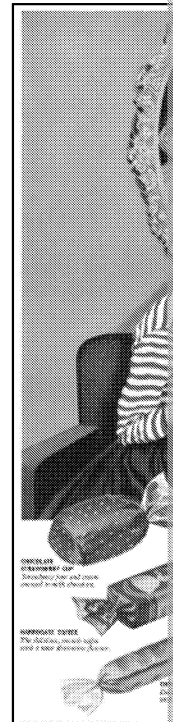
Extension: Modern vs Traditional

Some texts are classed as 'traditional' because they were made some time ago. This can mean that we disagree with the message or meaning behind the text because times have changed!

Take a look at the 1956 advertisement for 'Quality Street' and complete the steps below:

1. Make a note about the meaning/narrative of the advert that a 1956 audience would have understood.
2. Make a note about the meaning/narrative we get as an audience viewing the advert today.
3. Write your response as an exam-style answer (aim for at least 10 paragraphs) that includes:
 - Terminology, e.g. product placement, protagonist, colour palette
 - Theory, e.g. Blumler and Katz theory of gratification or Stuart Hall's reception theory. See below.
 - Reference to specific contextual influences, e.g. social context: how men and women's roles have changed over time.

Quality



Blumler and Katz 'Theory of Gratification'

This theory suggests that audiences consume media for different reasons:

1. To be informed
2. To be entertained
3. To create a social talking point
4. To relate to situations and characters
5. To escape their daily lives

Stuart Hall's 'Reception Theory'

Stuart Hall suggested that audiences can have different meanings to a text:

1. Preferred – the audiences that producers wanted them to have
2. Negotiated – the audience who accept the preferred meaning but also have other meanings
3. Oppositional – the audience who reject the preferred meaning and have their own interpretation

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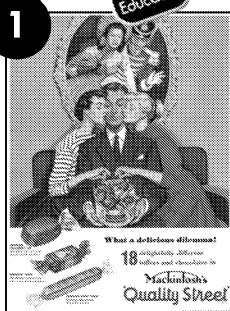
2. Applying Context to Products

By the end of the lesson you will be able to:

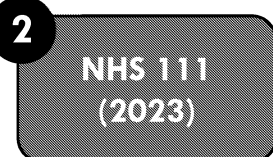
1. summarise the contexts surrounding the products for Component 1 Section A
2. examine Stuart Hall's reception theory
3. construct exam-style paragraphs for Question 2a of Component 1 Section A

Starter:

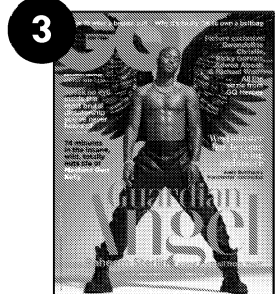
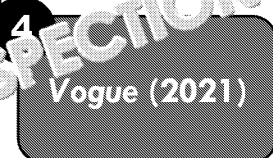
Each product that you see in media will have its own context. See if you can match each product below to its context (some may have more than one answer):



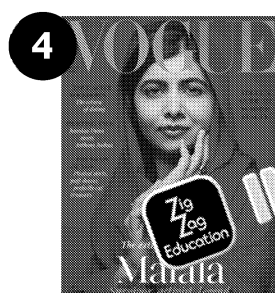
Quality Street (advert)
© Nestle, 1956



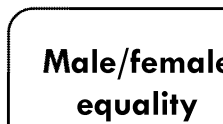
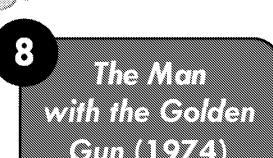
NHS 111 (advert)
© NHS England, 2023



GQ (magazine front cover)
© Condé Nast, 2019



Vogue (magazine front cover)
© Vogue, 2021



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Task 1: Reception Theory



Stuart Hall's reception theory is usually classified as an **audience theory**. However, it works really well with context if you apply it to different time periods and cultures. Using your own knowledge (and a bit of common sense!) see if you can fill in the gaps to explain Stuart Hall's reception theory.

1973
Vaccin
Democ
The Gu
Malala
Oppos
Stereo
Stuar

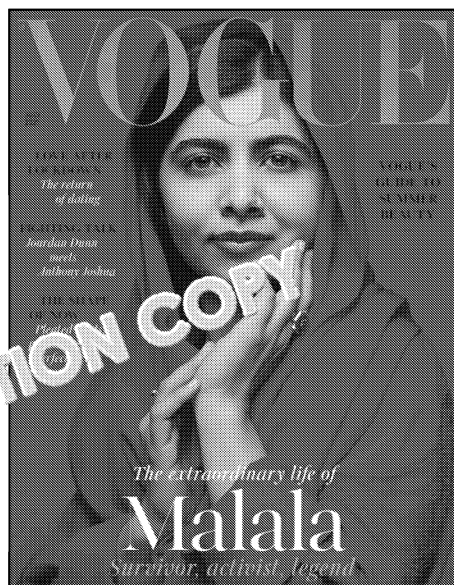
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Theorist _____ created the 'reception theory' in _____.
are three different _____ that _____ can gain from a text. These
and oppo. _____

The preferred reading basically means that the audience get the _____
text. For example in the 2021 front page of _____
_____ are key in tackling _____.

However, the audience's own _____ can influence and im
don't automatically reach the intended message. When the audience can see the
have their own views on the text this creates a _____ read
Vogue front cover the audience might understand and appreciate that the prefer
to construct a countertype in its representation of a strong Asian Muslim woman. H
that _____ is still _____ as she
her identity as a victim of violence.

The final reading is _____ reading. This is where a _____
completely disagree with the preferred reading of the text – potentially due to the
own experience. _____ the messages on the front of _____
be consider _____ . Although the social and cultural _____
suggest that there is less support for the government, some audiences are likely to
representation.



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The Guardian (newspaper front page)
© Guardian Media Group, 2022

Vogue (magazine front cover)
© Vogue, 2021

Task 2: Exam-style Paragraphs

Now let's see if we can put together everything that you have learnt into exam-style paragraphs. Take a look at the question below and highlight the key words of the question to help you.

Explain how context influences adverts such as the 1956 'Quality Street' advert.

Now that you've highlighted the question, make some notes on the sort of things you can think of. Use the spider diagram below to help you do this – work together in pairs to help if you need. This is for you to get you started:



Women were seen as
submissive during the time

**'QUALITY STREET'
CONTEXT**



Now it's time to start writing up your paragraphs. Use the formula: statement → explanation → conclusion. An example has been done for you; now try your own.

Example:

During the 1950s women were seen as submissive when compared to men. In the 'Quality Street' advert, the man appears to be controlling the women. This is an example of how context influences advertising as the same formula is used to sell the product as enticing and delicious the overall product is.



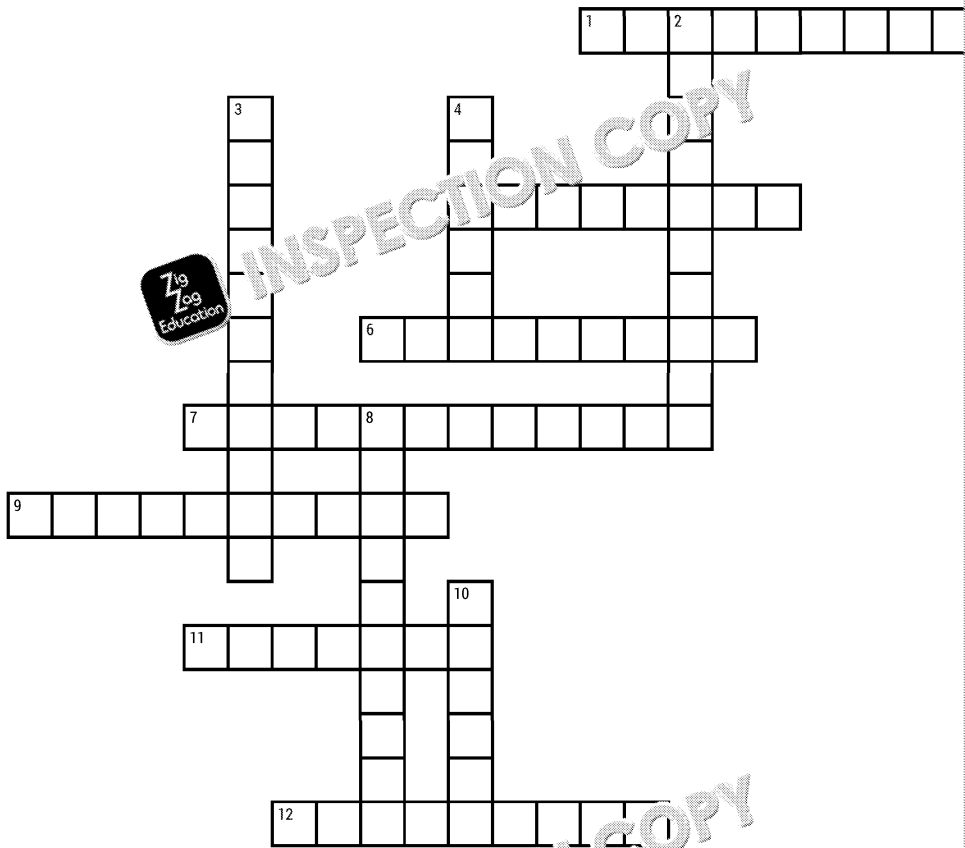
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Finale: Contextual Terms

See if you can fill in the key terms in the crossword below. All of these words have



Across

- 1 this type of context relates to past events (10)
- 5 this type of context relates to the beliefs, traditions and behaviour in a society (6,4)
- 6 this type of context relates to the government of a country (9)
- 7 where the audience may reject the intended meaning / read the text in ways not intended (7)
- 9 where the audience may recognise the intended meaning but not fully accept it (7)
- 11 what images or words may imply, hint at or suggest to the audience (7)
- 12 where the audience fully accepts and understands the producer's intended meaning (10)

Down

- 2 a theorist who states that audience members adopt one of three positions with regard to a media text (6,4)
- 3 a section of the audience segmented by age, class, location, education, gender and ethnicity (6,4)
- 4 relating to the lifestyles of audiences at the time, including wealth, power and social status (6,4)
- 8 a fixed, and sometimes oversimplified, idea of certain groups or types of people (6,4)
- 10 what audiences actually see in the media product (6)

Extension: Display Creation

See if you can create a poster that can be displayed in your media room and around your school. It should explain a context or Stuart Hall's reception theory.

Homework: Additional Research

Choose one of contexts mentioned in the starter activity. At home, research your chosen context and present your findings in **your own words** on a single side of A4.

To make your notes more engaging when you come to revise, set your page out in a creative way.

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3. Using Media Language to Create

By the end of the lesson you will be able to:

1. demonstrate an understanding of media language
2. change the meaning of a product using media language
3. justify your inferences

Background:

At first, it may seem like media language is something that should be studied. Spanish is not as complicated as it sounds.

Media language basically refers to the techniques and features that different types of media give us a message. Each type of media form has its own specific set of techniques. For example, a magazine front cover will include a masthead (the name of the magazine), a few coverlines to tell us all about what the focus of the issue is and what is inside.

When a technique is used all the time in a type of media, the audience starts to expect it and it becomes a convention. For example, we would expect to see blood, darkness and gore in a horror film because they are conventional to the genre.

Starter: *Cosmopolitan*

What messages are presented in the magazine cover? Write your answers. An example has been done for you.



Cosmopolitan (magazine) © Hearst Communications, 2018

The meaning is:

Body positivity - it's about how big or size you are if

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Task 1: Identifying Language

Hopefully you were able to distinguish the meaning from the preceding text. How clues in the front cover probably helped, such as the main coverline (Tess Holliday ass) about Tess Holliday. These conventions (recognisable features and techniques) of the media language of the product and they in turn help to give you a narrative or message.

Take a look at the advertisement for 'NHS 111' and make a note about the different codes are used within it.

Visual codes: facial expression, body language, costume, hair



Visual



NHS 111 (advert) © NHS England, 2023

Visual codes: setting



Written codes: language

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Task 2: Alternative Meanings

Now see if you can change the meaning of the 'NHS 111' advert completely. What you change is completely up to you; you could make it about a mother and son, or you could look at it from a different perspective. Use the table below to record the types of media language you will change and how you will change it for you.

[illegible]

Now justify your ideas (explain why you have made these alterations).



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Task 3: Unexpected Language

Take another look at the front cover of *Cosmopolitan* and bullet point the elements expected and the elements that are unexpected. Examples are given for you below.

EXPECTED

Stereotypical pink colour



Cosmopolitan (magazine)
Harsco Communications, 2018

Now explain the advantages and disadvantages of including unexpected media language.

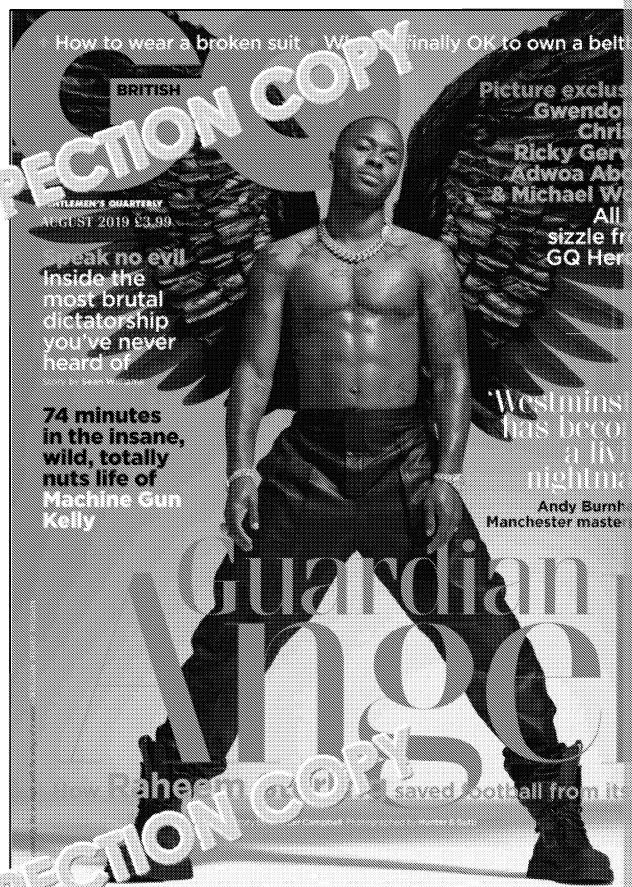


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Task 4: Applying Your Knowledge

After practising your skills in Task 3, can you identify the expected and unexpected from the set products?



EXPECTED

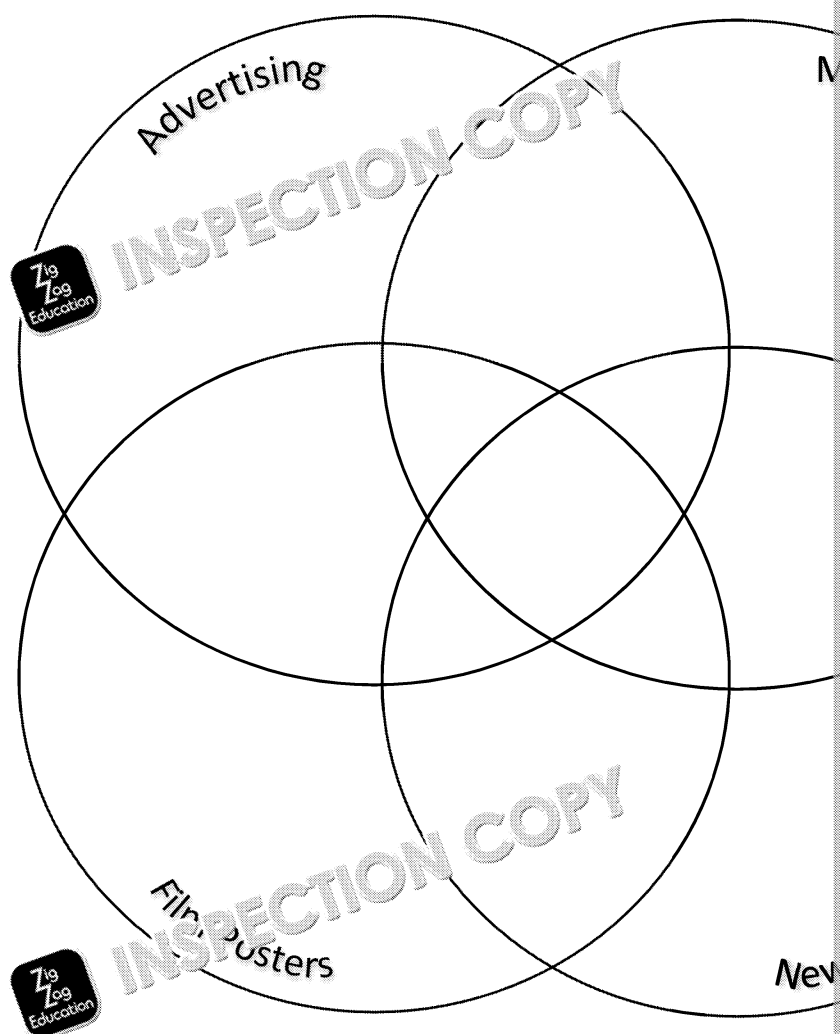
UNEXPECTED

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Finale: Venn Diagram

Look at the different text types below, can you complete the Venn diagram by filling in the language that each would use?



Media Language	
<ul style="list-style-type: none"> • Copy – printed writing, e.g. articles • Masthead – the name of a newspaper • Headline – the title of an article • Subheadline – headings to break up text • Main image – the most important image • Coverline – the stories on the front of a magazine • Supporting image – Less important images • Protagonist – the main character • Product placement – including a product in media • Logo – a symbol that represents the brand • Colour palette – the types of colours used 	<ul style="list-style-type: none"> • Lighting – how light is used • Buzzword – a word that is popular • Slogan – a phrase that is repeated • Intertextuality – using references to other texts • Enigma – a mystery • Typography – the kind of fonts used • Mascots – people who represent a brand • Symbols – images that represent something • Characters – the people in the media

Extension: Create your own ideas

Take your ideas from Task 2 and sketch out how your new advertisement will look (label) it by explaining **why** you have made your decisions and choices.

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4. Supporting Media Language with Terminology

By the end of the lesson you will be able to:

1. define key media terms
2. interpret key theories
3. combine your knowledge of theory and terminology to differentiate media products



Background

Media theories and terminology are incredibly important when it comes to your work because they are a useful way of supporting your ideas and justifying what you are saying.

There are some key words that are useful for all types of product and that can boost your work. Some of the theories that you're about to take a look at are also essential for when you

Starter: Definitions

Look at the key words given to you below. For each one, use a dictionary or the Internet to find a definition. You should try to put the definition in your own words so that you can look back at it later.

Convention:

.....

.....

Connotation:

.....

.....

Demography:

.....

.....

Denotation:

.....

.....

Protagonist:

.....

.....

Slogan:

.....

.....

Typography:

.....

.....

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Task 1: Genre and Hybridity

An easy way to categorise texts is to put them into different genres. A genre is a set of texts that share an expected set of conventions that come with it.

For each of the genres below, see if you can identify five different conventions that the texts share. We have kicked off with a convention of the horror genre to get you started.

HORROR	ROMANCE
<ul style="list-style-type: none">Isolation	<ul style="list-style-type: none">
FANTASY	ADVENTURE
<ul style="list-style-type: none">	<ul style="list-style-type: none">

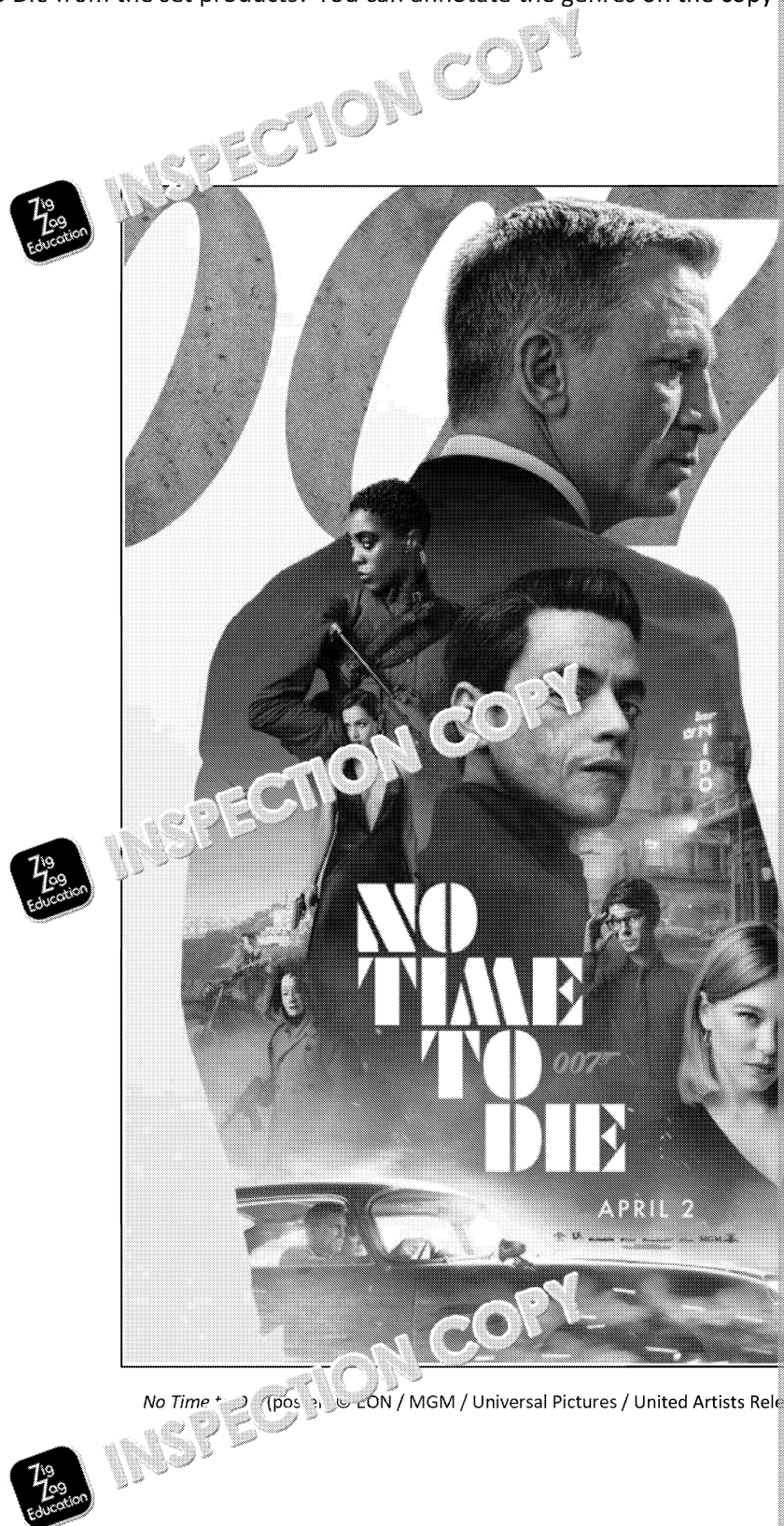
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When two or more genres are merged together this creates a **hybrid** genre. The mixture of conventions from the genres that it is made up of, such as romcom (romantic comedy) and science fiction).

Using the knowledge that you have gained from the task above, can you identify the genres of *No Time to Die* from the set products? You can annotate the genres on the copy of the poster.



No Time to Die (poster) © EON / MGM / Universal Pictures / United Artists Release

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Task 2: Genre Theory

A key theory to remember when considering genres is Steve Neale's 'repetition and difference' theory, which suggests that audiences need to see the same sorts of conventions within a genre.

Can you explain why this is?

.....

.....

.....

.....



However, Neale also said that genres also need to include conventions that are different from what audiences expect. This not only helps them to stay interested and engaged in a product but also makes it more enjoyable.

Can you think of a product (a film or TV show would be best) that includes different conventions that audiences would expect?

Explain your answer below:

.....

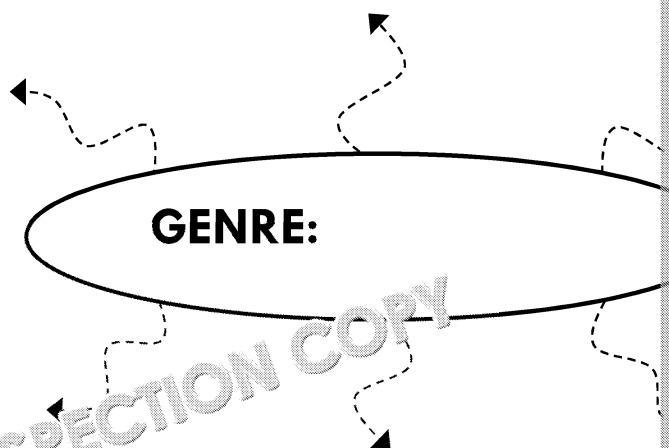
.....

.....

.....

Finale: Adding Difference

Think of a genre that you think is boring or dull. Record it in the spider diagram below. Then think of examples of conventions you could add to the genre to make it more interesting and enjoyable. Explain **why** you have made your choices:



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Extension: Propp's Characters

It's not just genre that you need to consider when looking at a product's conventional role. A theorist called Vladimir Propp investigated narratives (mostly from Russian folk tales) and found that the same types of characters would appear again and again.

Next to the character types below, record a character from a TV show or film that challenge try to apply them to either *The Sun* or *The Guardian* front pages from the

THE HERO The main character, who is on the side of good and helps the hero.	
THE VILLAIN Is usually evil, tries to stop the hero from reaching their goal	
THE FALSE HERO Seems as if they are on the side of good and helping the hero, but turns out to be evil	
THE HELPER The hero is supported in his or her quest by a helper	
THE PRINCESS/PRIZE The prize that the hero is trying to win if they succeed.	
THE DISPATCHER Who sends the hero on their quest/mission	
THE DONOR Something given to the hero to help with the quest/mission	
THE PRINCESS'S FATHER The person who is in charge of awarding the prize	

Homework: Todorov's Theory

Tzvetan Todorov created another useful theory for analysing media language. His theory is to do with the structure of narratives and can be applied to both series and stand-alone narratives.

On a single page, research and record information about the theory in a way that helps you understand what it is about.

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5. Thinking about Industry

By the end of the lesson you will be able to:

1. identify different regulators of media
2. determine regulatory factors
3. create a new set of guidelines for a media form

Background:

The main influences on the media industry are set by different regulators. A regulator sets specific rules that all people within that particular sector (for example video games) have to follow; for example, journalists have to follow a strict code to make sure that what they say isn't going to offend anybody.

There are severe consequences for breaking the rules; the regulators can force companies to pay fines or even face jail time!

Starter: Regulators

Draw lines between the three columns to match the **regulator** with its **full name**. Some regulators watch over more than one sector!

ASA

Independent Press
Standards Organisation

BBFC

Office of
Communications

PEGI

Advertising Standards
Authority

OFCOM

British Board of Film
Classification

IPSO

Pan European Gaming
Information

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Zig
Zag
Education

Task 1: What Needs Checking?

Some organisations such as PEGI include helpful images to educate customers on what a game might contain. This is one way of ensuring that offence and upset are limited as well as being more helpful.

See if you can work out what the following PEGI symbols mean and what a game could include.



Content descriptors (introduced by PEGI, 2018)

Now, highlight the PEGI symbols which apply to Fortnite. You can check your answers on the PEGI website: <https://videostandards.org.uk/RatingBoard/games/>



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Task 2: Why Regulate?

Now that you have an understanding of what is regulated in certain areas, have a go at deciding what should be done. The headlines below all detail potential issues faced by different media. Decide if the issue is true by putting a ✓ or a ✗ in the box next to it. Then decide why this might have happened and what companies involved.

<p>'Poison gas Pokémon – Koffing – found at Holocaust Museum'</p>	<input type="checkbox"/>	<p>'Kevin the Carrot'</p>	<input type="checkbox"/>
			
<p>'Colin Kaepernick used to advertise Nike'</p>	<input type="checkbox"/>	<p>'An unclothed pregnant woman on the cover of Vogue'</p>	<input type="checkbox"/>
			

HELPFUL HINT:

Colin Kaepernick is an American football player who famously knelt during the American national anthem in protest to racism against African-Americans.

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Task 3: Prepare for Debate

In groups of four choose one of the headlines above to discuss and debate in more than 10 minutes. You have chosen here:

.....

.....

Now, think about some of the reasons you agree or disagree with the headline. Record your reasons in the boxes below, before adding any reasons that others might have.

 Agree	
	

Finale: Reaching a Conclusion

In your groups, discuss the ideas that you have come up with. Present both the 'pro' and 'con' arguments between you and come up with a final judgement on the headline. Did it deserve the headline?

Overall we agree/disagree because

.....

Extension: New Regulations

Choose a medium from the list below. Create a new set of regulations that need to be created for that medium, creating a poster or video.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Video Games • Film • Newspapers | <ul style="list-style-type: none"> • Radio • Television • Music Video |
|---|--|

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6. Exploring Convergence and Synergy

By the end of the lesson you will be able to:

1. give an example of convergence and synergy
2. determine the advantages of using convergence and synergy to market a product
3. design a convincing homepage

Background

Companies use a variety of different methods to market a product. They might use celebrities to promote products or have an active social media platform in order to be more engaging with the product. This not only gives them a larger and more varied distribution of the product move between different countries, and obviously increase the profit. The important terms to know are:

CONVERGENCE: This is where a company uses lots of different platforms to market a product. *The Sun* newspaper has a website and social media accounts which mean people can access the paper from home and this gives them more flexibility.

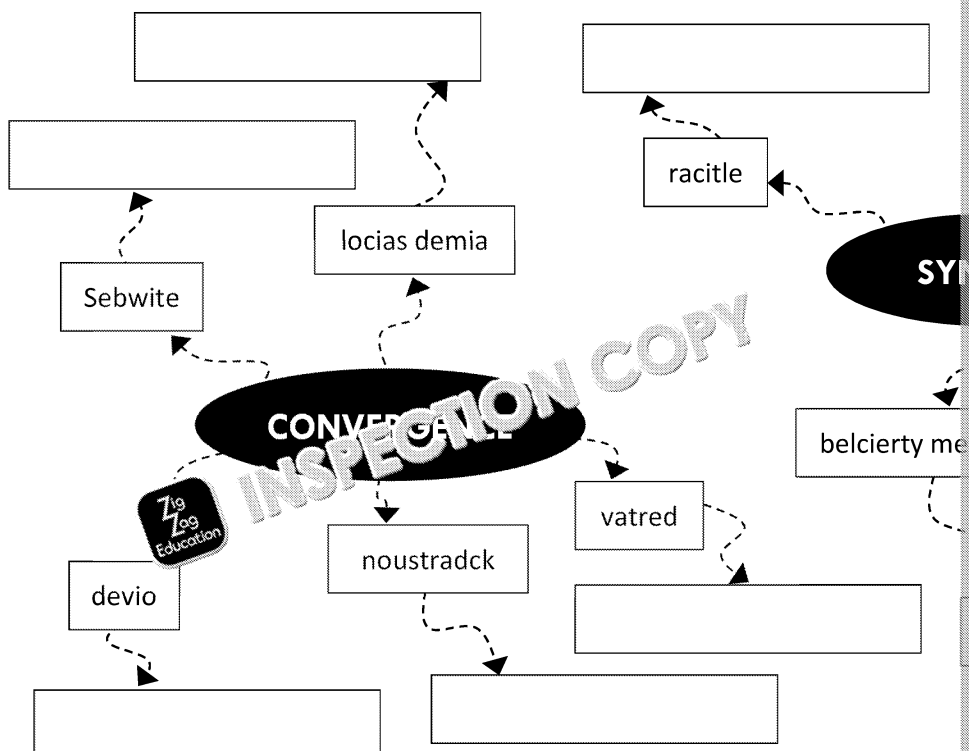
SYNERGY: This is where two or more companies partner together for mutual gain. McDonalds who often partner with other companies to create their 'Happy Meal' toys. On a project, both companies gain benefits.

VERTICAL INTEGRATION: This is where a company (such as the BBC) owns several stages of the production process. For example the BBC produces shows but also has the opportunity to broadcast the programme over one or more of their channels.

It's important to consider the way that products are marketed as it can often indicate how likely to be successful. It also gives an indication of the time period that the product is marketed. It may not have been available at the time.

Starter: Anagrams

See if you can unscramble the words below to reveal different kinds of Convergence and Synergy.



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Task 1: Advantages of Cross-platform Marketing

Another way to describe convergence is through the term 'cross-platform marketing', which involves using multiple media platforms to market a product. This can be particularly advantageous for businesses that are relevant in an increasingly modern time.

Look at the information about *Desert Island Discs* below and then record the advantages of cross-platform marketing that it uses.

Advantages of convergence for *Desert Island Discs*:



DESERT ISLAND DISCS

Desert Island Discs is a long-running radio programme, created by the BBC, in which listeners are asked to choose seven pieces of music, a book and a bottle of wine that they would take with them to a desert island.

The show first aired in 1946 and was presented by Roy Plomley. Its unique format of storytelling with music has made it a favourite of listeners for over 70 years. The show features guests – from politicians and celebrities to sportspeople.

New episodes are broadcast on BBC Radio 4 and are available on the BBC Sounds app, Spotify and YouTube, allowing listeners to access the programme and explore a vast archive of past episodes.

Desert Island Discs has a strong online presence, with a dedicated website to browse the archive, while additional content is encouraged through Twitter, Instagram, X and Facebook.



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Task 2: Website Design

You are no doubt familiar with websites in some way and probably have a lot more knowledge than you realise. Look at the *Desert Island Discs* website below and explain your thoughts through annotations (labels).

Think about:

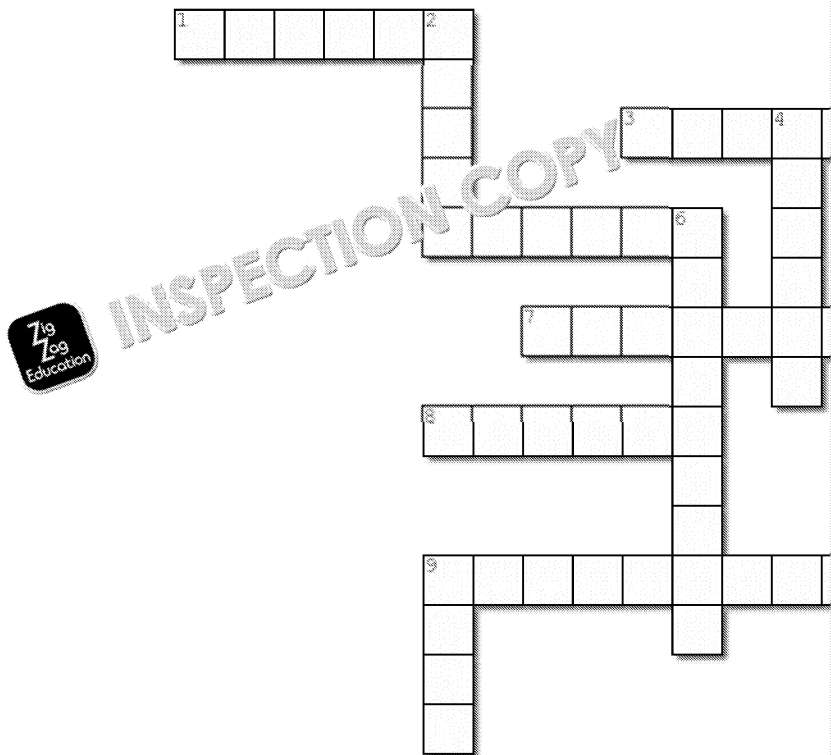
- the information that your audience would want to have about the website
- what sort of images you could use to market the programme
- the type of language you will use



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Finale: Crossword



Across

1. How you navigate a website. The bottom part of the home page that we see is called 'below the...' (6)
3. A recognisable icon that stands for something (6)
5. This lets the audience look up direct information on the website (6)
7. When a tab has a dropdown menu this menu appears below it (4,4)
8. A horizontal strip of links that is horizontal across the page (6)
9. A small image (9)

Down

2. Images that are part of the website (6)
4. An image that you can click on to go to another page (9)
6. A word that you can use to click on, take you to another page (9)
9. The main content area of the website, where the main content is displayed (9)

Extension: Celebrity Endorsement

Fortnite has collaborated with celebrities such as Ariana Grande to help promote the game because she has a massive global fan base, especially among younger audiences – Fortnite's core demographic. Her involvement through in-game concerts and events is seen as culturally relevant and exciting, helping to attract both existing players and new fans from a different perspective. Choose one of the celebrities below and explain what product they partner them with and why.

- Taylor Swift
- Stormzy
- Lizzo
- Justin Bieber

Homework: Case Study – *Time to Die*

Create a PowerPoint presentation to give to the class. This should be based on the film *Time to Die*. You should include at least the following points:

- Basic details about the film's organisation (e.g. which company produced it)
- The age rating of the film and why this is important
- The convergence and synergy used

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7. Audience Identification

By the end of the lesson you will be able to:

1. explain the difference between demographic and audience
2. categorise different audiences
3. evaluate why some audiences are incorrectly identified

Background

The audience is one of the most important aspects to consider when it comes to marketing. If you don't know your audience, products wouldn't be successful and neither would the company. Therefore, it's really important that organisations target their products to the right audience.

Sometimes though, this isn't the case and if an audience is incorrectly identified, it can lead to wasted marketing, as well as a nasty shock for the producers and developers involved.

Starter: The ABC1 System

One way that audiences can be targeted is through their disposable income (how much they spend after paying all of the bills). This gives organisations a good idea of what social class they belong to, and also which products might be their main competitors.

In order to break audiences down by their income, organisations refer to the ABC1 system, which categorises what kind of careers the audience would have at each level.

Level	Description	
A	Upper Class These are the highest earners. They have very high-profile careers.	
B	Upper/Middle Class People in this class are comfortable. They have jobs that enable them to have a large disposable income.	
C1	Middle Class This group are comfortable earners. They have enough to pay the bills but not a great deal of disposable income.	
C2	Lower/Middle Class This group have secure jobs but no disposable income.	
D	Working Class This group have very hard, usually manual, jobs. They work long hours and earn just enough to pay for the essentials.	
E	Unemployed This group are not only unemployed but may also have very poorly paid jobs. If they can't find work, they often do not have enough money to live on.	

The ABC1 system can be applied to any media text; however, it is especially important for newspapers. The bias and articles within the papers will be tailored to the specific audience. Can you identify where the audiences for *The Guardian* and *The Sun* would be? Be prepared to explain your answer!

The Guardian: _____

The Sun: _____

Task 1: Demographics

Most of the time the word 'demographic' is used as another way of saying 'audience' meaning. It covers more than just the age of a person and thinks about more people or a group.

Take a look at the 4Cs theory below. The 4Cs stand for Cultural Consumer C. What does the word 'demographic' mean based on the information below? How is it different?

Audience Type	Description
Mainstream	This is usually the largest audience group and they are domestic. They conform to conventional ideas and are often sentimental. They value value-for-money, family brands.
Aspirers	This group is typically formed of younger people. They seek status and having the latest items to further their image and appearance.
Succeeders	Usually made up of higher-management professionals who are in control. They are often goal-minded, organised and work hard.
Resigned	Usually older people who are very traditional or have an interest in values and are seeking survival.
Explorers	This is usually a younger audience such as students. They have individuality, and want new experiences.
Strugglers	This audience are usually made up of low-income groups. They have few resources other than their physical skills. This means that they are (left out).
Reformers	This group have a lot of social awareness. They do not focus on status to have quite good taste.

Demographic means:

Task 2: The Classroom Demographic

In groups of four or five, discuss where you think each of you would be on the ABC. Then feed back your answers and record the demographic for the class below.

I am:

The class demographic is:

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Task 3: The Set Texts

It is essential that you understand the audience of the set texts that you study for the text determines the elements that we see and the overall meaning behind the

Remember, any of these texts could come up in the exam. Can you identify the m below? Try to include:

- Age
- Gender
- ABC1 rating

	Audience
Vogue front cover	
GQ front cover	
The Man with the Golden Gun poster	
No Time to Die poster	
The Guardian front page	
The Sun front page	
Quality Street advert	
NHS 111 advert	

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Task 4: Unexpected Audiences

Pokémon Go

Pokémon Go was a mobile game released in 2016. It was one of the first games to combine the gameplay with real-world aspects such as location maps. The game also allows users to view the Pokémon in their own settings.

The gameplay focused on catching Pokémon, not only to complete a collection but also to use them in gym battles.

Thinking about the game *Pokémon Go*, circle the main audience for the game from the short sentences underneath your choice to explain why you have selected it.

Option 1.

18–34-year-old women,
B–C2 on the ABC1
system who may be a
combination of resigned
and explorers.

Option 2.

14–24-year-old boys, C1–E
on the ABC1 system who
are a combination of
mainstreamers or
explorers.

I have chosen this audience because:

In fact, the audience who the game found most popularity with was **quite unexpected**.

Once you know the correct answer (either look up the answer / ask your teacher), why do you think the audience were so different from what Niantic expected? What did you think about?

Finale: Mnemonics

A mnemonic is a really useful way to remember pieces of information. For example, the points on a compass are remembered using the mnemonic 'naughty elephants squirt water'.

or the planets through 'my very easy method just speeds up naming planets'.

Can you create mnemonics for the ABC1 or 4Cs system? Work in pairs or small groups.

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Extension: Demographic Word Cloud

Income isn't the only way that an audience can be classified. Add to the word cloud below showing the

- The size of the words to show whether something is more important or less important.
- Space – are you going to have words closer together or spaced further apart?
- Colour – could you make it more jazzy and exciting?



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8. Audience Reception

By the end of the lesson you will be able to:

1. identify types of audience
2. provide product examples for different gratifications
3. deconstruct the audience of a product

Background

Audiences are a critical aspect of media to consider. Without an audience, a product is worthless. This is why companies have to consider their audiences carefully before they start a product.

One aspect that they consider is what the audience are likely to gain from the product, known as **gratification**. Two theorists, Jay Blumler and Elihu Katz, created the 'uses and gratifications' theory, which breaks down these gratifications into five different types:

- To gain information
- To be entertained
- To create a social talking point
- To escape from daily life
- To relate to characters, places or situations

However, this is not the only thing to consider when thinking about audience. Companies also need to consider how their product will be digested. Take a look at the starter activity below.

Starter: Active and Passive

As well as considering different gratifications we also pay different amounts of attention to a product. See if you can complete the missing definition and examples below:

An **ACTIVE AUDIENCE** is:

An active audience is an audience who is closely involved with a product. They pay attention to what is happening with the product and any updates that may be included. An example would be players of Fortnite who would want to install any new patches or features that are released.

Example:

A **PASSIVE** AUDIENCE is:




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Task 1: Uses and Gratifications

One of the main theories you need to know for Media was created by Blumler and gratifications theory. They decided that people choose to engage with different media for different reasons. These reasons are: for entertainment, for information, to relate, to escape daily life and to create social talking points.

Think about the different types of media that you use and write them in the boxes to use them. An example has been done for you:

TO INSURE	TO
	
	TO RELATE TO CHARACTERS OR SITUATIONS
	TO CREATE A SCENARIO <i>Television, e.g. Love</i>

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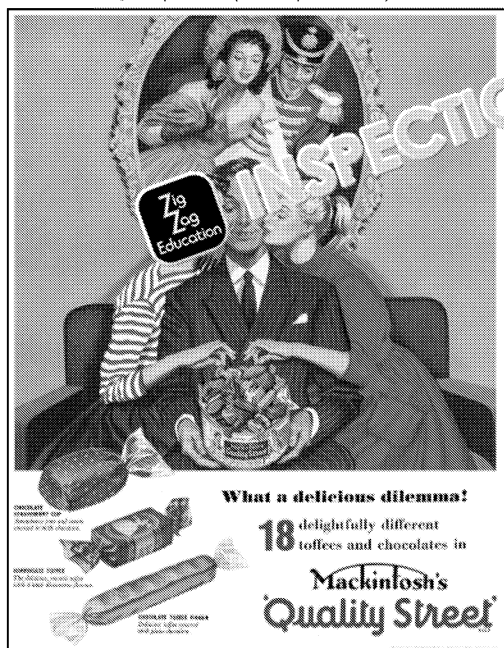
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Task 2: Analysing Using Blumler and Katz

Look at the following poster for 'Quality Street' from the set products. Add notes what you understand from the advert.

Quality Street (advert) © Nestle, 1956



Demographic:

.....

.....

.....

.....

Uses and gratifications:

.....

.....

.....

.....

.....

Conventions:

.....

.....

.....

Finale: True/False?

Place a ✓ or ✗ in the column on the right to show if the statement is true or false.

Statement	
1. A convention is an unrecognised object	
2. The audience use media in order to gain different gratifications from it	
3. Media language only includes terminology and style	
4. One of the main theories you need to know was written by Blumler and Katz	
5. A main character is called the antagonist	
6. One of the main gratifications for audiences is to be informed	
7. Altering the demographic of a product is likely to alter the conventions used	
8. A product could have multiple gratifications	
9. There are seven points to the 'uses and gratifications theory'	
10. Another word for audience is demographic	

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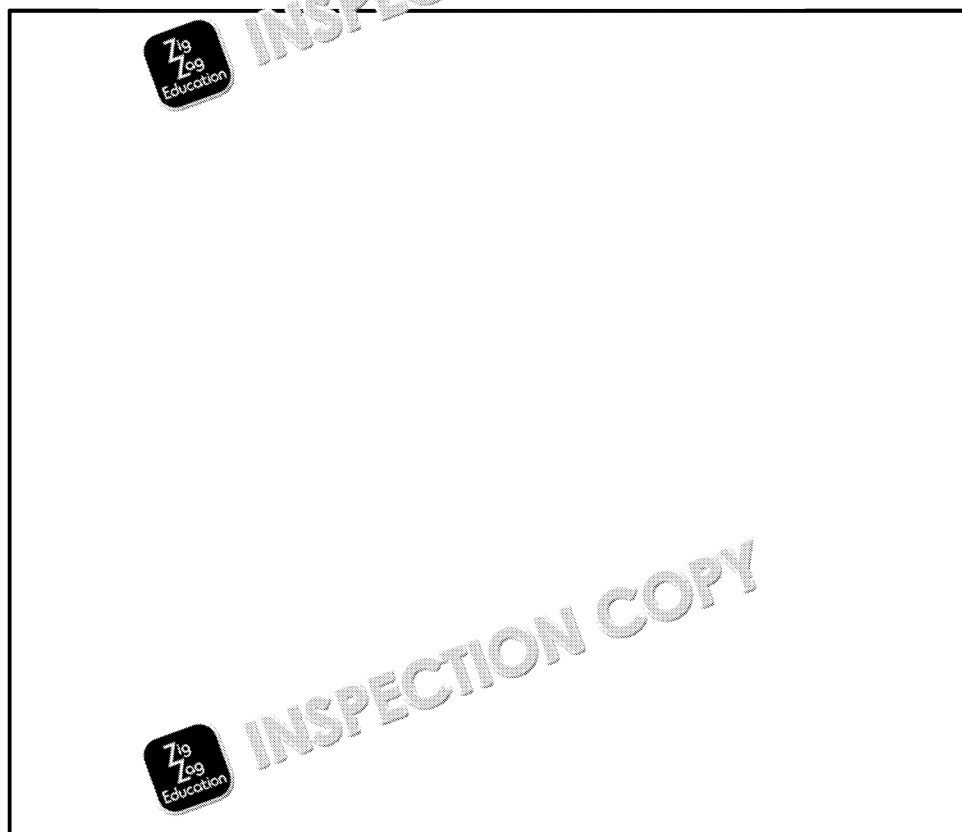
Extension Task: Changing the Meaning

Using the same brand, 'Quality Street', explain what you would change if the post audience of 18–25-year-olds.

Think about:

- The conventions you would change
- The uses and gratifications (Blumler and Katz) you think the audience would

Record your ideas in the box below:



Homework: Gratifications

Are there any other gratifications than the ones from Blumler and Katz? Do we use them more than when the theory was first created? Record your ideas on the spider diagram below:



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9. Aspects of Representation

By the end of the lesson you will be able to:

1. list the reasons behind representations
2. change messages through representation

Background

Representation literally means representing something. Companies use representation to convey a particular message to their audience. Sometimes, this representation is meant to be persuasive. What we are seeing in a media product is often not true to reality. In this representation, organisations use a process called **selection and combination** to choose elements of media language to help create a specific message.

The most notable form of representation comes through celebrities or other models. The process of hair, make-up and lighting before an image of them is even taken. For example, a lot of post-production editing techniques is used to create a particular look. This is called **mediation** and is the main reason why ideas about body image are often incorrect.

But it's not just people who can be represented; places, genders, ages, events, etc. are all represented in particular ways to portray a company's message to their intended audience.

Starter: Spot the Difference

The two images below are part of a campaign in Sweden called 'Girl Power'. See if you can spot the differences between the two images of the girl below. There are handy hints on the side to help you in the right direction!

BEFORE

CLICK HERE TO SEE WHAT HAS BEEN CHANGED:

COVER PHOTO

- 1 EYES
- 2 TEETH
- 3 LIPS
- 4 NOSE
- 5 FACIAL CREASES
- 6 JAWLINE
- 7 CHEEK SHADOWS
- 8 HAIR
- 9 SHIRT CREASES
- 10 BREASTS
- 11 WAIST
- 12 SHIRT COLOUR

Bear in mind that many photos claiming to show reality don't do so. Be critical and do not compare yourself to someone who has gone through twenty hours of retouching.

AFTER

CLICK HERE TO SEE WHAT HAS BEEN CHANGED:

COVER PHOTO

- 1 EYES
- 2 TEETH
- 3 LIPS
- 4 NOSE
- 5 FACIAL CREASES
- 6 JAWLINE
- 7 CHEEK SHADOWS
- 8 HAIR
- 9 SHIRT CREASES
- 10 BREASTS
- 11 WAIST
- 12 SHIRT COLOUR

Girl Power, Retouch (campaign) © Forsman and Bodenfors 2004

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Task 1: Why Represent?

Editing techniques like the ones you saw in the starter activity happen all the time for them. So let's see how many reasons we can think of for re-presenting!

You could start with the images in the starter task – why would someone need re-

Companies use representation in order to

- Market a celebrity or company, a particular way, e.g. Disney is associated

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Task 2: Changing Representation

Use the box on the left to write a description of your classroom. Represent it as positively as you can! Then use the box on the right to make your description of the classroom as negative as possible. Can you change the representation?

POSITIVE REPRESENTATION

Zig Zag Education

Zig Zag Education

Zig Zag Education

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Finale: Exit Card

Fill out the exit card below by noting down one thing you have learnt this lesson. complete this to leave the lesson.

Name:

Today I learnt:

.....

.....

.....

.....

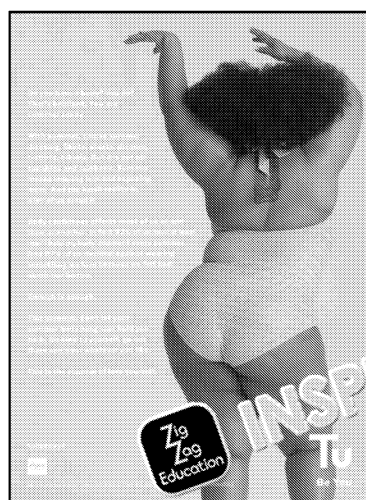


Extension: Solving a Bigger Issue?

Look at the images below. Explain how the representation used here is working to image.



Dove (advert) © Unilever 2019



Tu (advert) © Sainsbury's 2019

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10. The Language of Representation

By the end of the lesson you will be able to:

1. interpret Laura Mulvey's male and female gaze theory
2. dissect different stereotypes
3. suggest alternative methods of representation

Background

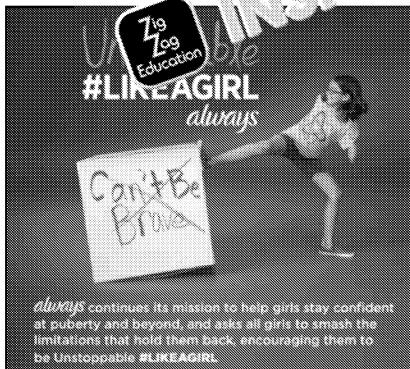
Even if you have never studied representation before, it's likely that you will be already being represented. For example, you might look at a product and already have a representation of it in your mind. This is a really good starting point, but you need terminology to explain and investigate representations.

A common term that you may have heard of already is **stereotype**. A stereotype is a group of people based on common (but often incorrect) ideas. For example, a common stereotype of teenagers is that they all hang about in gangs causing trouble and getting up to mischief. This is not the case for every single teenager in the world but at some point in time this idea became a stereotype.

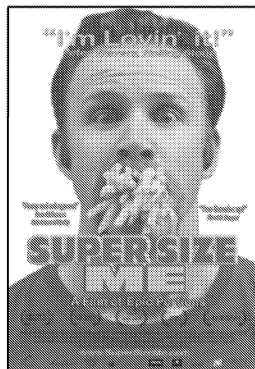
As with any aspect of media there are also key theories that you can apply here. We will look at more detail below.

Starter: Stereotyping

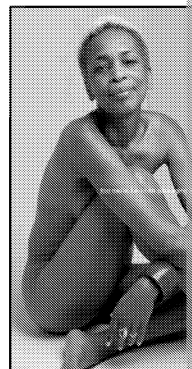
Look at the images below and work out what stereotypes are being combatted.



Always (advert) ©P&G 2015



Supersize Me (poster) © Samuel Goldwyn Films
Roadside Attractions, 2004

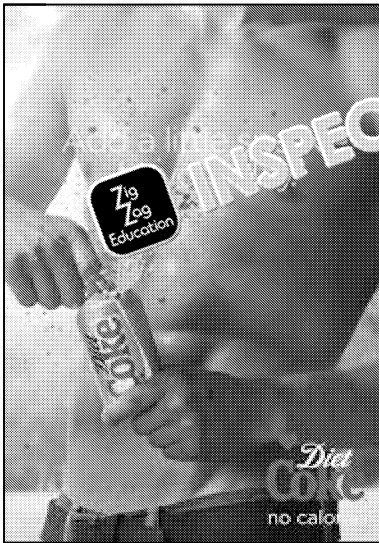


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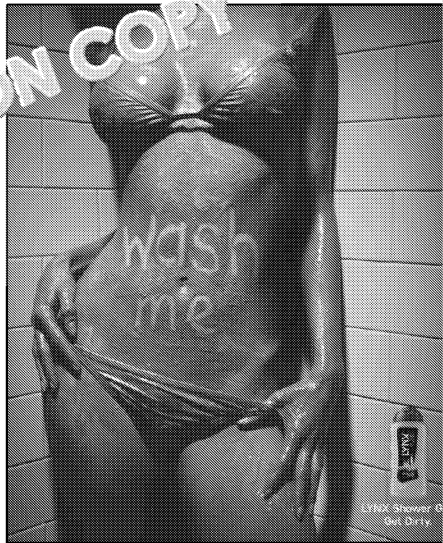


Task 1: Laura Mulvey Gaze Theory

Laura Mulvey noticed that representations of men and women are often done in a similar and recognisable way. Take a look at the images below. Can you summarise in just a single word how the models have been represented?



Diet Coke (advert) © The Coca-Cola Company 2013



Lynx (advert) © Unilever 2007

A word to describe the representation of the models is:

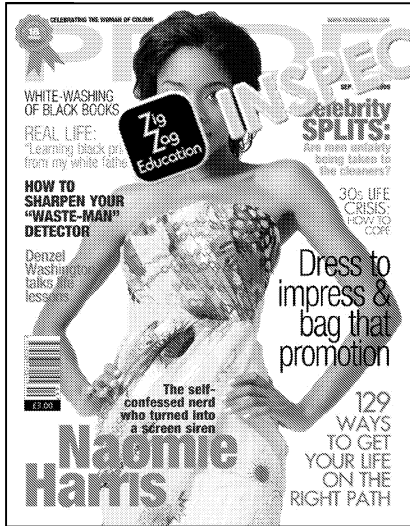
.....

By representing the models in this way it forces the audience into one of two positions. In the 'Diet Coke' advert, we are placed into the position of a **heterosexual** female as the male model is the main attraction of the advert. As part of Mulvey's theory is known as '**female gaze**'. In the Lynx advert, the audience is forced into the position of a heterosexual male as the female model is the main attraction of the advert. This is known as '**male gaze**'.

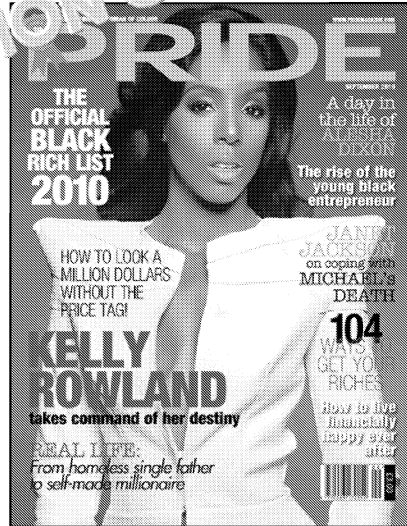
Task 2: Alternative Representations

Due to the abundance of stereotypes within the media there are companies who perception by using different representations.

Look at the covers for *Pride* magazine below. Can you work out who the magazine representation in your answer.



Pride (magazine) © Pride Media 2009



Pride (magazine) © Pride Media 2010

The audience for *Pride* magazine are:

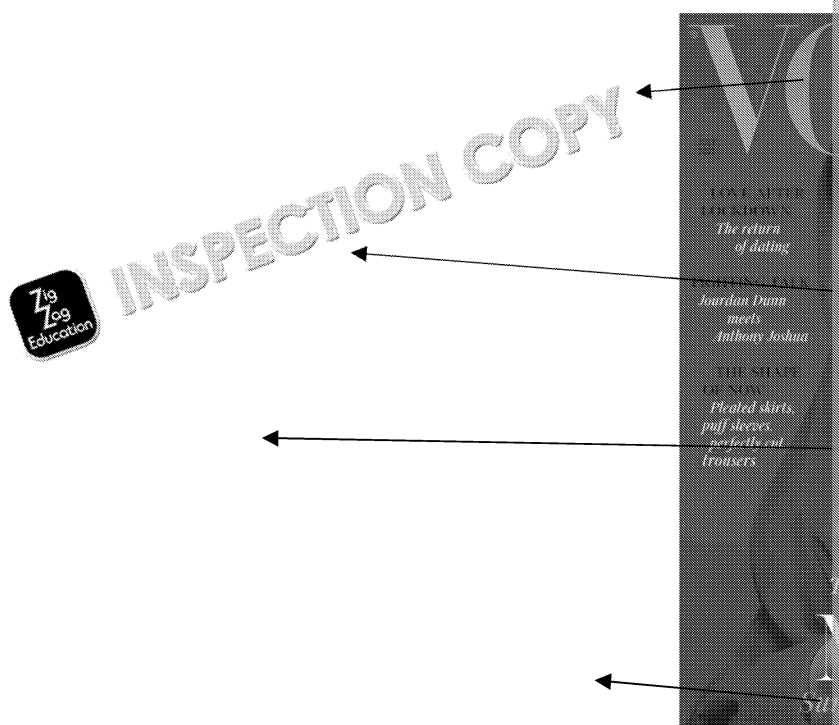
I know this because:

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Now think about your magazine set texts. How have the editors constructed the stars? The front covers below have starting points for you to look at, but you can



GQ (magazine front cover) © Condé Nast, 2019

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Task 3: Sketching Ideas

You're now going to have a go at changing the stereotypical representation of someone in a particular group in the same way that *Vogue* magazine has.

Start by thinking of the group you want to represent in a positive way; make a note of it in the space below.

Now, use this sketch space below (and the *Pride* magazine covers to help you) to sketch your ideas for the front cover.

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Finale: Caption Contest

Caption the following images so that the meaning of them is not what you would



Extension: Symbols and Representation

Sometimes, representations are simpler. Take, for instance, coat of arms. These institutions.

Using the crest below – or your own design – create a new coats of arms for your choices you have made, explaining why you have created it this way.



Homework: Representation Among Products

Find an example of each product listed below. Write a sentence or two for each used within that product.

- Advert
- Magazine Front Cover
- Newspaper Front cover
- Film Poster
- Video Game
- Radio Show

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1. What is Context?

Starter: Defining Context

Answers could include (but are not limited to):

- History
- The author
- Religion
- Events
- Society
- Beliefs

Task 1: Contextual Influences

Answers could include (but are not limited to):

Historical

- If there are any wars happening at the time
- Changes in monarchy or prime ministers
- Natural disasters
- Destructive events
- Positive events such as weddings

Cultural

- The main religion for the time
- The general beliefs of the time
- Morals that the public held

Social

- How the roles of men and women have changed
- The differences in wealth
- The differences in social class
- Movements such as feminism

Task 2: Applying Your Knowledge

Answers could include (but are not limited to):

Historical

- Queen Elizabeth II has reigned for 70 years
- Regular changes in political leaders

Cultural

- Multicultural
- Greater level of tolerance

Social

- Immigration on a mass scale
- The cost of living is becoming a greater concern for the population
- Greater move towards equality

Note: topics such as the conflict in Ukraine, the 2023 elections and energy concerns are 'Historical' (as they are likely to be recorded in history) and 'Social' (as they are impacting the world now).

Finale: Summarising the Lesson

An example could be: Today I have learnt that context is everything surrounding a text, which can be split into historical, cultural and social context.

Extension: Modern vs Traditional

1. The meaning/narrative of the advert is that the man is using the chocolates in a modern way.
2. A modern audience may see the woman using the chocolates in order to get a chocolate.
3. Example answer: A traditional audience are likely to see the man using the chocolates to gain attention. They could see this through the placement of the product as it is in the foreground, more sexual and more prominent (as suggested by Blumler and Katz 'theory of gratification'). The modern audience may see the woman using the chocolates in a different way given that women at the time had very little power and needed a man in order to be successful.

However, a modern audience could see a different reading. In this case the woman is using the chocolates in a different way, as they are stereotypically beautiful, and could be using them to gain a chocolate while distracting the protagonist. This would create a social message that is more prominent and accurate.

Preview of Answers Ends Here

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