



**14-19 CHANGES**  
A LEVEL

# ***Support Materials***

## **A2 Level Media Studies H540:**

### **Unit F325**

**This booklet contains the following support materials:**

- **Scheme of Work**
- **Lesson Plans**

# Contents

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# Introduction

## Background

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A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A\* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Media Studies. This can be found at [www.ocr.org.uk](http://www.ocr.org.uk), along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and sample Lesson Plans for Media Studies. These Support Materials are designed for guidance only and play a secondary role to the Specification.

## Our Ethos

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All our Support Materials were produced 'by teachers for teachers' in order to capture real life current teaching practices and they are based around OCR's revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

In some cases, where the Support Materials have been produced by an active teacher, the centre logo can be seen in the top right hand corner

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use

- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson Plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

## A Guided Tour through the Scheme of Work

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### = Innovative Teaching Idea

This icon is used to highlight exceptionally innovative ideas.



### = Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



### = ICT Opportunity


This icon is used to illustrate when an activity could be taught using ICT facilities.

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Introduction to Media Regulation	<ul style="list-style-type: none"> <li>Brainstorm how free students feel the press is in its reporting in the UK</li> </ul>		<ul style="list-style-type: none"> <li>Use of structured mind mapping exercises</li> </ul>	<ul style="list-style-type: none"> <li>Students will need prompts to initiate discussion of this topic. It may be useful to supplement found case studies with one or two contemporary examples</li> </ul>
	<ul style="list-style-type: none"> <li>Students to evaluate different case studies of press misrepresentation</li> <li>In groups, students evaluate what the issues are in each case study. Each group is to feedback to the rest of the class</li> <li>Consider ethical issues. Are there any?</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy pages 69-77 from The Tabloid Press: A Teachers Guide, Jo Wilcock, Auteur Publishing 2001</li> </ul>	
	<ul style="list-style-type: none"> <li>Homework: write an evaluation of case studies from class and address the question: Do we have a free press?</li> </ul>		<ul style="list-style-type: none"> <li>Provide a writing frame for homework, which demonstrates 'How to evaluate' media debate</li> </ul>	<ul style="list-style-type: none"> <li>It is important to ensure that students are aware of which skill you are assessing</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>Introduction: the Press is self regulated</p> <p>What is the nature of contemporary media regulation compared with previous practices?</p>	<ul style="list-style-type: none"> <li>Teacher led explanation that the Press in the UK is self-regulated</li> <li>Students to investigate what is understood by self regulation through research on the internet and the role of the Press Complaints Commission </li> </ul>	<ul style="list-style-type: none"> <li>The website address for the PCC is: <a href="http://www.pcc.org.uk">http://www.pcc.org.uk</a></li> <li>A press Free and Responsible: Self Regulation and the Press Complaints Commission 1991-2001, by R. Shannon, Chapter 17, John Murray publishers 2001. This reference will provide extended and advanced reading for the student</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to make the move towards becoming fully independent learners at A2 Media Studies. Encourage students to research their own ideas</li> </ul>
	<ul style="list-style-type: none"> <li>Reading exercise on introduction to regulation and control. Students will be asked their opinions about the historical 'Elton John v. The Sun' case study</li> <li>Plenary: Student PowerPoint's on the role of the PCC</li> </ul>	<ul style="list-style-type: none"> <li>A good introduction to the topic of press and regulation is an A4 reading exercise on <i>regulation and control</i>. Pages are adapted from the Essential Media Studies book, Phillip Rayner et al, Routledge</li> </ul>	<ul style="list-style-type: none"> <li>Students should do individual reading and group evaluation of the case study of Elton John</li> </ul>
	<ul style="list-style-type: none"> <li>Homework: reading activity on a brief History of Press Standards</li> </ul>		<ul style="list-style-type: none"> <li>Provide questions for students to answer from the reading exercise. This will assist in the structuring of their own ideas</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
What is the nature of contemporary media regulation compared with previous practices?	<ul style="list-style-type: none"> <li>• Introduction to a brief history of the PCC</li> <li>• Begin with a reading activity of the beginning of chapter six from 'The Good, The Bad and the Unacceptable'</li> </ul>	<ul style="list-style-type: none"> <li>• 'The Good, The Bad and the Unacceptable' by Raymond Snoddy, Faber and Faber 1992</li> </ul>	<ul style="list-style-type: none"> <li>• This is a difficult read, but one worth persevering with. Provide a structured reading activity.</li> <li>• This historical case study from 'The Good, The Bad and the Unacceptable' provides a starting point for which the students can develop judgements about the role of the press</li> <li>• Feel free to substitute any case study here</li> </ul>
	<ul style="list-style-type: none"> <li>• Investigate post Calcutt Report – students are to produce a timeline of significant events and occurrences to the PCC (this is linked to the homework set last session)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a photocopy of summary of history of press standards, from The Newspaper Handbook, Richard Keeble, Routledge London 2001</li> </ul>	<ul style="list-style-type: none"> <li>• There is also an ideal opportunity to discuss the term 'the gutter press' and consider journalist ethics and code of conduct (as extension exercise)</li> </ul>
	<ul style="list-style-type: none"> <li>• Homework: What key developments have there been in the development of the regulation of the press?</li> </ul>		<ul style="list-style-type: none"> <li>• Plenary: students will evaluate the significance of the Gordon Kaye case study and how the PCC was established</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
How effective is the PCC		<ul style="list-style-type: none"> <li>In groups students read worksheet on the code of practice of the PCC? They will be able to summarise the purpose of the code and its guidelines</li> </ul>		<ul style="list-style-type: none"> <li>Worksheet on the press code of practice to be provided</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can provide a PowerPoint summary of the code of practice</li> </ul>
		<ul style="list-style-type: none"> <li>Students investigate a case study of the practice of 'chequebook journalism': Rose West trial/Angus Deayton, for example</li> </ul>		<ul style="list-style-type: none"> <li>Pages 44-48 The Tabloid Press: A Teacher's Guide</li> </ul>	
		<ul style="list-style-type: none"> <li>Investigate the role of the paparazzi. Students do historical research into the death of Princess Diana, Kate Middleton's phone tapping of royals phone 2006</li> </ul>		<ul style="list-style-type: none"> <li>Phone tapping scandal:                             <ul style="list-style-type: none"> <li><a href="http://news.bbc.co.uk/1/hi/uk/5258158.stm">http://news.bbc.co.uk/1/hi/uk/5258158.stm</a></li> <li><a href="http://media.guardian.co.uk/mediaguardian/story/0,,2036939,00.html">http://media.guardian.co.uk/mediaguardian/story/0,,2036939,00.html</a></li> </ul> </li> </ul>	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> <li>Homework: essay 'To what extent can the PCC be considered a toothless tiger?'</li> <li>What other options are available? Look at examples from other countries</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended reading exercise for all students in encouraging them to reference academic debate into the effectiveness of the PCC</li> <li>For example: A Press Free Responsible: Self Regulation and the Press Complaints Commission 1991-2001, by R. Shannon Chapter 17, John Murray publishers 2001</li> </ul>	<ul style="list-style-type: none"> <li>Plenary how effective is the PCC in regulating the press?</li> <li>This reference for extended reading may need to be structured for the students and accompanied by a set of questions to respond to</li> </ul>	
Should the press be more regulated?	<ul style="list-style-type: none"> <li>There is a belief that the British media operate in an environment that protects 'free speech'. Students are to discuss this statement in two opposing groups: those who believe that we have free speech and those who do not</li> </ul>	<ul style="list-style-type: none"> <li>Introduce European Convention on Human Rights and Universal declaration of free speech (articles 8 and 10 in particular)</li> </ul>		
	<ul style="list-style-type: none"> <li>Students can compare two theoretical approaches pluralist v. Marxist ideas of a free press</li> </ul>	<ul style="list-style-type: none"> <li>Prepare two opposing arguments by photocopying a liberal pluralist position on the Press and a Marxist position on the press. The worksheet is adopted from Investigating Mass Media by Paul Trowler, Collins London 1996</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can supplement the arguments with reference to ideology/the news and political representations. Please reference Studying the Media, T. O'Sullivan et al, Arnold 2002</li> </ul>	



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
	<ul style="list-style-type: none"> <li>In groups students prepare arguments for and against these theoretical positions</li> <li>Homework to evaluate the question should the press be more regulated?</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to work with students to consider how to present these difficult theoretical positions</li> </ul>	<ul style="list-style-type: none"> <li>End session with a whole class debate. Write summary/key points on the IWB</li> </ul>
What is the issue with wider media (press) regulation?	<ul style="list-style-type: none"> <li>Introduction to the work of Noam Chomsky</li> </ul>	<ul style="list-style-type: none"> <li>Students to research the background of Chomsky's academic work using the internet</li> </ul>	<ul style="list-style-type: none"> <li>There is an ideal opportunity at this stage to consider how ownership/advertising and other external constraints exist on the press</li> </ul>
	<ul style="list-style-type: none"> <li>Provide context and background for the students</li> <li>Screen 'Manufacturing Consent'</li> </ul>	<ul style="list-style-type: none"> <li>Photocopy the opening pages of the introduction to Manufacturing Consent, Noam Chomsky, Pantheon 2002</li> </ul>	<ul style="list-style-type: none"> <li>These are important considerations in relation to how free the press is in this country</li> </ul>
	<ul style="list-style-type: none"> <li>Using worksheets students will identify the five filters that Chomsky argues manufacture consent</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet will ask students to demonstrate knowledge and understanding of Chomsky's 'five filters' of systematic propaganda</li> </ul>	<ul style="list-style-type: none"> <li>Chomsky's view can be used as a critical approach to press regulation in the UK</li> <li>These filters are advertising, flak, elite groups, ideology and news sources</li> </ul>
	<ul style="list-style-type: none"> <li>Homework: Write an evaluation of Chomsky's position in relation to the British Press</li> </ul>	<ul style="list-style-type: none"> <li>Provide an essay structure to Chomsky's arguments. Encourage students to apply Chomsky's ideas to the British Press</li> </ul>	<ul style="list-style-type: none"> <li>Students are to evaluate Chomsky's ideas in relation to the notion that the UK has a free press and should not be regulated</li> </ul>



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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
	<ul style="list-style-type: none"> <li>Students are to consider the landmark Naomi Campbell case on privacy. Should Britain have a privacy law? What implications exist for such a law?</li> <li>Set up a debate between two groups of students on 'Should a privacy law exist in the UK'? One group of students should chair the meeting </li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Photocopies of case study and newspaper articles on Naomi Campbell case study</li> </ul>	<ul style="list-style-type: none"> <li>There is clear debate to be discussed: will greater regulation lead to a curb on individual and press freedom? You can return to the debate on how effective self-regulation is for the press and media industries</li> </ul>	
	<ul style="list-style-type: none"> <li>Evaluate findings as a class, write a summary of the arguments into a spider diagram</li> <li>Students to consider how free the press are to report the news. Using worksheet on Freedom of the Press, students should evaluate how free the press is in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Set up classroom for a formal debate – two opposing groups for and against, with one group acting as 'Chair' on the discussion</li> <li>Prepare a spider diagram for students to complete </li> </ul>		
	<ul style="list-style-type: none"> <li>Homework: Should Britain have a Privacy Law?</li> </ul>	<ul style="list-style-type: none"> <li>Students to be encouraged to research the topic of privacy, which also includes for example, information on defamation, contempt, data protection</li> </ul>	<ul style="list-style-type: none"> <li>Research is also needed into the Universal Declaration of Human Rights (1948) and European Convention of Human Rights 1953</li> </ul>	


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<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The Advertising Industry: Investigation of the roles of the Advertising Standards Agency	<ul style="list-style-type: none"> <li>Begin with a reading exercise of an interview with Claire Forbes, Director of Communications at The Advertising Standards Authority</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy article 'Keeping it Legal, decent, honest and truthful' Regulating Advertising, Claire Forbes, Media Magazine, pp18-20, December 2002</li> </ul>	<ul style="list-style-type: none"> <li>The idea here is to provide an opportunity for students to investigate the ASA website</li> </ul>
	<ul style="list-style-type: none"> <li>Student's enquiry into why advertising standards exist. Students to examine three adverts, which have breached the standards code. Then evaluate the verdicts of each adjudication</li> <li>Then in groups they evaluate the significance of these breaches in standards?</li> </ul>		<ul style="list-style-type: none"> <li>You will need to access three controversial images. Here is an opportunity for students to research and carry out independent enquiry into contemporary case studies.</li> <li>Plenary: Why do we need the advertising standards agency?</li> </ul>	<ul style="list-style-type: none"> <li>Students can develop their knowledge and understanding of media regulation and widen this with the investigation of the ASA</li> <li>Can any one from the ASA give a lecture talk to the students? <a href="http://www.asa.org.uk/asa/adjudications">http://www.asa.org.uk/asa/adjudications</a> and select three recently adjudicated cases</li> </ul>
	<ul style="list-style-type: none"> <li>Homework: Evaluate the evidence that we need the ASA</li> </ul>		<ul style="list-style-type: none"> <li>Question: Why are these standards breached? Produce a prompt sheet to help the student's structure their answer</li> </ul>	

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Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Regulation of advertising	<ul style="list-style-type: none"> <li>Contemporary history to advertising standards: understanding changes. Who is the advertising standards authority constituted? </li> </ul>		<ul style="list-style-type: none"> <li>Need to prepare reading on the history of the advertising standards history</li> <li>The constitution of the ASA can be found at <a href="http://www.asa.org">www.asa.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Teaching the history of the advertising standards can be challenging. DO ensure that any reading activity is accompanied by a prompt question sheet</li> </ul>
	<ul style="list-style-type: none"> <li>Students can revisit the website from last lesson and profile the role of the ASA. They should be prepared to give a presentation using PowerPoint to the class </li> </ul>		<ul style="list-style-type: none"> <li>There is an ideal ICT opportunity. Students at this advanced level should be able to discriminate between relevant and irrelevant points to raise. More able students will be able to apply learnt ideas regarding media regulation from work on the press</li> </ul>	
	<ul style="list-style-type: none"> <li>Plenary: Group evaluation into the effectiveness of the ASA</li> </ul>			

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<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
<p>Case study: Why do we need regulation of advertising?</p> <p>Benetton: A case study</p>		<ul style="list-style-type: none"> <li>Students look at a range of Benetton adverts and assess the controversial nature of the advertising campaign</li> <li>Students in groups should make value judgements as to the nature of the current Benetton campaigns</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy worksheets which adapt the Benetton case study in the Advertising pack, pages 106-110, produced by the English and Media Centre</li> <li><a href="http://press.benettongroup.com/ben_en/about/campaigns/history">http://press.benettongroup.com/ben_en/about/campaigns/history</a> </li> </ul>	<ul style="list-style-type: none"> <li>This is a good resource to adapt and introduces the controversial nature of Benetton advertising</li> <li>This is a resource for a GCSE student pack, but if adapted correctly is a very good introduction to regulation of advertising standards</li> <li>A good resource... Dolce and Gabbana case studies might also be helpful</li> </ul>

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<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Case study of print advertisements: Barnardo's Silver Spoon campaign	<ul style="list-style-type: none"> <li>Students are to examine the Silver Spoon Campaign and evaluate the issues affecting the representation of children in advertising and why these are considered a vulnerable group in society</li> </ul>		<ul style="list-style-type: none"> <li>Use article from the Media Magazine</li> <li>Use the Silver Spoons advertising campaign information. Information is also available at <a href="http://www.barnardos.org.uk/resources/resources_students/resources">http://www.barnardos.org.uk/resources/resources_students/resources</a></li> </ul>	<ul style="list-style-type: none"> <li>It may be possible to have a visiting speaker from Barnardos to speak with the students</li> <li>This makes a very good case study into media regulation</li> </ul>
	<ul style="list-style-type: none"> <li>Students read the Steve Connolly article 'Too Shocking for Words'. Students to address set questions about the campaign and why advertising regulations were breached</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy article by Steve Connolly from Media Magazine, April 2004, pages 7-9, which specifically focuses on the Silver Spoons campaign</li> </ul>	<ul style="list-style-type: none"> <li>This part of the scheme of work will provide detailed examples for students to use in the exam. Encourage students to investigate their own examples found and teachers can supplement the arguments with more contemporary examples</li> </ul>
	<ul style="list-style-type: none"> <li>Homework: Read example of Children in Barnardos advertising and identify why the advert was banned</li> </ul>		<ul style="list-style-type: none"> <li>Need to photocopy pages 244/245 from Media Studies: The Essential Introduction by P. Rayner et al, Routledge 2001</li> </ul>	<ul style="list-style-type: none"> <li>Plenary: What happens when the codes of advertising are broken? Are adjudications effective in constraining?</li> </ul>



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
What role does OFCOM have in regulating advertising?	<ul style="list-style-type: none"> <li>Teacher led explanation that OFCOM is the independent regulator for the communications industries</li> </ul>	<ul style="list-style-type: none"> <li>It can be suggested that students themselves research the website <a href="http://www.ofcom.org.uk">http://www.ofcom.org.uk</a></li> </ul>	
	<ul style="list-style-type: none"> <li>Students are to read the article 'Banning Ads' by Sandy Star</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet with specific questions and photocopies 'Banning Ads' by Sandy Star, Media Magazine, February 2005</li> </ul>	<ul style="list-style-type: none"> <li>This work on OFCOM is needed in considering how television adverts are regulated</li> </ul>
	<ul style="list-style-type: none"> <li>Students will then in paired activities address the question 'What adverts are banned by OFCOM. The students need to justify the reasons behind the banning' </li> </ul>	<ul style="list-style-type: none"> <li>Students can use the IWB to provide a summary of points to make</li> </ul>	
	<ul style="list-style-type: none"> <li>Homework: Is the role OFCOM play in the media an effective form of regulation? </li> </ul>	<ul style="list-style-type: none"> <li>Provide essay-writing frames for the students to complete the work</li> </ul>	<ul style="list-style-type: none"> <li>An extended activity would be the reading of the article 'security or sales talk'? Financial services advertising. Jerome Monahan, Media Magazine, September 2003</li> <li>This extension task provides further evidence of the role of regulation in advertising</li> </ul>



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Contemporary Media Regulation	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
How effective is the advertising standards agency in the regulation of advertising standards	<ul style="list-style-type: none"> <li>Students should prepare a presentation which address this question: "How effective is the advertising standards agency in the regulation of advertising standards"</li> <li>Allow the students to do the presentation in threes.</li> </ul>		<ul style="list-style-type: none"> <li>Student folders for this activity are a must</li> </ul>	<ul style="list-style-type: none"> <li>This exercise may take several lessons and can be introduced earlier in the scheme of work if necessary</li> </ul>
	<ul style="list-style-type: none"> <li>Then an 'apprentice' like chair will ask questions about the presentation</li> <li>This will allow for a question and answer session. Other students are to record each other's ideas</li> <li>At the end the chair will provide summaries about the talks as key points for a written essay assignment</li> </ul>		<ul style="list-style-type: none"> <li>Show students brief extract of 'The Apprentice' in order to understand the format of the exercise</li> </ul>	<ul style="list-style-type: none"> <li>This brings some enjoyable learning to the end of a synoptic unit of work. Do spend time working on this exercise – it can be really rewarding</li> </ul>
	<ul style="list-style-type: none"> <li>Essay question: "How effective is media regulation?"</li> </ul>		<ul style="list-style-type: none"> <li>Need to provide essay-writing frames for the students to complete the work</li> </ul>	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity


# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p><b>Global Media:</b> An introduction to global media in relation to a Hollywood film</p>		<ul style="list-style-type: none"> <li>What do we understand by the term globalisation?</li> </ul>	<ul style="list-style-type: none"> <li>Provide a definition of globalisation from 'The complete A-Z Media and Communication Handbook' by Stuart Price</li> </ul>	<ul style="list-style-type: none"> <li>Students need to research the idea of global products in order to think around national boundaries</li> <li>Also be aware that it is worth exploring alternative resources for definitions of 'globalisation'</li> </ul>
		<ul style="list-style-type: none"> <li>Brainstorm a list of global products. Which media companies or products are at the top of the list? What characterises these products?</li> <li>Students then address the question what kinds of media are increasingly global in terms of production and distribution</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for internet research. Students can list companies and types of products produced into charts using excel</li> </ul>	<ul style="list-style-type: none"> <li>Student's knowledge and understanding of the concept of globalisation will be embedded by examples of global products and territories. An extension exercise may focus on a case study of News Corporation for example. This can be referenced by the pp299-308 a case study of News Corporation, in the Media Student's Book, second edition, Gill Branston and Roy Stafford, Routledge 1999</li> </ul>
		<ul style="list-style-type: none"> <li>Homework: How important is the growth of worldwide media networks?</li> </ul>	<ul style="list-style-type: none"> <li>Reading exercise: Hollywood and the World, by Toby Miller in American Cinema and Hollywood, Ed. by John Hill and Pamela Church Gibson OUP, New York 2000</li> </ul>	


# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p>Historical case study of Disney</p> <p>How have global media developed, in historical terms, and how inclusive is this trend in reality?</p>		<ul style="list-style-type: none"> <li>Students to research the extent of Disney’s global empire. Focus may be on film sales and distribution of contemporary examples</li> </ul>	<ul style="list-style-type: none"> <li>Introductory article to Disney Studio. Students to use research skills to identify global success of Disney studios. This website is very useful: <a href="http://licensing.disney.com/login/displayLogin.do?Locale=en">http://licensing.disney.com/login/displayLogin.do?Locale=en</a></li> </ul>	<ul style="list-style-type: none"> <li>Students should develop knowledge and understanding of the development of Disney studios. They will understand how Disney dominates animation globally, by the consolidation and takeover of Pixar Studios</li> </ul>
		<ul style="list-style-type: none"> <li>Extended reading activity for students: Disney’s Business History: A reinterpretation. Students will read the article as a class</li> </ul>	<ul style="list-style-type: none"> <li>Disney’s Business History: A reinterpretation by Douglas Gomery, from Disney Discourse: Producing the Magic Kingdom, Eric Smoodin (ed.) Routledge 1994</li> </ul>	<ul style="list-style-type: none"> <li>This article will demand a lot of the students, but does provide an overview in Disney’s history, which is important for students to understand</li> </ul>
		<ul style="list-style-type: none"> <li>Students will then address a series of questions about Disney’s dominance over animation in a global market</li> </ul>	<ul style="list-style-type: none"> <li>Provide a set of questions which will help the students outline the key issues with the development of Disney as a global and dominant media conglomerate</li> </ul>	<ul style="list-style-type: none"> <li>‘How Pixar conquered the planet’ by Oliver Burkeman, The Guardian 12 November 2004 – a useful article</li> </ul>
		<ul style="list-style-type: none"> <li>Homework: What factors have made Disney such a successful and global conglomerate?</li> </ul>		

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Global Branding Disney's practice of synergy and desire to cross-market products through licensing – increasing global dominance		<ul style="list-style-type: none"> <li>Students are to investigate the significance of the release of a current Disney film in the UK. Students then present these findings to the class</li> <li>Address these two questions: "What extent does Disney cross-market its products?" "How significant is the issue of licensing?"</li> </ul>		<ul style="list-style-type: none"> <li>Use a current Disney film and demonstrate how branding and licensing are important globally</li> <li>This is an ICT opportunity for students to use specified search engines and web sites to perform critical research </li> </ul>	<ul style="list-style-type: none"> <li>This case study approach enables students to develop an application of theoretical ideas, which can be applied to their own independent investigations</li> </ul>
		<ul style="list-style-type: none"> <li>Then students will look at Disney's global markets and look at the similarities between the UK and the rest of the world</li> </ul>		<ul style="list-style-type: none"> <li>The teacher will need to ensure that sites are available to research Disney's global distribution: <a href="http://www.unionnetwork.org/unimej.nsf/specialissues?openpage">http://www.unionnetwork.org/unimej.nsf/specialissues?openpage</a></li> </ul>	<ul style="list-style-type: none"> <li>This website is extremely useful for the students to explore. There is lots of usable information available about Disney's global empire</li> </ul>
		<ul style="list-style-type: none"> <li>Homework: Evaluate Disney's global dominance. Is it fulfilling audience demands or simply an example of global; media power and dominance?</li> </ul>		<ul style="list-style-type: none"> <li>Reading exercise: 'Disney's Magic Kingdom is still standing' by William Cedarwell, The Guardian 19 December 2004</li> </ul>	

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Issue of Media Imperialism		<ul style="list-style-type: none"> <li>In groups students to investigate what is meant by media imperialism</li> <li>They are to read pp 287-291 of Studying the Media. Then students in groups apply these arguments to the case study of Disney</li> </ul>	<ul style="list-style-type: none"> <li>Studying the Media, second edition, T. O'Sullivan et al, Arnold London 1998 pp 287-291</li> </ul>	<ul style="list-style-type: none"> <li>This is a difficult topic to assess, the reading of the article, will help students understand the concept of media imperialism</li> </ul>
		<ul style="list-style-type: none"> <li>Students then read pp 291-294 of Studying the Media, and evaluate the significance of media imperialism</li> </ul>	<ul style="list-style-type: none"> <li>Studying the Media, second edition, T. O'Sullivan et al, Arnold, London 1998 pp 291-294</li> </ul>	
		<ul style="list-style-type: none"> <li>Homework: explain the arguments for and against media imperialism</li> </ul> 		<ul style="list-style-type: none"> <li>An extended reading assignment for students can be found in Media Institutions and Audiences: Key Concepts in Media Studies, Nick Lacey, Palgrave, Hampshire, 2002 pp 79-88 (focus is on MTV)</li> </ul>



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Other national animation – selling non western images	<ul style="list-style-type: none"> <li>Teacher led presentation of non-Disney animation, which demonstrates other forms of global animation</li> </ul>	<ul style="list-style-type: none"> <li>Include case studies on non-Disney animation in particular. Japanese animation. It may be possible to show the animation sequence from Kill Bill Volume 1. Link to Manga as export animation for global audiences</li> </ul>	<ul style="list-style-type: none"> <li>Although this is an extreme example of animation, it still represents a Japanese tradition of animation which challenges typical Disney images</li> </ul>	
	<ul style="list-style-type: none"> <li>Students to research a case study into Studio Gibli.</li> <li>Students will investigate Spirited Away an Oscar winning animation</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.onlinegibli.com">http://www.onlinegibli.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Screening opportunity for a Studio Gibli film</li> </ul>	
	<ul style="list-style-type: none"> <li>Homework: To evaluate the global success of Studio Gibli as a Japanese animator who successfully sales to the Far East and US markets</li> </ul>		<ul style="list-style-type: none"> <li>Extension exercise: how does Studio Gibli distribute it's films to a global audience</li> </ul>	
Implications of globalisation	<ul style="list-style-type: none"> <li>Student read pp 279-287 Studying the Media in the consequences of globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Studying the Media, second edition, T. O'Sullivan et al, Arnold, London 1998 pp 279-287</li> </ul>	<ul style="list-style-type: none"> <li>Students will need to elucidate a debate about the implications of media imperialism</li> </ul>	
	<ul style="list-style-type: none"> <li>Reading of the Vivendi-Universal case study. Answer the questions at the end of the case study</li> </ul>	<ul style="list-style-type: none"> <li>Reading of the Vivendi-Universal case study from A2 Media Studies: The Essential Introduction</li> </ul>		

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Students then evaluate how globalisation is a process not simply from the US to the rest of the world</li> </ul>			
		<ul style="list-style-type: none"> <li>Homework: Assess the notion that globalisation is not simply one-way traffic</li> </ul>			
Case study: Apple		<ul style="list-style-type: none"> <li>Students research Apple's walled garden: search products/services available. They are to evaluate the extent that Apple sales are global in characteristics</li> </ul>		<ul style="list-style-type: none"> <li>Students investigate the concept of a wall garden by visiting <a href="http://www.apple.com">www.apple.com</a></li> <li>For an investigation into the achievements of the ipod and itunes see <a href="http://news.bbc.co.uk/1/hi/entertainment/4750744.stm">http://news.bbc.co.uk/1/hi/entertainment/4750744.stm</a></li> </ul>	<ul style="list-style-type: none"> <li>Comparison could be made with an AOL/Time Warner case study</li> </ul>
		<ul style="list-style-type: none"> <li>What advantages are there for Apple with a global online distribution service?</li> </ul>			
		<ul style="list-style-type: none"> <li>Branding: synergy on a global basis. Students are to investigate Apple's branding and synergy practices</li> </ul>		<ul style="list-style-type: none"> <li>Media magazine: Synergy Rules OK?, Nick Lacey, December 2005</li> </ul>	<ul style="list-style-type: none"> <li>The success of Apple as a global media company is premised on its ability to brand itself to different global markets</li> </ul>
		<ul style="list-style-type: none"> <li>Homework: What are implications for Apple's global audience: friend or foe?</li> </ul>			

# Media Studies H540: Critical Perspectives in Media: G325


<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Convergence and Global Media		<ul style="list-style-type: none"> <li>Teacher led explanation of the role of the internet in the Global media. Is this a democratising process for global audiences?</li> </ul>	<ul style="list-style-type: none"> <li>Consider investigating new technology: podcast, blogging and websites such as MySpace and You Tube as emancipatory and global communication networks </li> </ul>	<ul style="list-style-type: none"> <li>A discussion should ensue about local, national and global boundaries and how audiences transcend these</li> </ul>
		<ul style="list-style-type: none"> <li>Students are to evaluate the benefits and disadvantages of using the internet. This should be assessed through the students own opinions and reading of handout on the internet </li> </ul>	<ul style="list-style-type: none"> <li>Photocopy pages 276-279 Studying the Media, Tim O'Sullivan et al, second edition, Arnold, London 1998</li> </ul>	<ul style="list-style-type: none"> <li>Student's evaluation of his or her own experiences should be discussed and then applied to academic reading on the internet. Consider how powerful the internet is in relation to global communications. This can include a discussion of mobile phone technology</li> </ul>
		<ul style="list-style-type: none"> <li>Students watch Steve Jobs keynote speech on the Apple iPhone</li> </ul>	<ul style="list-style-type: none"> <li>Watch Steve Jobs Keynote address: <a href="http://www.apple.com/Quicktime/gtv/mwsf07">http://www.apple.com/Quicktime/gtv/mwsf07</a></li> </ul>	
		<ul style="list-style-type: none"> <li>Homework: Does convergence matter in global media for global audiences</li> </ul>	<ul style="list-style-type: none"> <li>Reading activity: Why Convergence Matters by Gavin Luhrs, Media Magazine, September 2002, English and Media Centre</li> </ul>	



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Case study: Nintendo Wii		<ul style="list-style-type: none"> <li>Demonstrate the Nintendo Wii as Games technology. In the classroom, set up the Nintendo Wii and go through menu and demonstrate a game of Wii tennis</li> </ul>	<ul style="list-style-type: none"> <li>Nintendo Wii if available for demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Consider what the argument for and against global media, in relation to content, access, representation and identity</li> </ul>
		<ul style="list-style-type: none"> <li>Students are to consider how the Wii is targeting a global market with its concept. Students will investigate how the main principles of the Wii are based on competition, rather than conflict and evaluate how this appeals to a global family audience, rather than traditional male dominated games audiences</li> </ul>	<ul style="list-style-type: none"> <li>The key to this case study is in understanding how the origins of global synergy actually in process since the release of the Nintendo Wii late 2006</li> </ul>	<ul style="list-style-type: none"> <li>It is possible to compare the Wii and its impact in a global environment compared to Playstation 3 or PSP. For further resources on this use the case study on the Sony PSP from AS Meida Studies for OCR</li> </ul>
		<ul style="list-style-type: none"> <li>Homework: Design a questionnaire into the gaming habits of teenagers. Distribute and evaluate feelings</li> </ul>	<ul style="list-style-type: none"> <li>Design a template for the questionnaire</li> </ul>	
Conclusions: What is the real impact of globalisation? How can this be measured?		<ul style="list-style-type: none"> <li>Students to evaluate the issues surrounding global media. In groups brainstorm the key points</li> </ul>	<ul style="list-style-type: none"> <li>Student folders/homework assignments/essays etc.</li> </ul>	<ul style="list-style-type: none"> <li>This is an ideal opportunity to check students folders are in order</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	45 Hours	<b>Topic</b>	Global Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Students then feedback from the groups they are in to the whole class. The class then devise a mind map of the key issues. This can be completed on the IWB</li> </ul>	<ul style="list-style-type: none"> <li>This is an ideal ICT opportunity </li> </ul>	<ul style="list-style-type: none"> <li>Students then 'blog' their summaries about globalisation and its impact on the audience</li> </ul>
		<ul style="list-style-type: none"> <li>Next students examine a range of questions that could be asked on global media. The students create these themselves and provide model answers to them</li> </ul>	<ul style="list-style-type: none"> <li>Apply mark schemes and sample assessment material to the questions set</li> </ul>	

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
National identity in British Cinema		<ul style="list-style-type: none"> <li>What does it mean to be British? Students explore the concept of Britishness. Mind map out ideas in pairs and feedback to the class. Categorise into historical and current values and also into specific countries e.g. Scottish, Welsh etc</li> </ul>	<ul style="list-style-type: none"> <li>Images and props can be used to stimulate discussion</li> </ul>	<ul style="list-style-type: none"> <li>Students should try to think of Britain as a collective and avoid just thinking of English, Scottish, Welsh or Irish identity. If this occurs it can form the basis of a useful discussion</li> </ul>
		<ul style="list-style-type: none"> <li>What is a British film? Students to list as many films they consider British as possible justifying why. Compile central list and identify common features e.g. cast, crew, funding, location and content</li> </ul>	<ul style="list-style-type: none"> <li>Film posters for British films and American films made in the UK e.g. Harry Potter <a href="http://www.imbd.com">www.imbd.com</a></li> </ul>	<ul style="list-style-type: none"> <li>This will be primarily based on students own knowledge and supported by the teachers knowledge. A definition of what a British film is can be found at <a href="http://www.culture.gov.uk">www.culture.gov.uk</a></li> <li>The IMDB can also be used as this has images of posters used alongside production companies involved in the film</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Construction of a timeline of key films and movements in British Cinema. Students investigate a set period and produce a poster/sheet with information about period/movement</li> </ul>	<ul style="list-style-type: none"> <li>Either prepare task sheets with some basic information about British Cinema movements or use the Internet and allocate students a set period to research</li> </ul>	
		<ul style="list-style-type: none"> <li>Screening of a British film either historical or contemporary that can be used to illustrate British values and show a specific genre e.g. Social realism</li> </ul>	<ul style="list-style-type: none"> <li>'My summer of love' (Pawlikowski 2004)</li> <li>'A room for Romeo Brass' (Meadows 1999)</li> <li>'If...' (Anderson 1968)</li> </ul>	<ul style="list-style-type: none"> <li>The choice of films should suit the group of students that you are teaching. Depending on the time constraints it may be worth screening two films from differing periods to illustrate a shift in values</li> </ul>
		<ul style="list-style-type: none"> <li>Follow up to screening. In what ways could this film be seen as British? In pairs students could try and identify all the ways they consider the film to be British. Does it represent any British values? Is it made/set in Britain? Is its main audience British?</li> <li>Close analysis of clip from chosen film – focus on how camerawork, editing, mise-en-scène and sound create meaning</li> </ul>	<ul style="list-style-type: none"> <li>Clip from film 3-5 minutes long</li> </ul>	<ul style="list-style-type: none"> <li>This session can be made more student centred by providing a number of different clips on computers and letting the students analyse them before feeding back to the class</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>• Close analysis of clip from chosen film – focus on how camerawork, editing, mise-en-scène and sound create meaning</li> <li>• Students to identify one thing they think makes the film British and to write a paragraph explaining how it does this using an example from the film</li> </ul>			<ul style="list-style-type: none"> <li>• This session differs from the one above through by having students begin to practice writing about the film clip, this work can be both self and peer assessed</li> </ul>
		<ul style="list-style-type: none"> <li>• Screening of a second British film either historical or contemporary that can be used to illustrate British values and show a specific genre e.g. Social realism</li> </ul>		<ul style="list-style-type: none"> <li>• Should be able to act as a contrast to film one, for example a contemporary (post 2000) social realist film</li> </ul>	<ul style="list-style-type: none"> <li>• As mentioned earlier this film could act as either a counterpoint or a supporting film to the first screening</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity		
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>	
Representations of Youth/Youth Culture in British Cinema		<ul style="list-style-type: none"> <li>What does youth culture mean? Students explore the concept of Youth and youth culture. Mind map out things associated with British youth culture and cultural movements e.g. Punk, Rave etc. Feedback results to class</li> </ul>	<ul style="list-style-type: none"> <li>Images and props can be used to stimulate discussion</li> </ul>	<ul style="list-style-type: none"> <li>The images chosen should represent key youth culture movements such as Punk, Mod's as well as Rave and Emo culture. It would also be asking students to try and define the sub culture they feel they belong to</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify British films that deal with Youth and youth culture. Where do these films fit on the timeline produced for British Cinema? Students to research one film identified in pairs and produce an info sheet for class</li> </ul>	<ul style="list-style-type: none"> <li>Timeline of British films on display to act as a prompt</li> </ul>	<ul style="list-style-type: none"> <li>This session build upon a previous session and will allow students to see the time delay from a youth movement happening and its appearance on screen</li> </ul>	
		<ul style="list-style-type: none"> <li>Screening of a British film either historical or contemporary that can be used to illustrate a representation of youth and youth culture</li> </ul>	<ul style="list-style-type: none"> <li>Would be useful to compare/contrast two films representing youth/youth culture e.g. This is England (Meadows 2007) and Quadrophenia (Rodham 1979)</li> </ul>		



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
		<ul style="list-style-type: none"> <li>Follow up to screening. How does this film represent youth/youth culture? In pairs students could try and identify all the ways they consider the film represents youth/youth culture</li> <li>Close analysis of clip from chosen film – focus on how camerawork, editing, mise-en-scène and sound create meaning</li> </ul>	<ul style="list-style-type: none"> <li>Clip from film 3-5 minutes long</li> </ul>	
		<ul style="list-style-type: none"> <li>Screening of a second British film either historical or contemporary that can be used to illustrate a different representation of youth/youth culture</li> </ul>	<ul style="list-style-type: none"> <li>Should be able to act, as a contrast to film one, and at least one should be as contemporary as possible</li> </ul>	
		<ul style="list-style-type: none"> <li>Follow up to second screening. In what ways does this film represent youth/youth culture? How is this similar/different to film one?</li> <li>Teacher led close analysis of particular scene highlighting how camerawork, editing, mise-en-scène and sound are used to create meaning</li> </ul>		



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>In groups students to select a scene from a British film of their choice that they feels represents youth/youth culture and present analysis and scene to class </li> </ul>	<ul style="list-style-type: none"> <li>Films that represent youth/youth culture include: 24hour party people (Winterbottom 2003), A room for Romeo Brass (Meadows 1999)</li> </ul>	
Funding of British Cinema	<ul style="list-style-type: none"> <li>What are the key issues for funding a British film?</li> <li>How does the UK film council fund films?</li> <li>Students to investigate the three types of funding offered to films. Divide into groups and then 'jigsaw' information</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.ukfilmconcil.org.uk/filmmaking/funding/features/">http://www.ukfilmconcil.org.uk/filmmaking/funding/features/</a></li> </ul>	<ul style="list-style-type: none"> <li>This website is very detailed about the funding available to filmmakers in the UK and students will need guidance about what they are looking for</li> </ul>	
	<ul style="list-style-type: none"> <li>In groups students are allocated a contemporary British film and have to find out institutional information and how it was funded</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.imdb.co.uk/">http://www.imdb.co.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>This will allow students to have another film as a case study. It would be useful to try and get a guest speaker in about the funding issue</li> </ul>	



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>• Presentation by students on allocated film. Discussing how cast/crew and other institutional issues affect funding</li> </ul>		<ul style="list-style-type: none"> <li>• Student groups to produce handouts for other class members</li> </ul>
	<ul style="list-style-type: none"> <li>• Presentation on funding from a historical perspective and the British studio system e.g. Ealing Studios</li> <li>• Screen two extracts and discuss use of cast/crew and genre/conventions</li> </ul>		<ul style="list-style-type: none"> <li>• Would be useful to summarise key points in a presentation for students</li> </ul>
	<ul style="list-style-type: none"> <li>• Summarise key issues surrounding funding and consider future issues</li> <li>• Role of Internet distribution co-productions with other countries</li> </ul>		

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Representations in British Soap Operas		<ul style="list-style-type: none"> <li>What are soap operas? Students to list as many programmes they consider to be soap operas as possible</li> <li>What common elements do soap operas have? In groups students identify the common features that soap operas have. Class feedback to create a list of soap conventions</li> </ul>	<ul style="list-style-type: none"> <li>Possibly a teacher created worksheet that provides a framework and prompt questions for the identification of common soap elements</li> </ul>	
		<ul style="list-style-type: none"> <li>Application of class list of soap conventions to two extracts from a soap opera. What conventions are used? Students to analyse extracts and identify and explain what conventions are being used</li> </ul>	<ul style="list-style-type: none"> <li>Extracts from an episode of 'Eastenders', 'Coronation Street' or 'Emmerdale' would be ideal. 'Hollyoaks' breaks a number of conventions so could be used to contrast with a typical soap. This is linked to Conventions of soaps</li> </ul>	
		<ul style="list-style-type: none"> <li>Close focus on how 'Hollyoaks' has altered some typical soap conventions. Particular focus on sound, editing, camerawork and character types</li> </ul>	<ul style="list-style-type: none"> <li>Episode of 'Hollyoaks'</li> </ul>	<ul style="list-style-type: none"> <li>A recent episode would be suitable but older ones work as the students no longer focus on the story but on the conventions and micro elements</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Institutional factors and soap operas. Students examine and analyse an evenings TV schedule and identify what soaps are on and when. What impact does this have on audiences? Students should check BARB to get soap viewing figures. What do these figures tell us about soap audiences? How does scheduling help them target an audience who will appreciate the programme? How is the audience part of the shared experience?</li> <li>What types of characters are there in soap operas? In pairs students define the character types and give examples from their own knowledge. Feedback to whole class</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.barb.co.uk">www.barb.co.uk</a></li> <li>TV schedule from paper/TV guide</li> <li>A blank grid worksheet to complete could be used</li> </ul>	<ul style="list-style-type: none"> <li>Highlighter pens are very useful to highlight the schedules and times of soaps. Monday often has the most soaps so that is a useful starting point</li> <li>Alternatively each group could have a different day to compare the differences. The point of this activity is to get students to think about how audiences form part of a soap operas identity</li> <li>It may be beneficial to define a couple of character types first or produce a grid with definitions of character types and students have to fit characters into it</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
		<ul style="list-style-type: none"> <li>Focus on specific representation of character type and contrast between two soaps e.g. representation of nationality/ethnicity in 'Eastenders' and 'Hollyoaks'. The representations should be comparable to those for British cinema</li> </ul>	<ul style="list-style-type: none"> <li>Selected clips from two contrasting soaps, 'Hollyoaks' and one other would be useful comparisons</li> </ul>	<ul style="list-style-type: none"> <li>'Hollyoaks' is useful as it has slightly different conventions when compared to more traditional soaps such as 'Eastenders'</li> </ul>
		<ul style="list-style-type: none"> <li>Screening of an old episode of a soap opera e.g. 'Coronation Street' to compare historical representations. Have they changed? What has altered? Why might this have happened?</li> </ul>	<ul style="list-style-type: none"> <li>Old edition of 'Coronation Street'</li> </ul>	
		<ul style="list-style-type: none"> <li>Students to choose a representation to present on e.g. youth/youth culture, gender, sexuality, class or location and research how British soap of their choice portrays this</li> </ul>		<ul style="list-style-type: none"> <li>Students will need guidance on the choice of clips and of the representation to choose. It would be best if not every group chose the same representation</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>• Student presentations about representations in soap operas. Should use clips to back up points and illustrate representations in soap of their choice</li> <li>• In groups students design and plan a new soap opera and pitch it to the class. They need to justify character types, location, as well as target audience, schedule and channel</li> </ul>	<ul style="list-style-type: none"> <li>• DVD/video player</li> <li>• Digital projector</li> </ul>	<ul style="list-style-type: none"> <li>• Students should focus on the use of conventions rather than worry about producing an overly complicated plot</li> </ul>
Consolidation		<ul style="list-style-type: none"> <li>• In pairs students plan two short answers, one on British cinema the other on British soaps. One student from each pair answers on one topic or the other highlighting representations of youth and national identity. Then swap answers to peer mark them. Should identify a target for the next piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may find a writing frame helpful outlining paragraph structure</li> </ul>	



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	10 Hours	<b>Topic</b>	Media and Collective Identity
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>In pairs create a list that contrasts or compares the different ways in which British films and soap operas represent nationality and youth/youth culture. Identify potential case studies that can be used</li> </ul>		
	<ul style="list-style-type: none"> <li>Review exam questions and deconstruct what they mean. Set targets for practice essay. Mark a previous student example and discuss strengths and weaknesses</li> </ul>		<ul style="list-style-type: none"> <li>Previous student's answers or teacher produced answer</li> </ul>
	<ul style="list-style-type: none"> <li>Answer an exam question and teacher to provide formative comments to help student improve for future attempts</li> </ul>		<ul style="list-style-type: none"> <li>Past exam questions</li> </ul>
			<b>Points to note</b>



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
Media in the online age		<ul style="list-style-type: none"> <li>• What are online media? Students define what they think online media means. Examples are discussed and a class definition is produced</li> </ul>		
		<ul style="list-style-type: none"> <li>• Brief history of the Internet, Teacher to provide cards with key developments and in groups students are to arrange them in the order they think they happened. Class to discuss outcomes and create accurate timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher produced cards with key developments on.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Class to identify contemporary issues surrounding 'Web 2.0' and the role of audiences and institutions. Have the relationship between audiences and institutions changed? How? Give examples e.g. downloading and file sharing etc... </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.wikipedia.org">www.wikipedia.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students could begin by searching Wikipedia or the web for a definition of what Web 2.0 means</li> </ul>



= Innovative teaching idea





= Stretch and challenge opportunity




= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Case Study: The Film Industry and the Internet		<ul style="list-style-type: none"> <li>How do you watch films? Students to mind map out the different ways that they watch films. Discussion surrounding different ways of viewing, on TV, on computer, on DVD, at the cinema, on iPod/MP4 players. Link to issues raised in 'Web 2.0' session</li> </ul> 		<ul style="list-style-type: none"> <li>'The web goes to the pictures' p.82-87 (Web Studies, David Guantlett, Arnold 2000)</li> </ul>	<ul style="list-style-type: none"> <li>The article would be ideal for the more able students to read and consider rather than be for the whole class</li> </ul>
		<ul style="list-style-type: none"> <li>How has film distribution changed? Overview of film distribution. Mini research task – In groups students to research a set film from different time period e.g. 50s, 70s, 80s, 90s and 00s. Groups to find out box office, availability on DVD, Internet, reviews and then feedback. What differences are there between the films? Box office? Availability on DVD/Internet?</li> </ul> 		<ul style="list-style-type: none"> <li>Internet access <a href="http://www.imdb.com">www.imdb.com</a></li> <li>Selection of films from various time periods</li> </ul>	<ul style="list-style-type: none"> <li>Availability means to legally download or buy via the Internet so sites such as <a href="http://www.amazon.co.uk">www.amazon.co.uk</a> and <a href="http://www.play.com">www.play.com</a> would be useful. Students may also find that certain films have only been released in particular countries</li> </ul>



# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>Close focus on current release. Students to examine a current film and look at how it is using the Internet. Can it be downloaded? Where from? How many screens is it being shown on? What type of print is being used? (If possible try to arrange a visit to a local cinema to see how it is being screened)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.alluc.org">www.alluc.org</a></li> <li><a href="http://www.tvlinks.com">www.tvlinks.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Students should see if they can download or stream a recent film release. Where did they find it and what quality was it? The 2 suggested sites can act as starting points</li> </ul>
	<ul style="list-style-type: none"> <li>Case study on audience produced films. What impact have audience produced films had? What types of film are shown on user generated sites? What is audience produced and what is industry produced? How are audiences 'remixing' film trailers? Why might they do this? </li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.masternewmedia.org/">http://www.masternewmedia.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>This session could also include looking at the popularity of Animie 'remixes' which are primarily fan based. <a href="http://www.masternewmedia.org/">http://www.masternewmedia.org/</a> this site provides information on other user generated sites apart from <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
	<ul style="list-style-type: none"> <li>What impact has the Internet had on the film industry? Students to review material and discuss issues arising. Create grid of key issues and developments</li> </ul>	<ul style="list-style-type: none"> <li>'Movie making in the new media age' Graham Roberts – (Web Studies 2<sup>nd</sup>ed Arnold 2004)</li> </ul>	<ul style="list-style-type: none"> <li>This session is primarily meant as a consolidation session where the key issues are discussed and elements drawn together</li> </ul>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Online media production by the public		<ul style="list-style-type: none"> <li>What online media does the public produce? Students to mind map what media they or other members of the public produce. Produce whole class diagram and identify issues arising e.g. quality, distribution and content</li> </ul>		<ul style="list-style-type: none"> <li>This session could use screen grabs from websites that have elements of public produced content. It would be useful to include as wide a variety as possible to challenge student's preconceptions</li> </ul>
		<ul style="list-style-type: none"> <li>What technologies have made audience production possible? Mind map technologies e.g. Digital cameras, digital video cameras, editing software, websites. What technologies do students use? How do they use them?</li> </ul>		<ul style="list-style-type: none"> <li>This is an opportunity for students to reflect upon their own use and consumption. It would be useful for students to screen grab a representation of themselves online be it an avatar or their myspace/facebook page</li> </ul>
		<ul style="list-style-type: none"> <li>Focus on social networking sites, how are they used? Difference between audience and institution produced pages. Students to analyse an individual's page, an unsigned bands page and a well-known band/artists page. What type of content is present? What are the differences?</li> </ul> 	<ul style="list-style-type: none"> <li>Access to <a href="http://www.myspace.com">www.myspace.com</a>, <a href="http://www.facebook.com">www.facebook.com</a>, <a href="http://www.bebo.com">www.bebo.com</a>, <a href="http://www.flickr.com">www.flickr.com</a>, <a href="http://www.last.fm">www.last.fm</a></li> </ul>	<ul style="list-style-type: none"> <li>These sites can all be classed as social networking sites but all have a very different appeal and set of users. These differences should be developed in a discussion as they illustrate some diversity in web users</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>In pairs students are set task to search the Internet for a range of media, both institution produced and audience produced. What differences are there between them, in terms of content, quality and style?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher produced guidelines on search criteria</li> </ul>	
		<ul style="list-style-type: none"> <li>Focus on user production in Second Life. Students to enrol in Second life and create own avatars. What type of avatar have you created? Why? Students to explore Second Life. What is audience created? Buildings, land, shops, gifts etc... (This can last for 2/3 lessons) Feedback over what students found. How much freedom do users have to create content? In what ways does this alter the audience/producer relationship?</li> </ul>  	<ul style="list-style-type: none"> <li>Access to Second Life <a href="http://www.secondlife.com">www.secondlife.com</a> <a href="http://blog.secondlife.com">http://blog.secondlife.com</a> <a href="http://www.guardian.co.uk">www.guardian.co.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>This session is a mix of student creation and activity and research and should last for a number of sessions. Each session will need a clear focus but this should be flexible and based upon the group of students being taught. The Guardian technology site often has relevant articles on Second Life</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Consolidation		<ul style="list-style-type: none"> <li>In pairs students create a grid that identifies the ways in which both the film industry and audience produces media have benefited from convergence and the Internet giving examples to illustrate points</li> </ul>	<ul style="list-style-type: none"> <li>Blank grid worksheets</li> </ul>	
		<ul style="list-style-type: none"> <li>In groups plan an essay using consequences, one student writes an introduction and passes that on, the next writes the first paragraph and so on until at least 3 paragraphs have been written. It is then passed back to the student who wrote the introduction, this student reads the essay and then writes a conclusion. All students then discuss strengths and weaknesses of the answer</li> </ul>		



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Media in the Online Age
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>Review exam questions and deconstruct what they mean. Set targets for practice essay. Mark a previous student example and discuss strengths and weaknesses</li> </ul>		<ul style="list-style-type: none"> <li>Previous students' answers or teacher produced answer</li> </ul>
	<ul style="list-style-type: none"> <li>Answer an exam question and teacher to provide formative comments to help student improve for future attempts</li> </ul>		<ul style="list-style-type: none"> <li>Past exam questions</li> </ul>
			<b>Points to note</b>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
			<b>Points to note</b>
Postmodernism	<ul style="list-style-type: none"> <li>Teacher based introduction to the term 'Postmodern' and how it can be applied to various media texts</li> </ul>	<ul style="list-style-type: none"> <li>'Postmodernism: A very short introduction' by Christopher Butler (Oxford University Press) <a href="http://en.wikipedia.org/wiki/Postmodernism">http://en.wikipedia.org/wiki/Postmodernism</a></li> </ul>	<ul style="list-style-type: none"> <li>This focus of this topic is fairly complex in terms of students grasping the concepts. It is therefore worthwhile having a teacher based introduction that introduces students to the term and its uses</li> </ul>
	<ul style="list-style-type: none"> <li>What does the term postmodern mean? Students to try and define what they think the term postmodern means. Create whole class mind map during feedback and produce a class definition of what the term postmodern covers</li> </ul>		<ul style="list-style-type: none"> <li>This session should follow on from the first as students should begin to try and apply the concept to their own choice of media texts</li> </ul>
Videogames	<ul style="list-style-type: none"> <li>What is a videogame? Students to define what they think videogames are. Discuss videogames as unique media form. How are they different/similar to other media forms? What other media or art forms do videogames borrow from and reference? In what ways can they be considered postmodern?</li> </ul>	<ul style="list-style-type: none"> <li>'Difficult questions about videogames' edited by James Newman and Iain Simons (Suppose 2004)</li> <li>'Videogames' by James Newman (Routledge 2004)</li> <li>'Understanding Digital Games' edited by Jason Rutter and Jo Bryce</li> <li>'Computer Games' by Diane Carr, David Buckingham, Andrew Burn and Gareth Schott</li> </ul>	<ul style="list-style-type: none"> <li>These texts can be used throughout the teaching of this topic of use to the teacher rather than students. There is a useful section in 'Understanding Digital Games' p. 156- 160 (Jason Rutter &amp; Jo Bryce Sage 2006) on postmodernism in videogames</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>How have videogames developed as a form, from Pong to Halo? Construction of a class timeline of key moments in videogame development. How have they borrowed from other media and cultural forms to develop into something else?</li> </ul>		
	<ul style="list-style-type: none"> <li>Students to classify videogames into genres. Provide students with definitions for the key videogame genres and get them to classify games they know into the relevant genres and justify why they fit. Create a master list. Do they share genres with other media forms? If so which ones? Do they share conventions?</li> </ul>		<ul style="list-style-type: none"> <li>Produce a worksheet with the key genre definitions on them to help students classify games</li> </ul>
			<ul style="list-style-type: none"> <li>The majority of information will come from the students rather than the teacher and this should provide the basis of a discussion surrounding genre in videogames. It should raise questions about hybrid genres</li> </ul>



= Innovative teaching idea



= Stretch and challenge opportunity




= ICT opportunity

# Media Studies H540: Critical Perspectives in Media: G325


<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>Character types in videogames, stills analysis of a variety of videogame characters. What do they look like? What type of game are they from? Are there any inter-textual references to other characters in other media forms? How are they presented to players within the game? In groups students analyse a range of character types and feedback to whole class. Discussion of issues arising</li> <li>Female characters in videogames. Does a characters gender alter the playing experience? Students to play a range of videogames with playable female characters. How are the characters presented? Does this challenge traditional gender representations? Students to complete worksheet</li> </ul>		<ul style="list-style-type: none"> <li>Colour print outs of various videogame characters or a power point presentation of character stills to analyse</li> <li>Worksheet with prompt questions about female characters to answer whilst playing the games. (Innovative teaching idea)</li> <li>Reading exercise: Games and Gender by Diane Carr in Computer Games, Polity Press 2006 (stretch and challenge opportunity)</li> </ul>
	<b>Points to note</b> <ul style="list-style-type: none"> <li>This session would work best with a wide variety of videogame characters from a range of genres. This would prompt some analysis about the types of characters that you would expect to find in certain games. It will also help illustrate how videogames borrow from existing character types</li> <li>This session should involve students playing on a range of videogames that feature female characters. Games that work include: 'Metroid Prime', 'Tomb Raider', 'Buffy the Vampire Slayer' and the 'Dead or Alive' series</li> <li>Close focus on how the female characters are represented, do they borrow from existing characters? If so who?</li> </ul>		




# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Close focus on a contemporary videogame, play the game as a whole class and begin to analyse it. How is the game structured? What characters feature? How are they presented? Are there references to other media forms? Does the game have a traditional narrative or a different type of structure? Can it be considered postmodern?</li> <li>The issue of violence in videogames. How do videogames treat the representation of violence? Students to play a variety of games with differing age certificates and to discuss how violence is represented within them. Discussion about ages ratings and the role of the BBFC. Are audiences aware of how to read the violence in videogames?</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary games at the time of writing would be GTA: San Andreas, Gears of War, Canis Canum Edit, Red Dead Revolver, Twilight Princess and Halo 3</li> <li>Worksheet with prompt questions about violence in videogames.</li> <li>Access to the BBFC website, <a href="http://www.bbfc.org">www.bbfc.org</a> </li> </ul>	<ul style="list-style-type: none"> <li>The most useful resource to check for contemporary games is Edge magazine. Using student knowledge can also be productive. It would be worth playing the game first to get an idea of how it works before analysing it</li> <li>A good case study would be 'Manhunt 2' which has been refused a certificate due to the level and type of violence in it</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Examine the role of social videogames. How do the structures of these games challenge the player text relationship? How are these games media texts? Do these videogames challenge the audiences understanding of what a videogame is? How do they break audience's expectations of what a videogame should be?</li> </ul>	<ul style="list-style-type: none"> <li>Social games such as 'Wii Sports', 'Singstar', 'Eye-toy' and 'Dance mats'</li> </ul> 	<ul style="list-style-type: none"> <li>The follow up discussion could focus on the broad appeal of these games</li> </ul>
		<ul style="list-style-type: none"> <li>Avatar design, students to log onto an online game and create their own avatar. How did they choose to represent themselves online? Why did they choose to represent themselves in that way? Students to take screen grab of their character to discuss with class. Did they base their character on existing character types? If so who?</li> </ul>	<ul style="list-style-type: none"> <li>A MMORPG or Second Life or another videogame that allows Avatar creation.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to check that your schools network will allow MMORPG's to be loaded up; it is also worth using <a href="http://www.secondlife.com">www.secondlife.com</a> as this is free and will allow students to create an avatar and then discuss it</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
		<ul style="list-style-type: none"> <li>• Student presentations, in pairs students choose a videogame of their choice and prepare a presentation on it covering areas such as character, narrative/structure, player action and visuals. How are these used? Can the game be considered postmodern?</li> <li>• Presentations of videogames and class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital projector, range of consoles for students to demonstrate games</li> </ul>	<ul style="list-style-type: none"> <li>• The presentations should focus on micro details of the game and explain how and why certain elements are used</li> </ul>
Music videos as postmodern media		<ul style="list-style-type: none"> <li>• What are music videos? Students to mind map what they think the role of music videos are. What are their functions?</li> </ul>		
		<ul style="list-style-type: none"> <li>• Students to create a timeline of music video developments and to try and find examples. Feedback to class and create a diagram of major developments</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.wikipedia.org">www.wikipedia.org</a></li> </ul> 	



= Innovative teaching idea



= Stretch and challenge opportunity





= ICT opportunity


# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
<b>Topic outline</b>		<b>Suggested teaching and homework activities</b>	<b>Suggested resources</b>	<b>Points to note</b>
		<ul style="list-style-type: none"> <li>Provide students with a framework for analysis; give students an example to analyse in pairs. Students to discuss outcomes as class showing video</li> </ul>	<ul style="list-style-type: none"> <li>Andrew Goodwin suggests 6 key features of music video's they are in Dancing in the Distraction Factory (Routledge 1986)</li> </ul>	<ul style="list-style-type: none"> <li>Goodwin's points can be applied to the vast majority of music videos and provide a robust framework for student analysis</li> </ul>
		<ul style="list-style-type: none"> <li>Teacher-led session looking at diversity of music video as a media form. Abstract or challenging work by Cunningham or Gondry to be shown. Contrast with more conventional example. What are the differences? Discuss diversity of form and director as influence. How do these videos challenge the existing conventions of music video?</li> </ul>	<ul style="list-style-type: none"> <li>Chris Cunningham Directors Series DVD</li> <li>Michel Gondry Directors Series DVD</li> </ul>	<ul style="list-style-type: none"> <li>The director series DVD's work well as all work is accessible and most feature commentaries from the directors. The work of both of these directors is very inter-textual and makes reference to a wide and diverse range of sources</li> </ul>
		<ul style="list-style-type: none"> <li>Focus on one artist and review their music videos over a period of time. Ideally an artist who is still considered contemporary</li> </ul>	<ul style="list-style-type: none"> <li>Madonna, Kylie, Beastie Boys U2, Bjork and the Chemical Brothers all have video compilations that can illustrate changes and developments in the artist's image and video styles</li> </ul>	<ul style="list-style-type: none"> <li>The opportunity to watch a artists work over a period of time is useful to see how they have developed a visual style or motifs that are consistent in their work</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>In groups of 3/4 students choose one artist/band and plan a short documentary analysing 3 of their videos. To look at structure, performance, style, conventions and representations</li> </ul>	<ul style="list-style-type: none"> <li>Digital editing equipment, QuickTime clips of music videos</li> </ul>	<ul style="list-style-type: none"> <li>The documentary may run over a period of sessions and this will depend on the students and the resources available. It would work best as a short focused task that would allow them to build on existing skills. It could also take the form of a blog</li> </ul>
		<ul style="list-style-type: none"> <li>Student's record voice over and vox pops for documentary. Begin to edit music video clips</li> </ul> 	<ul style="list-style-type: none"> <li>Student produced shooting script including analysis of chosen videos</li> </ul> 	
Music videos		<ul style="list-style-type: none"> <li>Students to finish editing documentary and upload to <a href="http://www.youtube.com">www.youtube.com</a> Screen documentaries to class and discuss them and the artists they chose</li> </ul>	<ul style="list-style-type: none"> <li>A blog site where all the videos can be displayed <a href="http://www.blogger.com">www.blogger.com</a> is the easiest site to use</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a> does not need to be used as the documentaries can be viewed in class. However it is the best place to upload them online should you wish others to see them</li> </ul>
		<ul style="list-style-type: none"> <li>Close examination of videos that use parody or pastiche within their structure. Why do videos use parody/pastiche? What impact does this have on the audience's view of the original text?</li> </ul>	<ul style="list-style-type: none"> <li>Spike Jonze Directors series DVD</li> <li>Beastie Boys video anthology (region 1 only)</li> </ul>	<ul style="list-style-type: none"> <li>The choice of videos to study here are wide and varied however Spike Jonze does use pastiche in his videos alongside inter-textual references</li> </ul>

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>From examples of 'art' and mainstream music videos discuss whether music videos are an art form and how much control the director has. Begin to bring together some of the aesthetic and institutional issues raised</li> </ul>	<ul style="list-style-type: none"> <li>Stephane Sednaoui Directors series DVD</li> <li>Lemon Jelly DVD</li> </ul>	<ul style="list-style-type: none"> <li>The choice of videos used should be decided at the time to allow for contemporary examples to be used. The suggested resources are examples of 'art' videos</li> </ul>
Consolidation		<ul style="list-style-type: none"> <li>In pairs students create a grid that identifies the ways in which both videogames and music videos are 'post-modern' giving examples to illustrate points</li> </ul> 	<ul style="list-style-type: none"> <li>Blank grid worksheets</li> </ul>	<ul style="list-style-type: none"> <li>This session would need guidance so that the students are clear on what to look for</li> </ul>
		<ul style="list-style-type: none"> <li>In groups plan an essay using consequences, one student writes an introduction and passes that on, the next writes the first paragraph and so on until a conclusion is written. All students then discuss strengths and weaknesses of the answer</li> </ul>	<ul style="list-style-type: none"> <li>Plain A3/A4 paper</li> </ul>	



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	Post-modern Media
<b>Topic outline</b>	<b>Suggested teaching and homework activities</b>		<b>Suggested resources</b>
	<ul style="list-style-type: none"> <li>Review exam questions and deconstruct what they mean. Set targets for practice essay. Mark a previous student example and discuss strengths and weaknesses</li> </ul>		<ul style="list-style-type: none"> <li>Previous student's answers or teacher produced answer</li> </ul>
	<ul style="list-style-type: none"> <li>Answer an exam question and teacher to provide formative comments to help student improve for future attempts</li> </ul>		<ul style="list-style-type: none"> <li>Past exam questions</li> </ul>
			<b>Points to note</b>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	“We Media” and Democracy		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
“We Media”		<ul style="list-style-type: none"> <li>What are “We Media”? Students to try and define what they think “We Media” means. Create whole class mind map during feedback and produce a class definition of what “We Media” means</li> </ul>			
YouTube and digital filmmaking		<ul style="list-style-type: none"> <li>Brief history of the Internet, Teacher to provide cards with key developments and in groups students are to arrange them in the order they think they happened. Class to discuss outcomes and create accurate timeline</li> </ul>		<ul style="list-style-type: none"> <li>Teacher produced cards with key developments on</li> </ul>	
		<ul style="list-style-type: none"> <li>Class to identify contemporary issues surrounding ‘Web 2.0’ and the role of audiences and institutions. Have the relationship between audiences and institutions changed?</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://en.wikipedia.org/wiki/Web_2">http://en.wikipedia.org/wiki/Web_2</a></li> </ul>	<ul style="list-style-type: none"> <li>This Wikipedia entry provides a clear outline of what web 2.0 is; however it also has a lot of technical terms which can be overlooked for the purpose of this unit</li> </ul>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	"We Media" and Democracy	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<ul style="list-style-type: none"> <li>Class to investigate what technologies have made changes in audience participation possible. Could focus on photo/video phones and/or digital video equipment</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.facebook.com">www.facebook.com</a></li> <li><a href="http://www.myspace.com">www.myspace.com</a></li> <li><a href="http://www.flickr.com">www.flickr.com</a></li> <li><a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	<ul style="list-style-type: none"> <li>This is primarily a research based session that would involve students analysing web pages and seeing what technology is being used and how it has made audience participation possible</li> </ul>
	<ul style="list-style-type: none"> <li>Focus on audiences; What do you use new media for? How do you use it? How has the role of the audience shifted? Students discuss their own use of "We Media"</li> </ul> 			
	<ul style="list-style-type: none"> <li>Outline case study on online filmmaking, what is it? How does it fit into the definition of "We Media"?</li> </ul>		<ul style="list-style-type: none"> <li>Money Programme on <a href="http://www.youtube.com">www.youtube.com</a></li> <li><a href="http://www.masternewmedia.org/">http://www.masternewmedia.org/</a></li> <li>'Movie making in the new media age' Graham Roberts – (Web Studies 2<sup>nd</sup>ed Arnold 2004)</li> </ul>	<ul style="list-style-type: none"> <li>The website <a href="http://www.masternewmedia.org/">http://www.masternewmedia.org/</a> has a list of all the sites that allow people to upload video and would prove a useful starting point for class research</li> </ul>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	“We Media” and Democracy	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>In pairs students are set task to search the Internet for a range of media, both institution produced and audience produced. What differences are there between the videos, in terms of content, quality and length?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher produced guidelines indicating search criteria</li> </ul>	
		<ul style="list-style-type: none"> <li>Comparison between <a href="http://www.youtube.com">www.youtube.com</a>, <a href="http://www.video.google.com">www.video.google.com</a> and other video sharing websites. What type of genre of clip is most popular? Why might this be?</li> </ul>		<ul style="list-style-type: none"> <li>This session could be flexible and be used as a homework research task. It could be fed back to the class as a presentation showing extracts and screen grabs to illustrate points</li> </ul>
		<ul style="list-style-type: none"> <li>In groups students produce own short film/documentary. Set restrictions such as length, genre and time allowed to film. (Four lessons should be enough) Students to upload film to <a href="http://www.youtube.com">www.youtube.com</a> and leave comments and monitor viewers. Why does one film get watched more than others? Discussion about use of ‘tags’ and titles</li> </ul>	<ul style="list-style-type: none"> <li>Digital video editing equipment</li> <li><a href="http://www.youtube.com">www.youtube.com</a><a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	

# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	“We Media” and Democracy		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Blogging and its uses		<ul style="list-style-type: none"> <li>• What is ‘blogging’ and how is it part of “We Media”? How can it be used?</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.wikipedia.org">www.wikipedia.org</a></li> <li>• <a href="http://blogsearch.google.com">http://blogsearch.google.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Wikipedia can be used to get a definition whilst the Google blog search can help find out what types of blogs exist</li> </ul>
		<ul style="list-style-type: none"> <li>• What type of blog is there? Class to do guided research to try and find as many different types of blog as possible. Record addresses on worksheet. What blogs did you find? What topics were covered? Were they audience or institution produced?</li> </ul>		<ul style="list-style-type: none"> <li>• Worksheet to record blog addresses and information</li> <li>• <a href="http://blogsearch.google.com">http://blogsearch.google.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• It would be useful to set out some guidelines as to what type of blogs may exist for example this could include political, diary, scrapbook, music etc...</li> </ul>
		<ul style="list-style-type: none"> <li>• Focus on institution produced blogs. Students to investigate how media institutions are using blogs? Focus on Guardian, Telegraph and BBC blogs. Why might institutions use blogs? What impact is this having on the audience? Does this give the audience a voice?</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://blogs.guardian.co.uk/index.html">http://blogs.guardian.co.uk/index.html</a></li> <li>• <a href="http://www.bbc.co.uk/blogs/">http://www.bbc.co.uk/blogs/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Both of these sites are indexes for the Guardian and the BBC’s blogs which can be used searched by students. It may also be worthwhile looking at the BBC’s audience participation blogs</li> </ul>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	“We Media” and Democracy	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Students to compare institutional produced blogs with audience produced blogs. Is there a difference in content? What types of topics are being written about? Do the mainstream media cover these topics?</li> </ul>	<a href="http://www.blogger.com">www.blogger.com</a> <a href="http://blogsearch.google.com">http://blogsearch.google.com</a>	<ul style="list-style-type: none"> <li>This session should be guided by staff who should decide on the sites to visit. Blogs can also be searched through blogger but this will only search sites made with this program</li> </ul>
		<ul style="list-style-type: none"> <li>Focus on the use of blogs as the ‘voice of the outsider’. How are blogs being used by political parties? Do the blogs promote policy or comment and analyse on events? Does this add to the democratic process?</li> </ul>	<a href="http://blogs.guardian.co.uk/index.htm">http://blogs.guardian.co.uk/index.htm</a> <a href="http://www.bbc.co.uk/blogs/">http://www.bbc.co.uk/blogs/</a> <a href="http://blogsearch.google.com">http://blogsearch.google.com</a>	<ul style="list-style-type: none"> <li>All of these sites have useful links to political blogs and have political comment which can be compared with alternative blogs</li> </ul>
		<ul style="list-style-type: none"> <li>In groups students are to produce their own blog about a topic of their choice. They are to add video, comment and analysis about the topic they have chosen and promote it as much as possible through other web based means e.g. promote it via fan sites or on other forums. Analyse who visits the site and who leaves comments. (Activity would last for four lessons)</li> </ul>	<a href="http://www.blogger.com">www.blogger.com</a>	<ul style="list-style-type: none"> <li>It would be useful for students to create their own blog and choose what the content is as this will provide them with ownership. The overall aim is to see if people will comment and use the blog. It will be possible for the blog to be deleted after a certain period if necessary</li> </ul>



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# Media Studies H540: Critical Perspectives in Media: G325

<b>Suggested Teaching Time</b>	30 Hours	<b>Topic</b>	“We Media” and Democracy		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>What is Citizen Journalism? Creation of a class definition of term. How do blogs compare with Citizen Journalism? How does a site such as <a href="http://www.OhMyNews.com">www.OhMyNews.com</a> compare to individual’s blog sites? What other types of citizen journalism exist?</li> </ul>		<ul style="list-style-type: none"> <li>‘We the Media’ by Dan Gilmour (O’Reilly)</li> <li><a href="http://english.ohmynews.com/">http://english.ohmynews.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>The book ‘We the Media’ is available to read online under O’Reilly’s open book policy. Whilst the website <a href="http://www.ohmynews.com">www.ohmynews.com</a> is an example of citizen journalism in action. This unit could also include a section on Fanzines and other people produced journalism</li> </ul>
Consolidation		<ul style="list-style-type: none"> <li>Review exam questions and deconstruct what they mean. Set targets for practice essay. Mark a previous student example and discuss strengths and weaknesses</li> </ul>		<ul style="list-style-type: none"> <li>Previous students’ answers or teacher produced answer</li> </ul>	
		<ul style="list-style-type: none"> <li>Answer an exam question and teacher to provide formative comments to help student improve for future attempts</li> </ul>		<ul style="list-style-type: none"> <li>Past exam questions</li> </ul>	



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# Sample GCE Lesson Plan

## Media Studies H540: Critical Perspectives in Media: G325 Contemporary Media Regulation

### What role does the PCC have in the regulation of the press?

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning objectives for the lesson

Objective 1	Teacher led explanation that the Press is self regulated and governed by the PCC
Objective 2	Knowledge and understanding is developed of the role of the PCC
Objective 3	Analysis of the PCC clauses
Objective 4	Evaluate the effectiveness of the PCC

### Recap of previous experience and prior knowledge:

The students have examined case of press over reporting and attempted to evaluate the significance of these. They have gained previous knowledge from the study of celebrity representation in the press and chequebook journalism. This leads onto the nature of contemporary media regulation and the focus here is on the role of the PCC.

### Content

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>Teacher led introduction that the Press in the U.K. is self-regulated.</li> <li>Students to investigate what is understood by self regulation through research on the internet of the role of the Press Complaints Commission <a href="http://www.pcc.org.uk">http://www.pcc.org.uk</a></li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students will then identify the key characteristics of the PCC and provide a summary of points through class discussion. For example, what function it performs as a an adjudicatory body, how the PCC is constituted and what action can be taken against newspaper and publications who misrepresent</li> </ul>

Time	Content
	individuals
15 minutes	<ul style="list-style-type: none"> <li>Students examine the PCC code of practice and evaluate the guidelines.</li> <li>Students should be given the opportunity to apply case studies already presented in class to the clauses available under the PCC code.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>In groups of three student's PowerPoint's the role of the PCC in the self regulation of the press.</li> <li>Students are to identify three key functions of the PCC and evaluate the effectiveness of the PCC.</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>The Tabloid Press: A teacher's guide, by Jo Wilcox, Auteur publishing pp 79-81. This is class reading and students can note take on key issues</li> </ul>
Homework	<ul style="list-style-type: none"> <li>With reference to at least two contemporary case studies of adjudication of press news stories, evaluate the effectiveness of the PCC</li> </ul>

# Sample GCE Lesson Plan

## Media Studies H540:

### Critical Perspectives in Media: G325

### Contemporary Media Regulation

#### Why are adverts banned in the media?

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

#### Learning objectives for the lesson

Objective 1	To gain knowledge and understanding of advertising standards
Objective 2	To analyse a case of banned advertising
Objective 3	To evaluate the judgements behind the banning of the advertisement

Students have already been introduced to the issue of regulation and the nature of advertising. The students will be able to evaluate reasons for an advert to be banned, having already studied the role of the advertising agency standards.

#### Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Begin with a recall of the role of the advertising standards agency. Students should be able to identify that the ASA is a self-regulatory body.</li> <li>Further they will be able to provide knowledge and understanding of examples of advertising, which has breached ASA guidelines.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Then present students with the Barnardo's Silver Spoon Campaign. This can be supplemented by any choice of advertising campaign. For more able students ask them to compare this to the 'New Life' campaign (2005) in light of the previous banned 'Silver Spoons' campaign.</li> <li>Students are distributed with A4 colour photocopied images from the campaign.</li> <li>In groups of three, students are to examine the social signification of the adverts, with textual analysis of one of the adverts.</li> <li>Using ICT facilities the students are to prepare a three-minute presentation</li> </ul>



Time	Content
	of the advert, using the guidelines of the ASA and present which codes have been breached.
10 minutes	<ul style="list-style-type: none"> <li>Students will note any key points about each advert and then write a brief evaluation of the campaign.</li> <li>The students will need to make a judgement as to why the campaign should be banned.</li> <li>They need to offer the class any justification for the decisions they make.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Students read the Steve Connolly article "Too shocking for words". Students to address set questions about the campaign and why advertising regulations were breached.</li> <li>Photocopy article by Steve Connolly from Media Magazine April 2004, pages 7-9, which specifically focuses on the Silver Spoons campaign.</li> <li>Students are to match the points they made in the PowerPoint presentation with the ideas of Steve Connolly as to why these adverts were banned.</li> </ul>

**Consolidation**

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Summarise the key points of why the Silver Spoons campaign was banned. Students should be left with developed knowledge and understanding of the function of the ASA in banning adverts.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Students to research three recent adjudications on of print based adverts and evaluate the decision of the ASA in banning of the adverts.</li> <li>Extension Reading: Read pages 244/245 from Media Studies: The Essential Introduction by P. Rayner et al, Routledge 2001, on the adjudication of a Barnardo's advert</li> </ul>

# Sample GCE Lesson Plan

## Media Studies H540:

### Critical Perspectives in Media: G325 Global Media

#### Globalisation: an investigative case of Apple as a global media brand

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

#### Learning Objectives for the lesson

Objective 1	To investigate Apple as a global Media company
Objective 2	To gain knowledge and understanding of Apple's ability to create a global image in the iPod
Objective 3	To evaluate the power of Apple's global marketing strategy through the concept of branding and synergy

#### Recap of previous experience and prior knowledge

This is the second case study example used to investigate Global media strategies and the Globalisation of the media. Students have already gained knowledge and understanding of this in a case study of Hollywood film and the Disney studio. Students will also be able to draw on existing knowledge and understanding from the AS unit of work on audience and institutions from unit G322. Students will also be able to draw on the key skill of textual analysis

#### Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce the Apple brand.</li> <li>Ask students to name any Apple product. Individuals who have an Ipod in class can be asked to explain why they are consumers of this global product. More able students will link the product to use and gratification theory.</li> <li>They will be able to inform the class what attracted them to buy the product. This could be compared to other media hardware in the classroom.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students research apple's walled Garden: search products/services available. They are to evaluate the extent that Apple sales are global in</li> </ul>

Time	Content
	<p>characteristics. Students should evaluate how the apple product is available globally. Students investigate the concept of a wall garden by visiting <a href="http://www.apple.com">www.apple.com</a></p> <ul style="list-style-type: none"> <li>• The teacher can direct students to the significance of not only Apple hardware, but also music software: iTunes.</li> <li>• Students can investigate the impact that iTunes has had on global music downloads by investigating: <a href="http://news.bbc.co.uk/1/hi/entertainment/4750744.stm">http://news.bbc.co.uk/1/hi/entertainment/4750744.stm</a></li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Student's feedback responses to the whole class. The aim of this is to link their independent research and learning to the concept or characteristics of globalisation</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>• Then ask students how Apple has become so successful on a global basis.</li> <li>• Mind map these ideas.</li> <li>• The students should be able to identify the concept of branding and synergy as institutional practices which lead to global success.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Using the IWB perform a textual analysis of the current iPod TV advertisement for iTunes, start a class discussion of the current iPod advert: <a href="http://www.apple.com/itunes/ads/hd.html">http://www.apple.com/itunes/ads/hd.html</a></li> <li>• Ask the students to identify how the product is branded, Illustrate the use of the apple icon</li> <li>• How inter-textuality is used through music as a popular culture (calypso/ Caribbean/use of colours/choice of music etc.)</li> <li>• Finally to evaluate the use of synergy in the advert, that is the marketing of the music and culture as well as the selling of the iPod</li> <li>• Feedback to students why this is important to distribution of a global product to global markets</li> </ul>

## Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Summarise the key points of Apple's global branded image and how this is linked to the institutional practices of synergy and branding in very stylised and subtle ways.</li> <li>• Conclusion: The success of Apple as a global media company is premised on its ability to brand itself to different global markets</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Reading exercise: Media Magazine: Synergy Rules OK?, Nick Lacey, December 2005</li> <li>• Evaluate the advantages of synergy for a global media company such as Apple.</li> </ul>

# Sample GCE Lesson Plan

## Media Studies H540:

### Critical Perspectives in Media: G325 Global Media

#### The Nintendo Wii: an example of global convergence and branding

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

#### Learning Objectives for the lesson

Objective 1	Students to develop knowledge and understanding of the concept of globalisation
Objective 2	To evaluate the media issues and context surrounding the Nintendo Wii
Objective 3	To evaluate the Nintendo Wii through the concept of branding and synergy as institutional practice

#### Insert Recap of previous experience and prior knowledge

Students will also be able to draw on existing knowledge and understanding from the AS unit of work on 'Audience and institutions' from unit G322. They will have already been introduced to the concept of Globalisation and other key terms such as convergence and media synergy. The impact of new media technologies on its audiences has also been digested and this unit develops this further with a contemporary case study of the Nintendo Wii

#### Content

Time	Content
15 minutes	<ul style="list-style-type: none"> <li>Begin with a demonstration of the Nintendo Wii. Two students will use a two player game and demonstrate a game of Nintendo Tennis.</li> <li>Ask students to evaluate what they are observing in terms of gaming technology. Compare with existing gaming experience.</li> <li>Bullet point these observations on the IWB.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Then students should consider how the Wii is targeting a global market with its concept. Students will investigate how the main principles of the Wii are based on competition (through examination of the games based on</li> </ul>

Time	Content
	<p>competition), rather than conflict.</p> <ul style="list-style-type: none"> <li>• Students to evaluate how this appeals to a global family audience (students to consider content and style of the games package).</li> <li>• This judgement is made on the basis of analysis of the 'wall garden' concept of the Nintendo Wii and the representation of characters in the games, with the ideological constructions of Mii and Wii in the gaming.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>• Students are then asked to consider how the Nintendo Wii as a new media technology relies on convergence and global branding through the games console itself.</li> <li>• Students should be able to draw conclusions from the work on the 'activity' of gaming and the content and style of the games themselves. This can be achieved by comparing with the use of the Sony PSP and 'Grand Theft Auto.</li> <li>• Ask one student to play a game of Nintendo 'tennis' in front of the class and another student to play the Sony PSP.</li> <li>• Students then ask a set of questions about the 'experience' of gaming and the use of these different global technologies to each of the students who are doing the demonstration. For example, what other use does the technology have apart from gaming' and in social context would you game?</li> <li>• Responses are to be recorded and then summarised in terms of 'pros' and 'cons'.</li> </ul>

## Consolidation

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>• Teacher led explanation of how the Nintendo Wii is attempting to sell a new gaming concept to a global family audience. This is embedded in the nature of the gaming and the concept of the Wii. The Nintendo Wii is an example of an emergent global media.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Essay: Discuss the significance of the Nintendo Wii in a global media environment</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Global Media

## Has film distribution changed?

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to investigate if film distribution has changed?
Objective 2	Students to assess what impact the Internet has had on film distribution

## Recap of previous experience and prior knowledge

Own knowledge and experiences of film viewing

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. What does film distribution mean, students to think of what they think it means and to feedback. A class definition to be created.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Brief overview of film distribution. What ways can a film be distributed? Points raised should include via cinema, DVD and Internet.</li> </ul>
30-35 minutes	<ul style="list-style-type: none"> <li>In small groups students are allocated a film from a specific time period e.g. 1950's, 60's, 70's, 80's, 90, and 00's and have to find out the following information about it:               <ul style="list-style-type: none"> <li>Box office figures for film</li> <li>Availability on DVD</li> <li>Ability to find it online either as a legal download or as torrent</li> </ul> </li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Feedback from groups, comparison of findings from research. Which film had the largest box office? Which film had the most versions available to buy on DVD? Were any films available to download?</li> </ul>

## Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"><li>From your findings do you think that the Internet has had an impact on film distribution? If so what are they? Student feedback and note taking.</li></ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media and Collective Identity

## An introduction to national identity in British Cinema

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning objectives for the lesson

Objective 1	Students to be able to identify values and items that represent the idea of Britain
Objective 2	Students to classify what items represent Britain as a whole rather than individual nations
Objective 3	Students to evaluate how various items can represent British ness

### Recap of previous experience and prior knowledge

Write ‘What does it mean to be British today?’ as a starter exercise, give students 3 minutes to think about it and write down what they think. Get one point from each student and write up to keep as a starting point and to see if the list would change after session.

### Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Warm up activity to assess current knowledge and views on what it means to be British.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>In pairs students are set the task of thinking of and listing as many items they can think of that represent Britain. This list can include household items, locations, food, sports, transport and even celebrities.</li> </ul>
5-10 minutes	<ul style="list-style-type: none"> <li>Students to feedback and a mind map can be created based on student comments. A student can act as a scribe and at this stage no comment by people should be passed about the validity of the suggestions.</li> </ul>



Time	Content
5-10 minutes	<ul style="list-style-type: none"> <li>Students to justify their item and other students to discuss whether or not the item does represent Britain. Items that are deemed not to represent Britain are removed from the original mind map. At this stage it would be worth challenging items that are associated more with individual nations e.g. Whisky and Scotland.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Screen the opening sequence of Love Actually (Curtis 2005) and get students to note down what items are shown in the opening that match their list.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Feedback on Love Actually and look at close detail, is this film for a British or International audience? How can you justify this?</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Students to try and construct a definition of what being British means.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Summary of what being British may mean and how films may use these items/values to help audiences understand and identify with characters and storylines.</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media and Collective Identity

## Close analysis of chosen film sequence from British Cinema

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to be able to identify values and items that represent the idea of Britain within chosen sequence
Objective 2	Students to apply understanding of film conventions to discuss how meaning is created in the sequence.
Objective 3	Students to evaluate effectiveness of sequence in representing British identity

## Recap of previous experience and prior knowledge

Students should have previous experience of micro analysis of media texts including film. Brief recap over agreed British values from previous sessions.

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Warm up activity to recap over what micro elements to analyse, camerawork, editing, sound and mise-en-scene.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>In pairs/small groups students view the chosen extract from close study film. It would be beneficial if the sequence was digitised so that each pair/small group could analyse the sequence at their own pace. Each pair/small group is allocated a specific micro element to focus on. Students to make notes on this area and how it is working.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to swap groups so that they are in groups with someone who has analysed a different micro area and together they 'jigsaw' their notes so that each student has notes on each area.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to write a paragraph about the sequence using the collated notes and to focus on how they create meaning and are used to represent the</li> </ul>

<b>Time</b>	<b>Content</b>
	British identity.
5 minutes	<ul style="list-style-type: none"><li>• Students to swap paragraphs and read others work, comment on the quality of analysis and use of terminology (peer assessment).</li></ul>

## Consolidation

<b>Time</b>	<b>Content</b>
5 minutes	<ul style="list-style-type: none"><li>• Whole group feedback on sequence and any gaps to be filled and errors corrected.</li></ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media and Collective Identity

## Scheduling and Soap Operas

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to be able to identify scheduling patterns of soap operas
Objective 2	Students to explain why soap operas are scheduled at set times
Objective 3	Students to be able to explain how sharing a viewing experience with others helps to form a collective identity

## Recap of previous experience and prior knowledge

Students will have begun to examine soap opera as a form and be able to build upon their own knowledge. Session could begin by asking which day has the most soaps shown on it?

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Warm up activity based on the above question. What day has the most soaps shown on it?</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>In pairs students are given a photocopied TV schedule and highlighter pens and have to highlight all the soap operas on that day. Each pair should be given a different days schedule so that the week can be covered.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Feedback from each pair about scheduling, the following should be discussed:               <ul style="list-style-type: none"> <li>What channels show soaps?</li> <li>What time soaps are shown?</li> <li>What programmes are either side of them?</li> </ul> </li> </ul>

Time	Content
	<ul style="list-style-type: none"> <li>• Is the same soap ever shown more than once in an evening?</li> <li>• How many times a week are particular soaps shown?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Focus on how scheduling is linked to audience consumption. From data collected and their own viewing experience students to try and identify target audiences for the various soap operas.</li> </ul>

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Provide viewing figures from <a href="http://www.barb.co.uk">www.barb.co.uk</a>. What do these figures suggest about soap audiences?</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Do you think the scheduling of a soap opera has an impact on the audience size?</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media and Collective Identity

## Create a Soap Opera

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to apply knowledge of soap opera in constructing a pitch for one
Objective 2	Students to justify how and why they are using certain soap conventions
Objective 3	Students to apply their knowledge of soap operas to create a programme that would encourage audience identification with characters and situations in order to form a collective identity

## Recap of previous experience and prior knowledge

What elements are used in a soap opera? A quick oral recap for students to recall and identify the most significant conventions and character types that are used in British soap operas.

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Warm up activity based on the above question. What elements are used in a soap opera? Students to feedback answers and put up on board.</li> </ul>
25 minutes	<ul style="list-style-type: none"> <li>In small groups/pair students are to plan and then pitch to the class a new soap opera. They should include the following details:               <ul style="list-style-type: none"> <li>Setting including key buildings and locations. It can be an urban or rural setting but must be justified</li> <li>Key characters and their character type. How will the audience know what type of character they are? Would you have a famous actor in it? Who and why?</li> <li>Key relationships between characters e.g. family, friends</li> </ul> </li> </ul>

Time	Content
	<ul style="list-style-type: none"> <li>• Institutional information including channel, scheduling and target audience.</li> <li>• Name of soap and any promotional spin offs</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>• A presentation by each group on their soap opera. The class will vote on their favourite one and justify why they think it will be the one most likely to succeed.</li> </ul>

### Consolidation

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>• Why did you choose that particular soap? How do you see it competing against other existing soaps? How will it represent Britain and British culture?</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media in the Online Age

## Creating a film for a user generated website

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to plan and produce a short film to upload to a video sharing website
Objective 2	Students to evaluate how effective tags are to generate visitors to view work online

## Recap of previous experience and prior knowledge

Student's previous experience of practical work and understanding of 'tagging' to generate traffic to websites.

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce task, students are to make a short animation/sketch that lasts for 15-30 seconds and to upload the work onto a video sharing website e.g. <a href="http://www.youtube.com">www.youtube.com</a> and set tags to encourage viewers.</li> </ul>
35-40 minutes	<ul style="list-style-type: none"> <li>Students to film animation/sketch in groups</li> <li>Upload and edit work if needed (it will be quicker if students edit in camera)</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students to process their work and upload to <a href="http://www.youtube.com">www.youtube.com</a> or similar website, students should 'tag' their work to see how effective this process is in getting viewers</li> </ul>



## Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"><li>• What tags did you choose? Why did you choose these ones? How do you hope to reach an audience? What other ways could you promote your video? (This session should be followed up about a week later to see who has the most views and comments. It can then lead into a discussion about what other sites it has been posted onto.)</li></ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media in the Online Age

## Close focus on current release

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to investigate how a current film release uses the Internet?
Objective 2	Students to assess how effective the Internet is promoting and distributing a film.

## Recap of previous experience and prior knowledge

Knowledge from previous sessions and own experience

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. How is the Internet used to promote films? What ways can you think of? Students brainstorm ideas and feedback results.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Brief overview of research task. Using a current cinematic release students are to investigate how it has used the Internet to promote it and in what ways this has been done.</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>In small groups students are allocated a particular area to focus on and find out how the chosen film has used these things to promote itself. The following areas should be covered:               <ul style="list-style-type: none"> <li>Trailers – are trailers for the film available online? If so how many different ones are there and where are they?</li> <li>Reviews – what reviews of the film can you find online? Are they audience or institutionally created?</li> <li>Cinemas – what cinemas is the film being screened in? Do you think this has an impact on the other areas?</li> </ul> </li> </ul>

Time	Content
	<ul style="list-style-type: none"> <li>• Downloading - can the film be downloaded? If so where from? Is this a legal or illegal copy?</li> <li>• (A wide variety of websites can be used for this research task. It may be that two contrasting films are chosen to divide the class and see if differences exist between different film types.)</li> </ul>

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>• Feedback from groups, comparison of findings from research.</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• From your findings do you think that the Internet is effective in the promotion and distribution of films? Student feedback and note taking</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media in the Online Age

## Social networking

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to investigate what social networking sites are and how they are used
Objective 2	Students to assess reasons why social networking sites are popular

## Recap of previous experience and prior knowledge

Knowledge of social networking as users and from previous sessions on Web 2.0

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. What are social networking sites? Class produced mind map of what a social networking site is.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Whole class analysis of a social networking page. This can be an individuals page or an institutionally produced page such as a bands MySpace page.</li> <li>What content does the page have? How is it being used?</li> </ul>
20-25 minutes	<ul style="list-style-type: none"> <li>In small groups students are set the task of analysing two different social networking pages from two different sites e.g. <a href="http://www.myspace.com">www.myspace.com</a> and <a href="http://www.facebook.com">www.facebook.com</a> and seeing what differences exist between them. They should consider the following:               <ul style="list-style-type: none"> <li>Who is the site aimed at? How can you tell?</li> <li>What information do individuals or bands provide about themselves? Does this have an impact on the type of user?</li> <li>How are people presented online? Do they have photos/videos of</li> </ul> </li> </ul>

<b>Time</b>	<b>Content</b>
	themselves online?
10 minutes	<ul style="list-style-type: none"><li>• Feedback from groups, comparison of findings from research. Was there any difference between the sites or type of user?</li></ul>

## Consolidation

<b>Time</b>	<b>Content</b>
10 minutes	<ul style="list-style-type: none"><li>• From your findings why do you think that the social networking is popular? What are your reasons? Feedback and note taking.</li></ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Media in the Online Age

## User production in Second Life

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to create their own avatar in second life
Objective 2	Students to critique their own avatar and be able to discuss why they chose to create it as they did

## Recap of previous experience and prior knowledge

Understanding of Web 2.0 and user generated content

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. What is Second Life? Assess current student knowledge.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Introduction to Second Life. What is it? What elements does it use from other Web 2.0 applications/sites?</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Individually students log onto Second Life and create their own avatar.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to display their avatar on screen and be able to discuss why they chose to create their online self as they did. What influenced their creation? Does it relate to any other online representation of them? If so how?</li> </ul>

## Consolidation

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>Whole class discussion on avatar design. The use of screen shots of other avatars would be useful to prompt discussion.</li> <li>(This session could act as the first session to a number of sessions based in</li> </ul>

<b>Time</b>	<b>Content</b>
	Second Life as students explore the different ways it is being used).

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Post- Modern Media

## Create a blog

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to construct their own blog
Objective 2	Students to assess how effective other students blogs are

## Recap of previous experience and prior knowledge

Understanding of blogs and how they work

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. In pairs students are to create a blog of their own. They must choose a topic to focus on and then they have 40 minutes to create it, they should include the following (minimum):               <ul style="list-style-type: none"> <li>An embedded video</li> <li>2 images</li> <li>2 text based posts with links to other sites</li> </ul>               (<a href="http://www.blogger.com">www.blogger.com</a> is probably the easiest site to use for this task)             </li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Brief demonstration of how to add links, embed video and put in images.</li> </ul>
35-40 minutes	<ul style="list-style-type: none"> <li>In pairs students create blog on chosen topic. Students can either have free choice or be given a list of suggested areas such as:               <ul style="list-style-type: none"> <li>a blog about a band/artist</li> <li>a TV programme of film</li> <li>a specific sport e.g. cycling</li> </ul> </li> </ul>



Time	Content
	<ul style="list-style-type: none"> <li>• an actress or actor</li> </ul>

## Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Students to view each others blogs and leave comments about the posts online.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• Why do you think blogs are popular? What did you discover about making your own blog? Was it easier or more difficult than you thought?</li> </ul>

# Sample Lesson Plan: Media Studies H540 : Critical Perspectives in Media : G325 Post- Modern Media

## Violent videogames

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to investigate what a violent videogame is and how violent videogames are classified
Objective 2	Students to assess what impact the differing representations of violence have on various games
Objective 3	Students are able to identify what other media forms the videogames may be referencing, e.g. GTA: San Andreas makes reference to Los Angeles as represented in certain films

## Recap of previous experience and prior knowledge

Own experience of videogame playing and reading/activities from previous sessions

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. What do you consider to be a violent videogame? Students to brainstorm what they think a violent videogame is in terms of content. Feedback to class</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Brief overview of how the BBFC classify videogames, this can be either delivered from the front or students can read an article outlining the process which can be found at <a href="http://www.sbbfc.co.uk/Site%20Articles/gamesarticle.asp">http://www.sbbfc.co.uk/Site%20Articles/gamesarticle.asp</a>. Feedback findings.</li> </ul>
20-25 minutes	<ul style="list-style-type: none"> <li>In small groups students are allocated a videogame to play and make notes concerning the levels of violence in it. They should comment on the</li> </ul>

Time	Content
	following: <ul style="list-style-type: none"> <li>• Age rating if any, this may be BBFC or other institution</li> <li>• Impact of sound and its link to violence</li> <li>• Impact of visuals on violence</li> <li>• Types of violence represented in game</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Feedback from groups, comparison of findings from play session. Which games featured the most 'violence'? Did the games violence reference or look similar to violence in other media texts? If so which ones?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Brief look at violence case study from BBFC. Reservoir Dogs videogame, the case study can be downloaded here.  <a href="http://www.sbbfc.co.uk/CaseStudyReservoirDogsTheGame.asp">http://www.sbbfc.co.uk/CaseStudyReservoirDogsTheGame.asp</a></li> </ul>
<b>Consolidation</b>	
Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• From playing experiences what factors contribute most to the representation of violence in a videogame? Students to reflect on experiences and feedback.</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Post- Modern Media

## Character representations in videogames

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to discuss how character representation is used in videogames
Objective 2	Students to evaluate how character design links with videogame genre
Objective 3	Students to identify how videogame characters use existing media representations and discuss why this might happen

## Recap of previous experience and prior knowledge

Own experience of videogame playing and previous experiences of micro analysis of media texts

## Content

Time	Content
10 minutes	<ul style="list-style-type: none"> <li>Introduce session. What videogame characters do you know? How do you know these characters?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Brief modelling of character analysis using a still of Mario. What type of character is he? What type of game is he in? As a character who is he aimed at? What may explain his appeal?</li> </ul>
20-25 minutes	<ul style="list-style-type: none"> <li>In small groups students are given a number of character stills to analyse. They should make notes about the following areas:               <ul style="list-style-type: none"> <li>What does the character look like? Are they cartoon like or realistic?</li> <li>What type of videogame are they from? Have you played it?</li> <li>Are there any inter-textual references to other characters from other media forms? If so who/what?</li> <li>If students know they game how are the characters presented to them?</li> </ul> </li> </ul>

<b>Time</b>	<b>Content</b>
	First person/third person view.
10 minutes	<ul style="list-style-type: none"> <li>Feedback from groups, go through stills on projector and groups give feedback about the characters they have analysed. Which characters borrow elements from existing characters in other media forms? What elements are being used? Why?</li> </ul>

### **Consolidation**

<b>Time</b>	<b>Content</b>
5-10 minutes	<ul style="list-style-type: none"> <li>How important to you as a player are the games characters? What influences your choice of character when playing multiplayer games? Ability or looks? Class discussion.</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Post- Modern Media

## Music video blog

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to research a bands music videos
Objective 2	Students to critique the bands music videos using Goodwin as a critical framework, a key element will be the use of inter-textual referencing used in the chosen videos

## Recap of previous experience and prior knowledge

Own experience of music video viewing and previous sessions on music videos

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Explain task. Students are to create a blog that features three music videos from a group of their choice and features analysis of each video using Goodwin as a critical framework. The framework should be discussed before students start, particular attention should be paid to the section about inter-textual references.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Brief modelling of what a finished blog should look – would be best if this was created in advance by staff</li> <li>Demonstrate how to embed videos from <a href="http://www.youtube.com">www.youtube.com</a> or similar site onto blog</li> </ul>

<b>Time</b>	<b>Content</b>
35-40 minutes	<ul style="list-style-type: none"> <li>• In small groups students create blogs and choose videos to analyse. The analysis should include comments about the following:               <ul style="list-style-type: none"> <li>• How are the band/artist represented? Is this similar across the chosen videos</li> <li>• What relationship exists between the images and the lyrics in the chosen videos if any? What relationship exists if any between the music and the images?</li> <li>• Are there any inter-textual references to other media forms? If so who/what?</li> <li>• Is it possible to see any motifs or common features in the videos?</li> </ul> </li> </ul>

### Consolidation

<b>Time</b>	<b>Content</b>
5-10 minutes	<ul style="list-style-type: none"> <li>• Groups to feedback choice of artist and briefly discuss findings from analysis. Did any of the videos feature inter-textual references? If so what texts was it referencing? This work can be used as revision and can be revisited in other sessions.</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 Post- Modern Media

## Essay practice session on Post-modern media

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to review topic
Objective 2	Students to answer question on post-modern media

## Recap of previous experience and prior knowledge

Knowledge of videogames and music videos and how they are post-modern

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Explain task. Students will create an essay in small groups based on the concept of the game consequences.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Write question on board and assess what it is asking. How could you approach answering it?</li> <li>Students to suggest possible case studies to use as examples to help justify points.</li> </ul>
30-40 minutes	<p>In small groups students create an essay plan in the following way:</p> <ul style="list-style-type: none"> <li><u>Each</u> student writes an introduction, this should outline how the question is to be answered and the case studies it would use to answer the question. This is passed to the next student along.</li> <li>The next student reads the introduction and then writes the first paragraph, this should include a point, an example and then an explanation. It should refer to one of the case studies mentioned. This is passed to the next student along.</li> <li>The next student reads the introduction and the first paragraph. They then</li> </ul>



Time	Content
	<p>write the second paragraph; again this should include a point, an example and then an explanation. It should refer to one of the case studies mentioned. This is passed to the next student along.</p> <ul style="list-style-type: none"> <li>• The final student then reads the entire essay and writes a conclusion based on what the other students have written and also to try and address the question. This is passed back to the student who wrote the introduction.</li> </ul>

### Consolidation

Time	Content
5-10 minutes	<ul style="list-style-type: none"> <li>• Each student receives back the essay which has their introduction on it. These are then read and discussed between all the co writers. What worked well in the essay? What needs to be improved?</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical perspectives in Media G325 “We Media” and Democracy

## What is Web 2.0?

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students to be able to identify main characteristics of Web 2.0
Objective 2	Students to evaluate how Web 2.0 has begun to change the audience/producer dynamic.

## Recap of previous experience and prior knowledge

Students own knowledge of Web 2.0 and their own use of it. What do you think the term Web 2.0 means? Can you give an example of a Web 2.0 site?

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Warm up activity to assess current understanding of terms and knowledge of Web 2.0</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students to access <a href="http://en.wikipedia.org/wiki/Web_2">http://en.wikipedia.org/wiki/Web_2</a> and scan the definition. What more do they understand by it?</li> <li>Students to write down any words that they don't understand.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students to feedback and a mind map can be created based on student comments. A student can act as a scribe and at this stage no comment by people should be passed about the validity of the suggestions.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>As a class list as many websites as possible that students consider to be Web 2.0, suggestions may include <a href="http://www.facebook.com">www.facebook.com</a>, <a href="http://www.myspace.com">www.myspace.com</a>, <a href="http://www.last.fm">www.last.fm</a>, <a href="http://www.flickr.com">www.flickr.com</a>, <a href="http://www.youtube.com">www.youtube.com</a> and <a href="http://www.wikipedia.org">www.wikipedia.org</a> the key element to them is user generated content.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>What role do institutions play in user generated content? Who owns what?</li> </ul>

Time	Content
	Students to search for who owns what? Choose ¾ user generated content sites and have students research who owns it. Sites may include <a href="http://www.flickr.com">www.flickr.com</a> , <a href="http://www.facebook.com">www.facebook.com</a> and <a href="http://www.myspace.com">www.myspace.com</a> .
5 minutes	<ul style="list-style-type: none"> <li>• What implications does this ownership have on audiences? Students to suggest reasons as to why institutions may want user generated content websites?</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Students to try and construct a working definition of Web 2.0</li> </ul>

# Sample Lesson Plan: Media Studies H540: Critical Perspectives in Media : G325 “We Media” and Democracy

## Research into institutions

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning objectives for the lesson

Objective 1	Students investigate the role of media institutions in ‘We Media’
Objective 2	Students to evaluate what impact institutions have on ‘We Media’

## Recap of previous experience and prior knowledge

Recap over ‘We Media’ as a concept and the importance of user generated content.

## Content

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>Introduce session. What does the BBC/Google own? Students to list everything that they think an institution own. (The institution(s) should be chosen to suit the topic, currently both Google and the BBC have interests in user generated content)</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Feedback from lists, what do they already know? Are there any misunderstandings?</li> <li>Check to see if other students correct these misunderstandings.</li> </ul>
30-35 minutes	<p>In pairs students research online what the chosen institution(s) own and what their relationship with the audience is. Students try to find out the following about each institution:</p> <ul style="list-style-type: none"> <li>What other companies do they own?</li> <li>How would you define their relationship with the audience?</li> <li>Does it involve audience participation? If so how?</li> </ul> <p>Students should use various other online sites to help in their research including:</p>

Time	Content
	<ul style="list-style-type: none"> <li>• <a href="http://en.wikipedia.org">http://en.wikipedia.org</a></li> <li>• <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a> - the technology section and technology blog are both very useful</li> <li>• <a href="http://www.bbc.co.uk">http://www.bbc.co.uk</a> - again the technology section will have news stories about Google and Web 2.0</li> <li>• (With research tasks which use the web it would be worth setting up a social bookmarking site such as those at <a href="http://del.icio.us/">http://del.icio.us/</a>, this will allow students to share their bookmarks with each other)</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>• Pairs feedback about what they have found out and share articles and bookmarks. Did anything surprise them about what the institutions owned? Did the institution allow for/encourage user generated content? Did it provide tools that allowed users to generate content?</li> </ul>

### Consolidation

Time	Content
5 minutes	<ul style="list-style-type: none"> <li>• Why might institutions want audiences to generate content? What are some advantages and disadvantages of this? Summary of key points raised through research.</li> </ul>

## Other forms of Support

In order to help you implement the new Media Studies specification effectively, OCR offers a comprehensive package of support. This includes:

### OCR Training

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#### **Get Ready...introducing the new specifications**

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

#### **Get Started...towards successful delivery of the new specifications**

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit [www.ocr.org.uk](http://www.ocr.org.uk) for more details.

### Examples of Candidate Work

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To accompany this Scheme of Work and Sample Lesson Plans, OCR is working with centres and senior examiners to produce examples of candidate responses to the Sample Assessment Material (SAMs). This material will be made available FREE of charge on the OCR website in January 2008.

### Hosted Network Events

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OCR runs a number of successful network events, hosted by our Customer Support Managers. These enable you to meet colleagues from other centres and share best practice. The events are about peer learning and provide an excellent opportunity to carry out standardisation activities and receive updates from OCR.

For more information, please contact the Networks and Regional Coordinator on 024 7649 6396.

## Mill Wharf Training

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Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - [www.mill-wharf-training.co.uk](http://www.mill-wharf-training.co.uk).

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

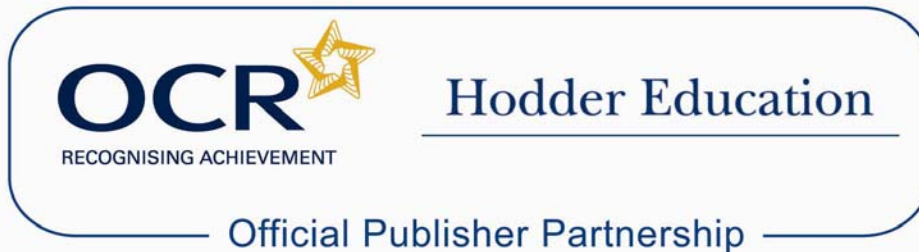
### **Publisher partners**

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries

- Materials that are subject to a thorough quality assurance process to achieve endorsement

The publisher partnerships are non-exclusive with the GCE Sciences being the only exception. Hodder is the exclusive publisher partner for OCR GCE Sciences.



Hodder is producing the following resources for OCR GCE Media for first teaching in September 2008 [publication – Spring 2008]

Julian McDougall      **OCR Media Studies for AS Third Edition,**      ISBN: 9780340958988  
(01/03/2008)

Jason Mazzochi and      **OCR Media Studies for AS Dynamic**      ISBN: 9780340958971  
Peter McGiffen      **Learning Network Edition CD-Rom,**  
(01/03/2008)

**OCR Media Studies for AS**

**OCR Media Studies for A2 Dynamic  
Learning Network**

## Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner"



or “Approved publication” logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher’s materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.