



Media Studies

GCSE

MEDIA STUDIES

Delivery Guide

Investigating Representation for GCSE
Media Studies

October 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



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Curriculum Content

The purpose of this guide is to offer teachers a range of approaches for teaching the concept of Representation and to pinpoint where these could be used to teach the current GCSE specification.

Content (from Specification)

Representation of people, places and events in media texts is a key area of study for all Media students. At GCSE, the concept is tested in the following units:

Unit B322 Moving Image OR: Unit B323 Print (Examined unit, worth 40% of the final GCSE)

Section A – Textual Analysis

Question 3: Students are asked to explore the concept of representation in the unseen extract by analysing areas such as: gender, ethnicity or age.

Unit B321 Individual Media Studies Portfolio (Controlled assessment unit, worth 30% of the final GCSE)

This consists of three elements:

- a comparative analytical assignment based on one of 12 set topics
- a production exercise
- an evaluative commentary, together with research and planning material

Unit B321 test students' understanding of two concepts: representation and media language.

Thinking Conceptually

Approaches to teaching the content

At GCSE the concept of representation is concerned with messages and values and enables students to explore:

- how the media reflects or represents attitudes, behaviours and beliefs
- how and why representations change over time and are dependent on social attitudes and cultural backgrounds
- how stereotypes or anti-stereotypes of people, places/and or events are constructed in media texts
- who or what is included or excluded from media texts
- what is valued and what is critiqued in media texts.

Common misconceptions or difficulties students may have

The concept of representation is not an easy one for GCSE students to grasp initially. It takes time, plenty of practice and constant reinforcement of the key issues for students to feel confident about the concept. Therefore it is a good idea to keep returning to the concept on a regular basis throughout the course.

The most difficult skill for students to acquire is the ability to analyse the details of media language – sound, editing, mise-en-scène and camerawork – in order to demonstrate how representations have been constructed in the texts they are investigating.

Another common difficulty is that students may think they are required to make value judgements themselves about media representations, rather than analyse value judgements that are encoded within media texts, or that may be decoded by audiences. It is important to constantly reinforce the point that media students are required to analyse, rather than make judgements.

In their response to Question 3 in B322 Section A, students often offer a character study of one or two of the characters, rather than

discussing the stereotyping of an individual as part of a group. Therefore stereotyping also needs to be discussed on a regular basis.

Conceptual links to other areas of the specification

All of the key concepts in GCSE Media Studies – Media Language, Genre, Representation, Audience and Institutions – are linked and interact with each other to produce meaning. Whilst representation is focused on specifically and tested in Unit B321 and Units B322/323, students need to consider the concept in all areas of the course, as outlined below.

Media language is closely linked to representation. In both Unit B321 and in Units B322/B323 students are tested on their knowledge and understanding of media language as well as representation. It is essential for students to be equipped with a solid grounding in the ways in which media language constructs meaning for audiences in order to analyse representation.

Genre is closely linked to representation, as the concept depends on certain patterns and conventions being established and repeated. Generic conventions therefore are likely to lead to repetitions of stereotypes and limitations in terms of representation.

Audiences may interpret representations in different ways, according to their social, cultural and historical backgrounds. They may reject encoded messages and values, or take a negotiated position with regard to representations.

Institutions mediate their own representations and consistently under-represent or misrepresent certain groups. Changes in technology can also have a major impact on representation, especially in online media.

ACTIVITIES

Activities	Resources
<p>Key areas of representation (from the specification, p.8) <i>“Areas of representation could include:</i></p> <ul style="list-style-type: none">• <i>gender</i>• <i>age</i>• <i>ethnicity</i>• <i>sexuality</i>• <i>class and status</i>• <i>regional or national identity</i>• <i>physical ability/disability.”</i> <p>The most common areas of representation that are investigated in both Unit B321 and Units B322/323 are: gender, ethnicity/ cultural difference, national identity and age. Therefore it makes sense to spend some time exploring these areas with students through a range of activities.</p> <p>You will also find examples of each of the areas of representation cited in the specification (see above) in the section on Unit B321 later in this guide.</p> <p>Introducing the concept – when to begin? One of the most difficult things for students to grasp and to put into practice is that they need to use detailed textual analysis of media language in order to examine how representations have been constructed.</p> <p>For this reason, it is advisable to introduce the concept some way into the course, after students have begun to acquire the skills of detailed textual analysis which underpin all areas of the Media Studies course. Students need to be confident in their use of media terminology and clear on the differences between the following elements of media language: camerawork, editing, sound and mise-en-scène.</p> <p>Students can begin to explore the concept of representation in relation to preparation for Question 3 for the Textual Analysis section of the exam: B322 (Moving Image) or B323 (Print). This is more of a “taught” unit than Unit B321, which requires individual research, planning and production; you may prefer to guide students to a clear understanding of the concept in preparation for Units B322/323 before tackling Unit B321.</p>	

Thinking Contextually

Activities	Resources
<p>Introducing the concept – how to begin?</p> <p>It is helpful to introduce the concept to your students as re-presentations of reality – how certain people/places/events are mediated and presented to us by the media. Gender and cultural difference are accessible areas for students, and are therefore often the ones that teachers use to introduce the concept. Students find the concept easier to understand if you begin with extreme examples of stereotyping from the past. This has the added advantage of introducing a historical dimension and demonstrating to your students that the concept is dynamic and that representations and (to a lesser extent) stereotypes – change over time.</p> <p>Key points to convey to your students</p> <ul style="list-style-type: none">• Media texts do not simply reflect reality, but present constructed versions of reality.• Representation involves a consideration of who or what is included or excluded from the text.• Stereotyping is a key aspect of representation and needs to be analysed and explored in detail.• We all stereotype, as it is a quick and easy way of understanding the world. For media producers, it is used as a kind of shorthand to convey ideas. Our job as media students is to deconstruct those stereotypes.	

Thinking Contextually

Activities	Resources
<p>Introducing stereotypes – gender</p> <ul style="list-style-type: none">• Divide the class in two. Ask one half of your students to brainstorm a list of six common assumptions about men, and the other half of your students to brainstorm a list of six common assumptions about women.• Compile a list of 12 of the most common assumptions.• Ask students to discuss these in groups, giving examples from media texts if possible.• Steer the discussion towards an investigation of stereotypes and whether the assumptions the students have suggested are positive, negative or limiting. <p>For example, an assumption about women might be that they are caring and maternal. This may be perceived as positive by the students, but it can also be limiting, particularly in the case of women who commit themselves to their careers, choosing not to have children. They are often represented in the media as hard, callous, or “masculinised”, as they do not fit the stereotype of the “nurturer”.</p> <p>A specific example at the time of writing of stereotyping women in this way can be seen in the use of social media to circulate an article discrediting Liz Kendall as she is not a mother in favour of Yvette Cooper in the Labour leadership contest: “Why as a parent I am backing Yvette Cooper as Labour’s next leader”. The article was written by MP Helen Goodman for the Huffington Post and stated: “ as a working mum she [Cooper] understands the pressures on family life.”</p> <p>You could analyse the article and the press coverage of the dispute and discuss with your students how likely it would be for any of the male contenders in the contest to be discredited in the same way.</p> <p>Resources</p> <p>http://www.theguardian.com/politics/2015/jul/07/yvette-cooper-labour-leadership-campaign-parent-liz-kendall-mother</p> <p>http://www.bbc.co.uk/news/uk-politics-33428043</p> <p>http://www.dailymail.co.uk/news/article-3152333/Labour-leadership-gets-nasty-Allies-Yvette-Cooper-accused-attacking-Liz-Kendall-not-having-children.html</p> <p>http://www.huffingtonpost.co.uk/helen-goodman/yvette-cooper_b_7736816.html</p>	

Thinking Contextually

Activities	Resources
<p>The importance of a historical perspective on representation</p> <p>It could be argued that the concept of representation cannot be clearly understood without a historical context. Indeed, there is evidence that the historical context is extremely helpful to students, as it enables them to make distinct comparisons between representations and recognize clear shifts in social attitudes. This helps them to understand the concept, and is therefore a very fruitful approach, particularly in the early stages of teaching the concept.</p> <p>Advertising is particularly useful, as it offers a sociological perspective on shifting representations, and because the media texts tend to be short and self-contained. This helps students to recognize the importance of detailed textual analysis. Gender and ethnicity are two of the most accessible areas to investigate in advertising over the years.</p>	
<p>Representations of gender – a historical perspective on women</p> <p>Develop the previous activity, by showing students a range of print and moving image advertisements from the 1950s which represent women as physically weak and defined by their roles in relation to men and children. Generally, these advertisements represent women as confined to the domestic space. They play on women's fears of failure in their defined roles as wives and mothers. These advertisements are easily available and so overtly retrograde in their limiting representation of women that they work very effectively as an introduction to stereotyping.</p> <p>Discuss two of these advertisements with the whole class and then ask students to select one advertisement and analyse it in pairs.</p> <p>Resources</p> <p>OCR GCSE Media Studies for GCSE, pp. 96-98 (ed. Lewis, Hodder Education, 2009). Here you will find a deconstruction of a 1920s Listerine advertisement and a Kellogg's advertisement from 1959. You can view the Kellogg's advertisement here: https://www.youtube.com/watch?v=7admT4qE5v4</p> <p>You can investigate some 1950s print advertisements here: http://www.businesspundit.com/10-most-sexist-print-ads-from-the-1950s/?img=21450</p>	

Thinking Contextually

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Thinking Contextually

Activities	Resources
<p>Representations of gender – a historical perspective on women</p> <p>By studying advertisements from the 1980s and then moving on to contemporary advertisements, students can gain a historical perspective and understand that representation is a dynamic concept.</p> <p>1980s advertisements are of particular interest, as they reflect the tensions between new roles and identities claimed by women and their more traditional roles as wives and mothers. They are also revealing when analysing shifts in men's roles, so are also very useful for a study of masculinity (see below).</p> <p>This 1987 Flora advertisement shows a woman who is taking on traditionally male jobs as well as fulfilling her traditional role as a mother at the same time: https://www.youtube.com/watch?v=qY0HI5Eq5sc</p> <p>This advertisement acknowledges the woman's frustration at being taken for granted. More explicit demonstrations of women's resentment and rebellion against their role as provider can be seen in the 1988 Princes Food range advertisements. These can be viewed in Episode 1 of <i>Washes Whiter</i> (see below).</p> <p>Resources</p> <p>A very useful resource for studying changes in representation is the BBC series <i>Washes Whiter</i>. The first episode offers some excellent examples of shifting representations of women in television advertising from 1955-1990. However, it is important to select a small number of these advertisements for study in order to encourage detailed textual analysis and to avoid generalisations.</p> <p>https://www.youtube.com/watch?v=frTjLvKITN4</p>	

Thinking Contextually

Activities	Resources
<p>Contemporary representations of women</p> <p>In order to bring this work up to date, another very fruitful set of advertisements to study would be the Dove “campaign for real beauty”. You could begin with <i>Dove Evolution</i> from 2006, which can be viewed here: https://www.youtube.com/watch?v=iYhCn0jf46U</p> <p>Discuss with your students how far this advertisement and others in the campaign in print and online challenge traditional representations of female beauty. It could be argued that the campaign is somewhat devalued by the fact that the parent company is Unilever, which markets Slim-Fast slimming products. This is an example of how representations are affected by Institutions.</p> <p>It could also be argued that the 2015 Dove <i>Choose Beautiful</i> campaign (which went viral on social media) offers mixed messages, rather than an empowering message to women. You can view the advertisement and read a challenging article about the way it represents women in <i>The Daily Telegraph</i> here:</p> <p>http://www.telegraph.co.uk/women/mother-tongue/11527019/What-message-is-the-new-Dove-ad-really-sending-to-our-daughters.html</p> <p>This work could serve as preparation for students’ individual research into the representation of women in advertising and could form the starting point for their work on Unit B321.</p>	

Thinking Contextually

Activities	Resources
<p>Representation – sport and the media</p> <p>As an example of how entrenched traditional attitudes can be, you could look at the media coverage of the FIFA Women's World Cup. After the England Women's World Cup squad returned from Canada, they were greeted with an official tweet from the Football Association: "Our #Lionesses go back to being mothers, partners and daughters today, but they have taken on another title – heroes." The FA later stated that the remark had been taken out of context and deleted the tweet. The debate over whether this remark was sexist or not would be an interesting one to look at with your students – and you could use this issue as an introduction to representations in Sport and the Media for Topic 7 in Unit B321.</p> <p>Resources</p> <p>http://www.theguardian.com/football/blog/2015/jul/08/fa-england-women-tweet</p> <p>http://www.telegraph.co.uk/sport/football/teams/england/11721247/FA-posts-then-removes-sexist-tweet-about-England-Womens-team.html</p> <p>http://www.standard.co.uk/sport/football/internationalfootball/fa-slammed-for-patronising-and-sexist-tweet-about-the-england-womens-football-team-10369336.html</p>	

Thinking Contextually

Activities

Representations of gender – a historical perspective on masculinity

A similar approach to the suggestions above on studying the representation of women can be taken when analysing shifting representations of masculinity over time. Episode 2 of *Washes Whiter* focuses on men in advertising – again, it is best to select a small number of advertisements and to analyse them in detail, in order to develop your students' analytical skills.

You could study the "Lonely Man" Strand cigarettes advertisement from 1960; the negative response to this representation showed advertisers that male audiences wanted to see themselves represented as part of a community, popular, athletic and attractive to women. The Miller Lite advertisement from 1989 epitomises this approach, with low angle shots of the hero, emphasising his size and power but also representing him as a "gentle giant".

Resources

Yorkie "Shopping Bags" (Man Fuel for Man Stuff) from 2012 offers an ironic comment on gender roles today and is an attempt to move away from Yorkie's overtly sexist "It's not for girls" campaign. These advertisements can be viewed at:

https://www.youtube.com/watch?v=tGyY093hN_U

<https://www.youtube.com/watch?v=QcjlzSod0CE>

Another very useful resource for studying changing representations of masculinity (and age, to an extent), is the Studying Levi's section in the English and Media Centre's pack *Doing Ads: Approaches for the 21st Century*. Here you will find a number of Levi's jeans advertisements from the 1980s, including the famous Nick Kamen *Launderette* from 1985. Many of these advertisements rely on a nostalgic representation of a mythical America of the past, celebrating the values of youth culture, including rebellion, freedom, and escape.

These advertisements are excellent for teaching students about messages and values. You could ask them to identify key messages encoded in the advertisements. They are also useful for teaching the significance of intertextuality in representation – and how intertextual references may help to reinforce certain fixed assumptions about gender, age and place.

The pack also includes a section on Levi's in the Noughties. You could also compare the contemporary Levi Strauss Roadwear campaign with the 1980s Levi's advertisements, analysing how far the messages and values have changed or stayed the same.

This work could serve as preparation for students' individual research into the representation of masculinity in advertising and could form the starting point for their work on Unit B321.

Resources

Doing Ads: Approaches for the 21st Century (Grahame, English and Media Centre, 2008)

http://adsoftheworld.com/media/print/levi_strauss_roadwear_creek

Resources

Thinking Contextually

Activities	Resources
<p>An example of a successful set of tasks for Unit B321 Topic 9: Advertising</p> <p>The above approaches to teaching representations of masculinity in advertising could be used to give students a grounding in the key issues before they carry out their own research for the following tasks for Unit B321:</p> <ul style="list-style-type: none">• Compare the representation of men in washing powder advertisements from the 1950s, 1970s and 2000s.• Produce two billboards for a new washing powder, one aimed at men and one aimed at women.• Produce an evaluative commentary, together with research and planning material.	
<p>Introducing representations of ethnicity</p> <p>Students will find this area easier to understand if you begin with some explicit representations that are out of keeping with contemporary attitudes and values.</p> <p>Show students some overtly racist advertisements from the 19th century. Pears' soap advertisements are particularly useful as they equate physical cleanliness with "brightening the dark corners of the earth as civilisation advances". These advertisements are shocking today in their explicit racism, but are very effective for teaching representation as they are an extreme example of stereotyping leading to a negative representation of a whole group (and also of implicit positive stereotyping of the white British group).</p> <p>Discuss two of these advertisements with the whole class and then ask students to select one advertisement and analyse it in pairs.</p> <p>Resources</p> <p><i>OCR GCSE Media Studies for GCSE</i>, pp. 99-100. Here you will find a deconstruction of a 19th century Pears' Soap advertisement and a Huntley and Palmers' biscuits advertisement, which rely on imperialist beliefs that the British Empire was civilising other cultural groups and countries.</p> <p>https://commons.wikimedia.org/wiki/File:1890sc_Pears_Soap_Ad.jpg – an explicitly racist advertisement that equates whiteness with moral superiority</p> <p>https://commons.wikimedia.org/wiki/File:Advert_for_Pears%27_Soap_Wellcome_L0030380.jpg?uselang=en-gb – the advertisement depicts a white boy helping a black boy to clean off his black skin in the bath.</p>	

Thinking Contextually

Activities	Resources
<p>Stereotypes – ethnicity</p> <p>This exercise needs careful handling, as you are inviting students to make statements based on stereotypes which may be offensive to some members of the class. Nevertheless, it is very useful in helping students to understand how labels are attached to people according to their ethnic background.</p> <p>Make a list of different ethnic and cultural groups. Make a list of adjectives such as greedy, sportsmanlike, efficient, boastful, mean, polite, Ask students to attach two adjectives to each ethnic/cultural group in pairs . Then ask them to discuss their decisions in groups. Finally, encourage a whole class discussion on why students chose certain adjectives for specific groups.</p> <p>What do they base their assumptions on? Disagreements will help to expose the way in which students’ decisions are based on incomplete information and attitudes towards those outside one’s own experience who are different. By the end of the discussion students should understand that this is how stereotyping works – a process of repetition of fixed assumptions about groups of people.</p> <p>Resources</p> <p>http://www.simplypsychology.org/katz-braly.html A very useful article by S A McLeod on stereotyping, with some particularly interesting points on racial stereotyping.</p>	

Thinking Contextually

Activities	Resources
<p>Stereotyping – ethnicity and place Seriously easy-going or seriously stereotypical?</p> <p>Screen <i>Malibu Fruit Stall</i> from the series of Malibu rum advertisements from 2001. Ask your students to discuss these questions in pairs, analysing media language:</p> <ul style="list-style-type: none">• How does the Malibu Rum ‘Seriously easy-going’ campaign stereotype Caribbean people?• How does the advertisement stereotype ‘the rest of the world’ – the UK in particular, as this advert was made for the British market?• Are these stereotypes negative or positive? <p>Students may come up with the following points:</p> <ul style="list-style-type: none">• The advertisement mocks British and American cultures (‘the rest of the world’) for their bureaucracy and frenetic pace of life• But the advertisement also reinforces prejudices about Caribbean people, who are represented as slow-moving and very relaxed.• These ideas depend upon our oversimplified ideas about the Caribbean as ‘tourist paradises’, where technology, industry and commerce are primitive – this is very far from the truth. <p>This exercise can be developed into a discussion about whether apparently “positive” stereotypes can also be limiting.</p> <p>Resources</p> <p><i>Malibu Fruit Stall</i> can be viewed at: https://www.youtube.com/watch?v=4OC4sef9964</p> <p>Other advertisements in the series include <i>Malibu Bus</i>, <i>Malibu Parking</i> and <i>Malibu Personal Shopper</i> and can be viewed at: https://www.youtube.com/watch?v=N93pAkli31w&list=PL99A2ABF0B5553FBB&index=2</p> <p><i>Teaching Television at GCSE</i> pp. 57-59 (Lewis, Palgrave Macmillan, 2008) has a discussion on cultural representations in television advertising, including a short piece on the Malibu rum “Seriously easy-going” campaign.</p>	

Thinking Contextually

Activities	Resources
<p>Representations of place</p> <p>The following exercise could be linked to the previous work on representations of gender.</p> <p>Screen the Dove <i>Onslaught</i> advertisement: https://www.youtube.com/watch?v=Ei6JvK0W60I</p> <p>Ask students to analyse the messages and values in the advertisement, reminding them that it is being used to sell a product.</p> <p>Then screen the Greenpeace parody of the Dove advertisement, <i>Onslaught(er)</i>, which critiques Dove's use of palm oil in its beauty products and the consequent destruction of Indonesian forests:</p> <p>https://www.youtube.com/watch?v=odl7pQFyjs0</p> <p>Ask students to analyse the messages and values in the Greenpeace advertisement. Do the references to the original advertisement and the use of the same music track strengthen or weaken Greenpeace's message?</p>	

Thinking Contextually

Activities	Resources
<p>Stereotyping – definitions</p> <p>Give students a range of definitions of stereotyping and ask them to highlight key words and phrases and then rank them in order of significance. Ask students to explain the reasons for their selection of statements. This should result in a better understanding of the process of stereotyping.</p> <p>“A stereotype is an oversimplified, usually pejorative, attitude people hold toward those outside one’s own experience who are different. Stereotypes are a result of incomplete or distorted information accepted as fact without question.”</p> <p>“A stereotype is simply a widely held belief that an individual is a member of a certain group based on certain characteristics.”</p> <p>“A widely held but fixed and oversimplified image or idea of a particular type of person or thing; for example: the stereotype of the woman as the carer.” <i>[Oxford Dictionary]</i></p> <p>“Racial stereotypes always seem to favour the race of the holder and belittle other races. It is probably true to say that every ethnic group has racial stereotypes of other groups.”</p> <p>“Stereotypes are beliefs about people based on their membership in a particular group.”</p> <p>“When people encounter instances that disconfirm their stereotypes of a particular group, they tend to assume that those instances are atypical subtypes of the group.”</p> <p>“People’s perceptions are influenced by their expectations. For example, Liz has a stereotype of elderly people as mentally unstable. When she sees an elderly woman sitting on a park bench alone, talking out loud, she thinks that the woman is talking to herself because she is unstable. Liz fails to realise that the woman is actually talking on her mobile.”</p> <p>“Stereotypes allow people to quickly process new information about an event or person.”</p> <p>“Stereotypes help people to make predictions about other people’s behaviour.”</p> <p>Spark Notes on Social Psychology offer a clear explanation of stereotyping: http://www.sparknotes.com/psychology/psych101/socialpsychology/section2.rhtml</p> <p>You could ask your students to read the pages on stereotyping as independent research.</p>	

Thinking Contextually

Activities	Resources
<p>Analysing the ways in which media language constructs representation – <i>Lara Croft Tomb Raider: The Cradle of Life</i> (de Bont, 2003, US)</p> <p>The previous investigations into shifting representations of gender and ethnicity can be linked very effectively to the B322 Section A exam on <i>Lara Croft Tomb Raider: The Cradle of Life</i>, which was set as the extract from the Action/Adventure genre in 2011. The extract is useful for investigating both gender and ethnicity, but it is probably easier for students to investigate these separately.</p> <p>Screen the extract four times for your students, asking them to focus on representations of gender initially. You could divide the class into four, asking each group to focus on one of the four elements of media language: sound, editing, mise-en-scène and camerawork and how that element helps to construct a particular representation. After discussing gender, you can then move on to discuss representations of ethnicity. Make sure that students always link their analysis to a specific example of media language in order for them to get used to the habit of using detailed textual analysis to discuss representation.</p> <p>The following points are taken from the mark scheme for the 2011 exam, which can be found here: http://www.ocr.org.uk/Images/64460-mark-scheme-unit-b322-textual-analysis-and-media-studies-topic-moving-image-june.pdf</p> <p><i>“Candidates should recognise the anti-stereotypical representation of violence as a male and female activity and the anti-stereotyping of Lara Croft as an active, capable female. They should also comment on her ‘sex object’ status.</i></p> <p><i>Other representation issues they might discuss include:</i></p> <ul style="list-style-type: none">• <i>the crude, comic book, negative representation of the Chinese villains</i>• <i>the warm, positive representation of the cheerful Greeks who are, however, expendable</i>• <i>the heroine is, unusually, British (and has an upper middle class accent)</i>• <i>the extract celebrates possessiveness (Britons looting from abroad), and the physical and mental ability to defend oneself.”</i>	

Thinking Contextually

Activities	Resources
<p>Analysing the ways in which media language constructs representations in Action/Adventure texts – <i>Hot Fuzz</i> (Wright, 2007, UK)</p> <p>This extract from <i>Hot Fuzz</i> (1.27.54 – 1.32.02) was set for Section A of the Textual Analysis exam (Moving Image) in 2013 and is excellent for teaching analysis of representations of age and place.</p> <p>Screen the extract two times for students and then ask them to work in pairs and to write down key messages conveyed by the extract. This is a useful introduction to a more detailed analysis of the representations in the extract. Students may come up with statements such as “Don’t judge a book by its cover” and “Teenagers are immature”. This can then provoke a discussion leading to an identification of anti-stereotyping and stereotyping, both of which provide humour in different ways.</p> <p>For example, in some ways the quick actions of the middle aged and elderly people in the extract are celebrated as anti-stereotypical, but as they take on the role of the antagonists, their behaviour is also critiqued. The extract offers a very stereotypical representation of teenagers: bored, apathetic, anti-establishment, hoodie-wearing and graffiti-spraying. at the same time, they are represented positively, as they willingly support the protagonist.</p> <p>Since 2013 Question 3 has included prompts in order to aid the students in their analysis of representation.</p> <p>Question 3 asks students to:</p> <p><i>“Discuss the representations in the extract. Refer to stereotypes in your answer. Use examples from the extract.</i></p> <p><i>You might consider the representation of:</i></p> <ul style="list-style-type: none">• <i>age</i>• <i>gender</i>• <i>the English country town</i>• <i>the police?</i>	

Thinking Contextually

Activities	Resources
<p>Analysing the ways in which media language constructs representations in Action/Adventure texts – <i>Hot Fuzz</i> (Wright, 2007, UK)</p> <p>Ask students to find two points for each of the above areas and to link each point to a specific element of media language. The following points are taken from the mark scheme for the 2013 exam, which can be found here:</p> <p>http://www.ocr.org.uk/Images/176513-mark-scheme-unit-b322-textual-analysis-and-media-studies-topic-moving-image-june.pdf</p> <p><i>“Level 4 answers might:</i></p> <ul style="list-style-type: none"><i>• offer an in-depth discussion of how one group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically);</i> <p><i>OR</i></p> <ul style="list-style-type: none"><i>• explore the representation of a range of social groups.</i> <p><i>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. The paper also suggests: the Police and the English Country Town, however, reward any relevant representation analysis on or off the list.”</i></p>	

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Activities	Resources
<p>Resources There is a detailed breakdown of media language and terminology that students will need to answer Question 3 by Mike Rodgers in <i>OCR GCSE Media Studies for GCSE</i>, pp. 117-133.</p> <p>Suggested sequences for practising the Textual Analysis exam (Moving Image) <i>Skyfall</i> (Mendes, 2012, UK) Discuss the representation of: gender, race, the Middle East <i>Pirates of The Caribbean: Curse of The Black Pearl</i> (Verbinski, 2003, US) 01.14.22-01.18.42 Discuss the representation of: gender, race, age, the Caribbean</p> <p>Resource There is a detailed analysis of this extract by Mike Rodgers in <i>OCR GCSE Media Studies for GCSE</i>, pp. 140-146.</p> <p><i>The Hunger Games</i> (Ross, 2012, US) 01.03.40-1.07.35 Discuss the representation of gender, age, place <i>X Men 2</i> (Singer, 2003, US) 01.45 – 05.05 Discuss the representation of the politicians <i>Lord of The Rings: The Fellowship of the Ring</i> (Jackson, 2001, US/NZ) 00.57.57 – 01.03.23 Discuss the representation of age, heroism and villainy <i>Harry Potter and The Order of The Phoenix</i> (Yates, 2007, US/UK) 01.48.05 – 01.53.53 Discuss the representation of age and gender. <i>King Arthur</i> (Fuqua, 2004, US/UK) The sequence when Arthur and his followers fight Cynric and his Saxons on a frozen lake. Discuss the representation of gender, ethnicity and place (the North of England, near Hadrian's wall).</p>	

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Activities	Resources
<p>Analysing the ways in which media language constructs representations in lifestyle magazines – <i>From the 2013 exam:</i> <i>Extract from Pride lifestyle magazine, September 2011</i></p> <p>This extract is a particularly interesting one as it allows students to discuss representations of ethnicity in detail and would link effectively with the suggestions above for approaches to teaching ethnicity. The extract consists of the front cover, inside page, contents pages and publisher’s letter and can be found here: http://www.ocr.org.uk/Images/175858-question-paper-unit-b323-01-textual-analysis-and-media-studies-topic-print-insert.pdf</p> <p>Question 3 asks students to:</p> <p><i>“Discuss how people and lifestyles are represented in the extract. Refer to stereotypes in your answer. Use examples from the extract.”</i></p> <p>NB: It is essential that students use the four elements of media language – layout, typography, colour, language – to discuss how the representations are constructed. The following is taken from the mark scheme for this paper, which can be found here: http://www.ocr.org.uk/Images/176514-mark-scheme-unit-b323-textual-analysis-and-media-studies-topic-print-june.pdf</p> <p><i>“Candidates should recognize:</i></p> <ul style="list-style-type: none"><i>• the stereotypical representation of femininity as a struggle to look good, dress fashionably, and hold down a job</i> <p><i>Other representation issues they might discuss include:</i></p> <ul style="list-style-type: none"><i>• the exclusively Black or mixed race representation</i><i>• the stereotypical equation of beauty with youth and being able bodied</i><i>• being Black and the possible victim of racism is the assumed norm</i><i>• the extract celebrates having fun, looking good, and pride in one’s community</i> <p><i>Level 4 answers might:</i></p> <ul style="list-style-type: none"><i>• offer an in-depth discussion of how one group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically)</i><i>• explore the representation of a range of social groups.</i> <p><i>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. However, this list is not definitive. Look to reward answers showing some understanding of ideologies and/or values, these are likely to reach the top of this level. However, an answer can reach full marks without doing this.”</i></p>	

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Activities	Resources
<p>Analysing the ways in which media language constructs representations in lifestyle magazines – <i>From the 2015 exam:</i> <i>Extract from Look lifestyle magazine, 15 July 2013</i> The extract consists of the front cover, the Contents page, the `Fashion Moment` page and the `Love Lives` pages.</p> <p>Question 3 asks students to:</p> <p><i>“Discuss the representations in the extract. Refer to stereotypes in your answer. Use examples from the extract.”</i></p> <p>The following is taken from the mark scheme:</p> <p><i>“Candidates should recognize:</i></p> <ul style="list-style-type: none"> • <i>the stereotypical representation of femininity as looking good and dressing fashionably.</i> <p><i>Other representation issues they might discuss include:</i></p> <ul style="list-style-type: none"> • <i>the racially mixed representation</i> • <i>the stereotypical equation of beauty with youth and being able bodied – 43 clearly not being young</i> • <i>being heterosexual is the assumed norm</i> • <i>celebrities are stereotyped as on a relationship `merry go round`</i> • <i>the extract celebrates consumerism, `looking good` and being `in the know`.</i> 	
<p>Suggested magazines for practising the Textual Analysis exam B323 (Print) <i>Marie Claire</i> – Women’s general interest <i>Essentials</i> – Women’s general interest <i>GQ</i> – Men’s general interest <i>Bliss</i> – Teenage girls’ general interest <i>Tatler</i> – Women’s general interest <i>Look</i> – Women’s weekly fashion, gossip, beauty magazine.</p> <p>Resource There is a detailed analysis of representation in the front covers, editor’s letters and contents pages of <i>Good Housekeeping</i>, <i>Bliss</i> and <i>Esquire</i> by Mike Rodgers in <i>OCR GCSE Media Studies for GCSE</i>, pp. 183-186.</p>	

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Activities	Resources
<p>The following suggestions for teaching cover the range of areas of representation suggested for study in the specification and are linked to the ten set topics for Unit B321. The 'Successful Tasks' which follow each topic have all been used by teachers and students in the past to produce good results for Unit B321.</p> <p>The suggestions can also be used for teaching ideas to develop your students' understanding of representation for Units B322/B323.</p>	
<p>Exploring representations of age in music videos – Topic 3 Unit B321: Popular Music</p> <p>Ask students to carry out research into either teenagers or elderly people (70 and over) and to prepare presentations for the rest of the class. (This is easiest done in pairs or groups.)</p> <p>As texts for investigation of representations of age you could choose TV soaps, romcom films, TV dramas, TV advertising, any of which could be useful for the work students will carry out for the Individual Media portfolio.</p> <p>The following suggestions are based on representations of age and youth in the music videos for <i>Hurt</i> by Johnny Cash and <i>The Suburbs</i> by Arcade Fire. A comparison between the representations of age and youth in these two texts has proved a successful task for the comparative analytical assignment for Unit B321.</p> <p>Romanek's music video of Johnny Cash's cover of Trent Reznor's song <i>Hurt</i> won Best Video at the Grammy awards in 2011. Representations in this music video are heavily reliant on the editing, creating poignancy through the juxtaposition of animated sequences of Johnny Cash in his prime with more static sequences of a frail Cash at the piano and playing the guitar shortly before his death at the age of 71.</p> <p>This music video can be effectively compared to the representation of youth in <i>The Suburbs</i> by Arcade Fire. Directed by Spike Jonze, the music video initially represents young people as carefree in a nostalgic suburban neighbourhood, but this swiftly shifts into a dystopian world where betrayal, violence and oppression dominate.</p> <p>This could be the starting point for students to work on Topic 3, Popular Music for Unit B321. They could then research their own music videos with differing representations of age and produce a digipak offering an anti-stereotypical representation of age or youth for their production exercise.</p> <p>Resources</p> <p>OCR GCSE Media Studies for GCSE, pp. 33 – 42 – a useful section on popular music by James Goddard.</p> <p><i>Hurt</i> by Johnny Cash – https://www.youtube.com/watch?v=vt1Pwfnh5pc</p> <p><i>The Suburbs</i> by Arcade Fire – https://www.youtube.com/watch?v=5Euj9f3gdyM</p>	

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Activities	Resources
<p>Successful tasks for Topic 3 Unit B321: Popular Music</p> <ul style="list-style-type: none"> • Compare the ways in which class and status are represented in <i>Unfinished Symphony</i> by Massive Attack and <i>Bittersweet Symphony</i> by The Verve. Produce a digipak with an anti-stereotypical representation of class. • Compare the ways in which teenagers are represented in <i>Teenage Dirtbag</i> by Wheatus and <i>Ill Manors</i> by Plan B. Produce a CD front and back cover for a new artist with a specific representation of teenagers. • Compare the representation of gender in Pink's in <i>Raise Your Glass</i> and The Pussycat Dolls' <i>When I Grow Up</i>. Produce a CD front and back cover featuring a new female artist. 	
<p>Exploring representations of young people in charity advertisements – Topic 9 Unit B321: Advertising</p> <p>Introduce your students to contemporary and historical Barnardo's and NSPCC advertisements online and in print. Ask them to research these in more detail and to produce a presentation on how far representations of young people have changed or stayed the same in these advertisements. Do they think that young people are represented as victims or are the representations more complicated?</p> <p>This could be the starting point for students to work on Topic 9, Advertising for Unit B321. They could then research their own charity advertisements with varying representations of young people for their comparative analytical assignment and produce a poster for a children's charity offering an anti-stereotypical representation of young people for their production exercise.</p> <p>Resources</p> <p>http://www.barnardos.org.uk/what_we_do/advertising_campaigns.htm</p> <p>https://adsoftheworld.com/taxonomy/brand/save_the_children?page=1</p> <p>OCR GCSE Media Studies for GCSE, pp. 95-102 on advertising (ed. Eileen Lewis, Hodder Education, 2009).</p>	
<p>Successful tasks for Topic 9 Unit B321: Advertising</p> <ul style="list-style-type: none"> • Discuss the representation of women in a series of cleaning advertisements from the 1950s to today. Produce a billboard advertisement advertising a cleaning product, subverting traditional representations of women. • Compare and contrast the representation of gender in two television Gillette advertisements. Design a radio, internet or print-based advertising campaign for a new product of your choice. 	

Thinking Contextually

Activities	Resources
<p>Exploring representations of ethnicity in multi-cultural Britain – Topic 2 Unit B321: Film Genres</p> <p>Use some of the ideas suggested above to introduce your students to representations and stereotypes of ethnicity. Give your students a brief historical background on the changing ethnic and cultural population of Britain from the arrival of the Empire Windrush in 1948 to Britain today. Ask them to develop their understanding of this period through their own individual research.</p> <p>You could then invite discussion over definitions of ethnicity and race, in order to encourage students to challenge their own attitudes and beliefs. As a starting point here, ask students to consider whether the following definitions are helpful:</p> <ul style="list-style-type: none">• ‘<i>Ethnicity: the state of belonging to a group with a common cultural background linked to a particular geographical region.</i>’• ‘<i>Race: a group of people identified as distinct from other groups because of supposed physical or genetic traits shared by the group.</i>’ <p>This preparatory work would then lead into the screening of two films focusing on multi-cultural Britain. Many teachers use <i>East is East</i> (O'Donnell, 1999, UK), which is set in 1970s Salford and is an excellent illustration of the tensions between different cultural groups, focusing on a multi-cultural family. At the time of writing (in 2015), there is a touring stage production of the play on which the film is based, demonstrating how the film is still highly relevant today. This can be successfully compared to <i>Bend It Like Beckham</i> (Chadha, 2002, UK) which focuses on attitudes towards both gender and ethnic change, or <i>Anita and Me</i> (Hüseyin, 2002, UK), which again explores ethnic tensions. A more recent text to analyse might be <i>London River</i> (Bouchareb, 2009, Fr), which explores the aftermath of the London bombings of 2005.</p> <p>It is good practice to ask your students to focus particularly on two or three scenes so that they can use detailed textual analysis of camerawork, editing, sound and mise-en-scène in order to support their analysis of representations.</p> <p>The production exercise here could be to produce two film posters: one with a positive representation of Britain as multi-cultural and one focusing on the ethnic tensions in Britain.</p> <p>Resources</p> <p>http://www.nationalarchives.gov.uk/education/resources/bound-for-britain/</p> <p>http://www.nationalarchives.gov.uk/education/resources/sixties-britain/</p> <p>http://www.bbc.co.uk/history/british/modern/overview_1945_present_01.shtml</p> <p>http://www.independent.co.uk/news/uk/home-news/race-in-britain-2012-has-life-changed-for-ethnic-minorities-6286786.html</p> <p>http://www.theguardian.com/stage/2014/oct/04/east-is-east-20-years-on-restaged-life-british-pakistanis-changed – useful article on changing attitudes towards British Pakistanis</p>	

Thinking Contextually

Activities	Resources
<p>Successful tasks for Topic 2 Unit B321: Film Genres</p> <ul style="list-style-type: none">• Compare the representation of women in <i>Sherlock Holmes</i> and <i>Double Indemnity</i>. Produce two film noir posters; one aimed at a male audience and one aimed at a female audience.• Compare the representation of gender in the sci-fi films <i>Dune</i> and <i>The Matrix</i> by analysing three key scenes. Create two posters for a new sci-fi film with a prominent male or female character.• Compare how <i>Forrest Gump</i> and <i>The Village</i> represent learning and physical difficulties. Produce a poster marketing a new film with a positive representation of disability.• Compare the representations of race in <i>Coach Carter</i> and <i>Remember the Titans</i>. Create a DVD cover and poster for a new sports drama.	

Thinking Contextually

Activities	Resources
<p>Exploring representations of gender – Topic 10 Unit B321: Video Games</p> <p>Use some of the ideas suggested above to introduce your students to representations and stereotypes of gender. Ask your students to research the history of video games.</p> <p>Discuss issues of objectification in video games with your students. These are useful introductory articles, although they are more aimed at teachers than GCSE students:</p> <p>https://finallyfeminism101.wordpress.com/2007/08/26/faq-what-is-the-%e2%80%9cmale-gaze%e2%80%9d/</p> <p>This slide show offers a more accessible introduction to Laura Mulvey’s theory for your students:</p> <p>http://www.slideshare.net/fullscreen/zlorhenley/laura-mulvey-the-male-gaze-10557918/18</p> <p>Then ask your students to deconstruct the representations of female characters in a range of video game covers. Ask your students to find inspiring female role models in video games and comic book films. Then ask them to analyse the representation of Princess Peach from Mario Bros and Lara Croft from Tomb Raider in detail. Mise-en-scène will be a crucial element here, but sound, editing and camerawork will all play an important part in the representation, as well as the character’s function in the narrative.</p> <p>Once they have practised the techniques of close detailed textual analysis, ask your students to write the comparative analytical assignment on two female video game characters of their choice.</p> <p>For the production exercise, you could ask your students to produce a magazine advertisement for a new video game featuring an anti-stereotypical representation of a female character.</p> <p>Resources</p> <p>http://uk.businessinsider.com/how-iconic-female-video-game-characters-would-look-with-average-american-bodies-2015-7?op=0/#-10 – a useful article which represents the female video games characters with more realistic body images.</p> <p>http://www.bbc.co.uk/news/technology/27824701 – this article gives an interesting perspective on sexism in video games.</p> <p>OCR GCSE Media Studies for GCSE, pp. 103-112 – a useful section on video games by James Goddard.</p>	

Thinking Contextually

Activities	Resources
<p>Successful tasks for Topic 10 Unit B321: Video Games</p> <ul style="list-style-type: none">• Compare the representation of women in videogames, using Lara Croft in <i>Tomb Raider</i> and Princess Peach in <i>Mario Brothers</i>. Produce the packaging for a new videogame with a dominant female character.• Compare the way men and women are represented in <i>Halo</i> and <i>Mirror's Edge</i>. Create a game box cover challenging traditional representations of gender.	
<p>Exploring representations of disability – Topic 6 Unit B321: Soap Opera</p> <p>An effective introduction to this area is to look at the history of representations of disability in advertising. A good starting point is this BBC article on the historical tradition of representing disability as pitiful: http://www.bbc.co.uk/news/blogs-ouch-33440475</p> <p>Resources</p> <p>http://www.slideshare.net/fullscreen/craig Osborne560/representation-of-disability-18919340/3 – a useful slide show on representations of disability, with an extract from <i>Casualty</i> focusing a character in a wheelchair.</p> <p>https://www.youtube.com/watch?v=7QEKcFsFqlA&feature=related – campaigning video on “ableism”.</p> <p>http://www.disabilityplanet.co.uk/critical-analysis.html – excellent website with useful links.</p> <p>Ask students to analyse more recent positive representations of disability, such as:</p> <ul style="list-style-type: none">• <i>Meet The Superhumans</i> – trail for the Paralympics coverage on Channel 4: https://www.google.co.uk/?gws_rd=cr&ei=5i7UUo6_Beiq0QWvpYHQAw#q=meet+the+superhumans• https://www.youtube.com/watch?v=H-jwTptl8Sg – The Channel 4 ident <i>Born Risky</i>, which offers a range of positive representations of minorities <p>Then set the following task, encouraging your students to pick their own two or three scenes from single episodes for detailed analysis and comparison:</p> <p>Compare the ways in which disability is represented in two contrasting soap operas: <i>Hollyoaks</i> and <i>EastEnders</i></p> <p>For the production exercise, you could ask your students to produce a photographic storyboard for the opening sequence of a new soap opera with a positive representation of disability.</p>	

Thinking Contextually

Activities	Resources
<p>Successful tasks for Topic 6 Unit B321: Soap Opera</p> <ul style="list-style-type: none">• Compare the ways in which working class young people are represented in <i>Waterloo Road</i> and <i>EastEnders</i>. Produce a magazine front cover and contents page to subvert traditional representations of young people.• Compare the representation of young people in <i>EastEnders</i> and <i>Hollyoaks</i>. Produce a website page for a new character in a soap of your choice.	
<p>Exploring representations of politicians – Topic 8 Unit B321: News</p> <p>Introduce your students to historical representations of politicians, using satirical cartoons like Punch (http://www.punch.co.uk/). The following article suggests that the tradition of being able to lampoon politicians and royalty helped to avoid political revolution in Britain: http://www.bbc.co.uk/news/uk-politics-20462098. You could discuss this with your students, explaining that there is a long tradition of British political satire, which has often offered very negative representations of politicians.</p> <p>Screen an up-to-date episode of <i>Have I Got News For You</i> (BBC One), followed by an episode of <i>Charlie Brooker's ScreenWipe</i> (BBC2 and BBC4). You could then look at the media coverage of a topical issue, such as the Labour leadership contest and set the following tasks:</p> <ul style="list-style-type: none">• Compare the representation of a politician/politicians involved in a topical issue in a satirical programme, a cartoon and two print or online articles.• Produce a photographic storyboard for the title sequence for a new satirical television programme. <p>Resources</p> <p>http://www.gresham.ac.uk/lectures-and-events/the-history-of-british-cartoons-and-caricature</p> <p>http://www.theguardian.com/commentisfree/picture/2015/jul/26/labour-fiddles-while-rome-burns</p> <p>http://www.bbc.co.uk/programmes/b006t8dl</p> <p>http://www.bbc.co.uk/programmes/b006mkw3</p> <p>https://www.youtube.com/watch?v=06520wqQV84 – Charlie Brooker's Election Wipe 2015</p>	

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Activities	Resources
<p>Successful tasks for Topic 8 Unit B321: News</p> <ul style="list-style-type: none"> • Compare and contrast the different ways in which immigrants are represented in <i>The Guardian</i> and the <i>Daily Express</i>. Produce two online news articles for different institutions, which offer contrasting representations of immigrants. • Compare the representation of young people in the London riots of 2012 in the <i>Daily Mail</i> newspaper and the Independent website. Produce a radio news bulletin representing young people in a particular way. 	
<p>Exploring representations of class – Topic 1 Unit B321: Documentaries</p> <p>Brainstorm and discuss ideas about definitions of class.</p> <p>Screen the comic sketch <i>I Know My Place</i> from <i>That Was The Week That Was</i> in 1966: https://www.youtube.com/watch?v=K2k1iRD2f-c</p> <p>Screen the <i>Upper Class Twit of the Year</i> sketch from <i>Monty Python Flying Circus</i> (1970): https://www.youtube.com/watch?v=k5ba1OKY7Xc</p> <p>Develop a discussion on attitudes towards the “upper classes” today.</p> <p>Screen this clip from <i>The One Show’s</i> survey on class: https://www.youtube.com/watch?v=zlnlRiBOp44</p> <p>Ask your students to discuss how far they think attitudes towards class have changed since the 1960s and 1970s.</p> <p>Ask your students to analyse representations of class and target demographic by comparing the front cover, contents page and editor’s letter from any edition of <i>Tatler</i> and any edition of <i>Take a Break</i>.</p> <p>Screen one episode from <i>Educating Yorkshire</i> and one episode from <i>Harrow: A Very British School</i>. Then ask your students to choose two or three scenes from one episode of each documentary series in order to write the following comparative analytical assignment:</p> <p>Compare the representation of teenagers and teachers, with a particular focus on class and status, in <i>Educating Yorkshire</i> and <i>Harrow: A Very British School</i>.</p> <p>For the production exercise, you could ask your students to produce a magazine article on a new documentary on education that represents working class teenagers positively.</p> <p>Resources</p> <p>OCR GCSE <i>Media Studies for GCSE</i>, pp. 13-22 – a useful section on documentaries by Eileen Lewis</p> <p><i>Introduction to Documentary</i> (Nichols, Indiana University Press, 2001)</p>	

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Activities	Resources
<p>Successful tasks for Topic 1 Unit B321: Documentaries</p> <ul style="list-style-type: none">• Compare the representation of age in <i>Barely Legal Drivers</i> and <i>Children on the Front Line</i>. Produce a magazine advertisement promoting a new documentary which represents teenagers positively.• Compare the representation of teenagers in <i>My Big Fat Gypsy Wedding</i> and <i>Benefits Street</i>. Produce two DVD covers for new documentaries that show contrasting representations of young people.	

Thinking Contextually

Activities	Resources
<p>Exploring representations of nationality – Topic 7 Unit B321: Sport and the Media</p> <p>As an introduction to this work, you could develop a similar exercise to the one suggested earlier in this guide on stereotypes and ethnicity. Ask your students to make lists of different nationalities and to match them to two stereotypical descriptions from a given list, such as: “Scottish – haggis eaters and heavy drinkers”.</p> <p>The articles below will help to develop a discussion of national stereotypes, but need challenging, so it is best to go through them with your students:</p> <p>http://www.nationalstereotype.com/you-are-not-your-country-top-10-national-stereotypes/</p> <p>http://listverse.com/2015/01/11/10-national-stereotypes-that-statistics-totally-disprove/</p> <p>Use the exercise given earlier in this guide on definitions of stereotyping, in order to encourage your students to question their own and others’ assumptions about different nationalities.</p> <p>Ask your students to research articles and sports news clips online on the World Cup 2014, comparing the representation of different nationalities in the British media. For example, they could analyse the representation of Brazil in this clip from the BBC coverage of their semi-final loss to Germany: https://www.youtube.com/watch?v=DUSojCb193U</p> <p>Provide a selection of print and online articles and clips on the 2015 investigations into FIFA corruption for students to analyse and compare.</p> <p>Then ask them to write the following comparative analytical assignment and to carry out the suggested production exercise:</p> <p>Compare the representations of the FIFA corruption investigation and the role of Sepp Blatter in three different media articles and/or reports, with a particular focus on nationality. Produce a magazine article on a national sporting team (other than British) with a positive representation.</p> <p>Resources</p> <p>http://www.theguardian.com/news/2014/oct/23/-sp-how-england-football-team-came-embody-englishness – an interesting article on the relationship between Britain, England and football.</p> <p>http://www.dailymail.co.uk/news/article-3174488/Football-s-safe-hands-Twitter-watches-horror-FIFA-president-Sepp-Blatter-appears-stage-World-Cup-draw-Russian-president-Vladimir-Putin.html – Daily Mail take on the story</p> <p>http://www.bbc.co.uk/sport/0/football/33651442 – a different perspective from the BBC</p>	

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Activities	Resources
<p>Successful tasks for Topic 7 Unit B321: Sport and the Media</p> <ul style="list-style-type: none">• Compare the ways in which male and female tennis stars are represented on television and on news websites. Design a web page for a new female tennis star that subverts the stereotype.• How far have representations in the media of the Paralympics in 2012 changed since the first official Paralympics in 1960? Produce a storyboard for an advertisement for the next Paralympics.	
<p>Exploring representations of sexuality – Topic 4 Unit B321: Celebrity</p> <p>It is acknowledged that representations of sexuality can often be a tricky area to deliver at GCSE and that this area of learning needs to be delivered with care. For this reason the activities below are only suggested and centres are free to amend the examples given to those that may more suit their own cohort. Use some of the suggested ideas given earlier in this guide for exploring assumptions and stereotypes about gender and sexuality.</p> <p>Ask students to investigate the media representation of transgender singer Conchita Wurst, winner of the 2014 Eurovision Song contest, and of transgender boxing promoter Kellie Maloney.</p> <p>Provide a selection of print and online articles and clips on the transgender change of Bruce Jenner into Caitlyn Jenner for students to analyse and compare. Discuss the impact on these representations of the reality TV show <i>Keeping Up With The Kardashians</i> and of Caitlyn's spin-off show <i>I am Cait</i>.</p> <p>Then ask them to carry out the following tasks:</p> <p>Compare the representation of Caitlyn Jenner in three different media articles and television/online reports, Has the representation of her sexuality been more positive than negative? Produce a magazine article on a new transgender celebrity with a positive representation.</p> <p>Resources</p> <p>http://www.mirror.co.uk/news/real-life-stories/frank-maloney-sex-change-reaction-4031120</p> <p>http://www.theguardian.com/commentisfree/2014/may/12/conchita-drag-queen-transgender-ambassador-eurovision-winner-trans-gender-diversity</p> <p>http://time.com/3969498/i-am-cait-caitlyn-jenner/</p>	

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Activities	Resources
<p> http://www.ok.co.uk/celebrity-news/kim-kardashian-slams-caitlyn-jenner-i-am-cait http://www.ok.co.uk/celebrity-news/caitlyn-jenner-most-inspirational-quotes http://www.theguardian.com/tv-and-radio/2015/jun/02/caitlyn-jenner-transgender-response-verity-fair OCR GCSE Media Studies for GCSE, pp. 43-53 on Celebrity by Eileen Lewis. </p>	
<p>Successful tasks for Topic 4 Unit B321: Celebrity</p> <ul style="list-style-type: none"> • Compare how Disney ex-stars are represented in the media and how this has affected their transition into adult stars. Produce a magazine front cover and article on a child star. • Compare the representation of One Direction in the American media with their representation in the UK media. Produce the home page of a website for a new celebrity. 	
<p>Exploring representations of regional identity – Topic 5 Unit B321: Talk Radio</p> <p>Ask students to research the history of talk radio.</p> <p>Analyse a sequence from <i>Gavin and Stacey</i> (Series 3 Episode 1) and from <i>Doc Marten</i> (https://www.youtube.com/watch?v=7sNf-MwxTSE) to explore contrasting or clashing representations of regional identity.</p> <p>Ask your students to investigate media representations of their local area.</p> <p>Listen to a number of examples of a national radio show with audience participation on Radio 4 or Radio 5 Live and ask students to compare it with a talk show on your local radio station. Find a topic that is discussed both nationally and locally/regionally, and ask students to notice the differences in the representation of that topic. Then set the following tasks:</p> <p>Compare the ways in which a news story/person/event is represented in a national talk show with its representation on your local radio station. Design a name, logo and a print advertisement for a new local commercial talk radio station.</p>	

Thinking Contextually

Activities	Resources														
<p>Successful task for Topic 5 Unit B321: Talk Radio</p> <ul style="list-style-type: none"> Compare the ways in which the host/s and audience are represented in a national radio talk show and a local radio programme. Produce a magazine article representing your town or region in a positive way, using original photography. 															
<p>Representation toolkit (devised by Mike Rodgers)</p> <p>This is a very handy teaching aid, which you can return to when revising for the exam or when beginning the work for Unit B321. When you first introduce it, which could be fairly early on in teaching representation, ask students to fill in more statements in each box in pairs and then hold a whole class discussion on some of the key issues. Ask students to find examples of anti-stereotyping to support their points. (SEE ATTACHED TABLE.)</p>															
<p>Useful terms for analysing representation</p> <table border="1" data-bbox="333 869 1680 1161"> <tbody> <tr> <td>stereotypical</td> <td>anti-stereotypical</td> </tr> <tr> <td>positive</td> <td>negative</td> </tr> <tr> <td>status</td> <td>power</td> </tr> <tr> <td>conforming to</td> <td>challenging/subverting</td> </tr> <tr> <td>limiting</td> <td>empowering</td> </tr> <tr> <td>identify with</td> <td>alienated from</td> </tr> <tr> <td>ideological values</td> <td>dominant representations</td> </tr> </tbody> </table>	stereotypical	anti-stereotypical	positive	negative	status	power	conforming to	challenging/subverting	limiting	empowering	identify with	alienated from	ideological values	dominant representations	
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Representation Toolkit

Social Group	Stereotyping	Anti-stereotyping
Gender	Men do things. Men are brave. Women are to be looked at Women are vulnerable.	A male sex object. Vulnerable men. A brave woman who makes things happen.
Age	Elderly people are weak. Children need to be looked after Teenagers are moody. Young people are more attractive.	Strong older people. Children in charge. Emotionally stable teenagers Older models.
Ethnicity	Ethnic minorities are different. The ethnic majority (eg. white British or white American) is "normal".	Integrated casting. Not taking the point of view of the ethnic majority.
Sexuality	Gay people are defined by being gay. Heterosexuality is "normal".	Characters who happen to be gay. Nothing is "normal".
Class and status	"The upper class twit" "The middle class suburban snob" "The chav"	
Regional/National identity	Foreigners are different (strange, exotic, sensual, threatening). "The unreliable French". "The efficient German".	Taking the foreigner's point of view. Showing a range of characteristics for any nationality/region.
Physical ability/Disability	People with disabilities are weak and vulnerable. More physically attractive people are better people.	Heroes or models with disabilities Integrated casting. Very attractive villains.



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