

A LEVEL

Delivery Guide

MEDIA STUDIES

H409

For first teaching in 2017

Component 1: Section B – Media Language and Representation

Version 1

A LEVEL MEDIA STUDIES

This guide outlines approaches and ideas, including learner activities for Component 1 Section B – Media Language and Representation.

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 resources.feedback@ocr.org.uk

Some sections of this Guide are adapted from OCR A Level Media Studies Student Guide 1: Media Messages by Louisa Cunningham, ISBN 9781510429499, <https://www.hoddereducation.co.uk/mediastudies/ocrlevel>

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DISCLAIMER

This resource was designed using the most up to date information from the specification at the time it was published. Specifications are updated over time, which means there may be contradictions between the resource and the specification, therefore please use the information on the latest specification at all times. If you do notice a discrepancy please contact us on the following email address: resources.feedback@ocr.org.uk

Introduction

This delivery guide intends to provide an overview of the specification requirements and offers some possible routes and activities through teaching the H409/01 Section B Media Language and Representation units.

The Media Language and Representation units comprise the study of Advertising and Marketing, Magazine and Music Video.

General approaches to teaching this unit

Although Section B comprises the study of three separate units and media forms, there is repetition of the frameworks and contexts that learners will need to cover in each of the units. Therefore, for the purposes of this delivery guide, the guide is split in to three separate sub-topics in order to separately consider the theoretical frameworks and contexts that need to be studied for each unit; Advertising and Marketing, Magazines and Music Video.

As detailed in the 'conceptual links' section in the Thinking Conceptually sections of each sub-topic, and illustrated in Appendix 1, there are many conceptual links across the Section B units and other units of study for the H409 specification. The required study points for the Section B unit could be delivered in a number of different ways and contexts. For example:

1. To teach Section B by framework, concept and context with reference to examples from each of the three units and study of the relative media forms and set products simultaneously.
2. To introduce conceptual ideas regarding the frameworks and contexts in an 'induction' style unit at the beginning of the two year course to introduce some of the key concepts and media forms that learners will need to study, providing a foundation of knowledge and understanding that can be developed later in the separate study of each Section B unit and their relative set products as standalone units separate to each other.
3. To teach all three units from Section B through practical activities, so learners develop knowledge and understanding of the frameworks of media language and representation through making as three separate practical activities. Learners could then develop their understanding of the set products, and contexts, through evaluative and comparison activities that compares the practical products they have made with the set products and look at the use of media language, representation and how social, cultural and political* contexts have influenced their productions.

* Political concepts only with Section B Magazine media form option (page 10 of the specification).

However, Option 2, and the delivery of Section B as three separate standalone exam units that each look at media language, representation and contexts is likely to be the most

effective, and accessible, for learners. It also offers some repetition of concepts that can help knowledge and understanding to be further embedded.

If following an introduction to the frameworks and contexts at an earlier stage of the course with an induction unit, knowledge and understanding can be recapped, embedded and applied through close study of the media forms and set products for each separate Section B exam unit at different stages of the course. Additionally, given the accessible nature of the media forms and products for the Section B units, it is also worth considering studying these units before the In-depth study topics as a route into the media language, representation and context content requirements.

An example scheme of work for each unit is included in the zip folder of resources for this guide. These examples schemes intend to offer a suggestion of how the Section B units could be structured. They assume that some learning of basic media language, representation and context requirements has taken place either through a course induction or learning of other exam units. They also suggest how some of the materials offered in this guide could be used and combined to deliver the units.

However, this is just one approach and is not the definitive way to deliver the units for this Section. Some considerations for the suggested delivery of Section B are set out in the **Appendix**. Where the unit is being studied in the year plan, number of lessons available for the unit, length of lessons and academic ability of the cohort, in addition to access to equipment and online learning facilities, will all need to be considered when planning a suitable scheme of work for H409/01 Section B units.

Regardless of the approach taken by teachers to deliver these units, learners will benefit from some recapping or revision of previous learning before and/or during the application of knowledge for this unit. Over the two year course, opportunities for 'lagged' activities, where the learning of previous unit content is referred back to at a later stage and in different exam units, will help develop learners' knowledge and understanding of the relevant concepts for these units and aid memory recall.

The following sub-topics and sections in this guide aim to:

- introduce and explain the conceptual ideas that the specification requires learners to study for Media Language, Representation and Contexts
- suggest some approaches to teaching these concepts
- identify elements that learners may find difficult
- provide some contexts and activities that can be used to deliver the necessary concepts effectively.

SUB TOPIC 1

MEDIA LANGUAGE

Curriculum content

Media Language can be defined as 'how the media through their forms, codes, conventions and techniques communicate meaning' (p12 H409 specification). Learners' study of media language therefore requires understanding and knowledge of how the media, through forms, codes, conventions and techniques communicates meaning. Learners will need to develop this knowledge and understanding in their study of Advertising and Marketing, Magazines and Music Video and the related set products. These are set out on pages 16-18 of the specification.

In their study of media language for Section B, learners must have studied:

- the codes and conventions of adverts, magazines and music videos, including the processes through which media language develops genre
- the processes through which meanings are established through intertextuality
- the significance of the varieties of ways in which intertextuality can be used in the three media forms
- the dynamic and historically relative nature of genre
- how genre conventions are socially and historically relative, dynamic and can be used in a hybrid way
- the significance of challenging and/or subverting genre conventions
- how different modes and media language associated with print media and audio-visual forms communicate multiple meanings
- how the combination of elements of media language influence meaning
- the effect of developing technologies on media language
- the way media language incorporates viewpoints and ideologies
- how audiences respond to and interpret aspects of media language.

The study of media language codes and conventions requires some differences in knowledge, understanding and analysis depending on whether the form is print or audio-visual media. The specification identifies the following considerations of media language conventions that learners should prioritise in their analysis of media language conventions on pages 17-18 of the specification:

- Print Media – Advertising and Marketing/Magazines
 - locations, costumes, props, makeup, lighting, choice of camera shot, angle, typography, layout and address of written content to the audience
- Audio-Visual Media – Music Video
 - camera shots, angles, lighting, settings, locations, costumes, props, makeup, editing and sound as appropriate.



Approaches to teaching the content

Key concepts and general approaches

Media language, in terms of the study of Advertising, Magazines and Music Video, requires the study and analysis of the concepts of genre, technical codes for print and audio-visual media, and the ways in which ideological viewpoints are constructed and messages are communicated to and interpreted by different audiences.

To make sure that learners understand media language and the relevant concepts required for study within the framework, it is necessary to provide a range of opportunities for learners to develop their understanding through some research into the genre and expected conventions of the media forms of Advertising, Magazine and Music Video and also into the genres that each of the chosen set products fall into.

Opportunities for repeated micro-analysis of the media forms and set products, with comparison against general examples of the form and genre, will help develop understanding of the use of technical conventions.

This approach in the delivery of these concepts allows for reinforcement of analytical skills and, in particular, knowledge and understanding of the technical conventions in terms of what they are called, their purpose, how they are used conventionally and in the set products and the meanings constructed through their combined use in the set product as a result.

Although the study of academic ideas isn't a requirement for Section B, a basic introduction and application of Barthes' Semiotics and Hall's Reception theory is useful in aiding an understanding of some of the media language content. Analysis of the set products, with some application of semiotics as a way to understand how meanings are constructed as signs and what messages or ideological viewpoints or positions can be identified or connoted as a result is useful as this helps learners understand how meaning is communicated. Consideration of the ways in which these messages are constructed by media language elements and how they are interpreted by different audiences can then be developed through the application of Hall's Reception theory and the way in which meaning is encoded by producers and decoded by audiences, depending on their own experiences and ideological positions.

Through their study and analysis of the set products, learners should be able to demonstrate their understanding and knowledge of the media language framework, with a range of relevant examples from the set products in relation to each of the key concepts for this framework as set out on pages 23-24 of the specification.

Common misconceptions or difficulties learners may have

1. Learners may find the term 'media language' difficult to understand, confusing it with spoken or written language or with media specific terminology. This may be confused especially when studying print media conventions in relation to Advertising and Magazines where the use of language, lexis and mode of address is a consideration in the analysis of technical conventions for these media forms.
2. Remembering and being able to identify the media terms for each of the three different media forms and related set products.
3. Identifying intertextual references that might be out of the learners' cultural references or, for those they can identify, they may not understand the significance of their use.
4. Learners can find identifying how the combined use of different media language elements can construct an ideological viewpoint and/or create a range of different meanings difficult.
5. Some learners may tend to only describe the technical terms they see (denotations) rather than analyse the meanings they communicate (connotations).

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course

The conceptual content for Media Language also relates to the following areas of the specification:

- H409/01 – Media Messages - Section A – News and Social, Online and Participatory Media
- H409/02 – Evolving Media - Section B – Long Form TV Drama
- H409/03/04 – Making Media

Approaches to teaching the content

The most straightforward way to study the concepts for media language and the Section B media forms and set products is through textual analysis of examples of the media form, relevant genres and the set products.

This section offers some suggestions as to how the following media language content requirements could be delivered to learners:

1. Genre conventions and technical elements.
2. Intertextuality.
3. The combined use of technical elements.
4. How meaning, viewpoints and ideology are communicated.
5. How meanings are communicated and interpreted by audiences.

The activities in the final section of this sub-topic provide some specific resources in relation to some of these activities.

Genre conventions and technical elements

Genre conventions include the technical conventions of camera, editing, mise-en-scène and sound and how they are used to construct each of the media forms required for study in Section B (Advertising, Magazine and Music Video), and the conventions of the specific genre of each set product.

To develop knowledge and understanding of this concept, learners will need to know and be able to identify what technical elements are conventionally used to construct each media form, how these elements are organised together to communicate meaning and how additional media language conventions such as intertextual references are also used to develop meaning.

Through the analysis of media language, the concept that genre offers some recognisable features but isn't static or rigid, but can change and develop over time should be debated by learners. Opportunities to develop the idea that different media forms and products have different purposes that may require a conventional or experimental use of media language conventions should also be considered.

A simple way to develop understanding of what the formal or genre codes and conventions of the set media forms and products are, how they can be defined and how they can be identified is through a comparative analysis of products of the same form or genre. This can be achieved through whole class, paired or group learning followed on with individual activities. By using a variety of different but related activities learners' understanding of genre, ability to identify the technical codes and conventions used for each form and by the set products can be developed quickly.

What are the technical elements used by the media forms?

The focus of this learning is on what the elements are called, what their purpose is and where they can be identified in terms of conventional placement and use in the media form and by the set products. The focus at this stage isn't yet on meaning. This approach could be delivered as set out below. Although this focuses heavily on matching activities and repetition of learning, the simplicity of the context of learning reinforces focus on the content learned.

Although the delivery of these activities is intended to begin the unit and introduce the technical terms for print media, each activity also makes effective revision activities that can be delivered at any time during the unit or course.

Resources and instructions on how to deliver these activities can be found in the Activities section of this guide:

LR1. Introduction to media language print conventions, terms and definitions matching activity and revision of terms.

LR2. Introduction to media language audio visual conventions, terms and definitions matching activity and analysis of terms.

LR3. Identification of print conventions in media products_ - annotation and labelling activity.

LR4: Identification of audio-visual conventions in media products, screen casting annotation activity.

Intertextuality

As part of their study of media language conventions in relation to genre, learners also need to analyse the use of intertextual references in the set products and how these are used to create meaning. One way in which intertextuality can be introduced to learners is through a standalone lesson that is ideally taught during an introduction to the media language framework in an induction style unit at the beginning of year one of the A Level course. This learning can then be returned to and developed through specific analysis of media language conventions when studying the set products for Advertising and Marketing, Magazines and Music Video. These contexts for learning intertextuality are discussed in a little more detail below.

An introduction to intertextuality could comprise a standalone introductory lesson to intertextuality that encourages learners' understanding of what it means, how to identify it in media products and why it is used by media producers within the technical codes of a product as a way to further develop messages and meanings. Examples of media

products for analysis could be general examples of the form rather than the set products at this stage, especially if this is being delivered as part of an induction unit. This can be useful as it provides wider knowledge of the formal conventions before study of the set products. An introductory lesson could take the structure suggested in the corresponding activity and resources provided in this guide [LR5] in order to help learners to grasp key ideas about the use of intertextuality.

The combined use of technical elements can be a difficult element of analysis for learners who may be able to identify where individual technical elements are used in print media for example, but find it harder to identify or explain how the combination of two or three signs on an advert, for example, communicate meaning. Visual activities that consider the use of different media language elements in, for example a print media advert, can help to reinforce understanding of what the overall meaning of the product is as a result of the combined use of technical elements. If we use the example of print media, such as one of the set adverts, an analysis activity focusing on the combined use of technical elements and the meanings they offer could be conducted in the following ways:

One way in which the set product analysis of combined use of technical elements activity [LR6] can be completed is by using sets of cut out copies of images of the technical elements used on a set product advert (or an example of a conventional advert if modelling the activity). Or, the activity could use digital copies with a blank PowerPoint or Google Slide and a set of digital images or jpegs of each of the technical elements used in the advert. Both of these approaches will need some preparation before the delivery of the lesson but can be used repeatedly to recap learning at later stages. The outcomes of the digital version can also be saved, annotated and referred to later on in the year for revision.

Developing knowledge and understanding of the ways in which the combined use of technical elements creates meaning, and how audiences interpret this meaning, can also be achieved through a simulation activity. Using the example of the Advertising and Marketing genre to illustrate this idea, approaches to delivering this concept are outlined in [LR7].

How meaning, viewpoints and ideology are communicated can be delivered through a study of semiotics with particular focus on how the use of different technical elements or signs connote meanings that tend to be socially constructed viewpoints that reinforce ideological values. The contexts through which this can be delivered comprise a range of teacher-led modelling activities that encourage learner confidence to develop knowledge and understanding through analysis in peer group work and can be extended with activities that assess individual understanding. The study of semiotics as a way in which to analyse how media language technical elements can position audiences to communicate

meaning, viewpoints and ideology could be introduced in an induction session at the beginning of the A Level course, an approach suggested throughout this guide in relation to each framework, key concepts within them and the learning of contexts. This is an effective way to introduce semiotics as a process of analysis before exam units and learning can be recapped and developed in the study of the units. However, a study of semiotics can still be delivered in a successful way as part of the exam units. It will only need to be delivered in an introductory way once across the units. So for example, it might be that if you begin Section B looking at Advertising, an introduction to semiotics becomes a lesson theme but when studying Magazines, the use of semiotics can be incorporated into an analysis lesson that begins with a recap of what the key terms relating to semiotics are. When using semiotics to analyse meaning, the focus needs to be on developing learners' analytical skills and identification of possible meaning as a way in which to encourage learners to not simply discuss the technical elements and what they see. Time needs to be given to identify the range of possible meanings constructed by the elements (connotations), and for learners to be clear that these are socially constructed to communicate ideological values; they are not what the technical elements actually mean but are meanings that have become associated and attached to the 'signs' over time. Although the study of signs and meaning through the use of semiotics is an academic idea (Barthes) and isn't a requirement of study for Section B, it is a useful way to analyse how meaning, viewpoints and ideology are constructed through media language conventions in media products. The repetition of this style of analysis and these terms will also aid learners in their study of Barthes and the application of his ideas for the Paper 1 Section A and Paper 2 Section B units. One way in which the study of semiotics can be delivered as in introductory lesson that uses general examples of the Section B media forms is suggested in the materials and resources for [LR8] in the Activities section of this guide.

Learner activity 1

Introduction to media language print conventions

– terms and definitions matching activity and revision of terms

Summary

The learning of media language print conventions for terms and definitions can be achieved in two or three straightforward activities that help to introduce, practice knowledge and assess learning in a short time frame.

This activity can be completed as a standalone activity in an induction lesson or in the early stages of studying Advertising or Magazines. It is designed to introduce the key technical terms for learners so will need to occur before analysis of media language of the relevant media forms.

To prepare for this activity, the teacher will need to upload the terms and definitions into Quizlet before the activity. This is a simple process and can be completed by uploading a Word document with the terms and definitions. Quizlet will then convert this into a 'learning set'. The teacher will also need to create hard copy, cut up cards for each term and definition. This can be done by downloading the Quizlet learning set as a glossary form, enlarging to A3 size and cutting up enough copies for group work in a class set.

Relevant worksheets for **Activity 1** can be found here: <https://www.ocr.org.uk/images/577596-media-language-and-representation-student-resources.zip>

Details

1. Learners read through the flashcards to identify the meanings for each print media convention. As they read through the flashcards, they complete the handout to identify either the name of the term or the definition, until the handout is completed. Instruct learners to work individually and that they will need to complete the 'flashcard' activity rather than the other options Quizlet offers at this stage for this activity to work.
2. In pairs or small groups of threes, give out 'packs' of the cut-up terms and definitions. Without looking at the handout completed in step 1, or the Quizlet flashcards, learners then match up the correct term and definition. It may be useful to add in a timed or competition element to this part of the activity. When groups think they have finished, circulate the correct answers as a glossary or ask them to refer back to their handout from step 1 and self-check, correcting their answers if necessary.
3. A second matching activity that organises these terms into the media language technical areas of camera, editing, mise-en-scène and (for print) use of language, could also be completed. Learners keep hold of the cut-up technical terms cards but are given an A3 handout that has the headings camera, editing, mise-en-scène and language on them. This time learners have to place the term under the correct heading. The teacher reveals the answers at the end, either through a self-checking and correcting resource or by a teacher-led resource.
4. Learning could be further assessed, embedded and revised through a whole class activity using Quizlet live, where learners are assigned into groups by Quizlet and compete against each other to correctly match the terms and definitions at random.

Learner activity 2

Introduction to media language audio-visual conventions

– terms and definitions matching activity and analysis of terms

Summary

The learning of media language audio-visual conventions for Music Video can take a similar approach to that of print in LR1 but may benefit from some whole class analysis to help illustrate and describe what different terms look like. For example, in print media where the term layout could be quite easily described in writing, the term jump cut might be much harder to understand by simply reading a definition. The learning of technical terms here could adopt the same initial approach as with print media, but the meanings for the different terms be consolidated with analysis activities that help with the identification of the terms.

This activity should come at the beginning of Music Videos before more detailed analysis of the use of media language and technical elements in the set products is undertaken.

A zipped folder containing the relevant worksheets and a PowerPoint for **Activity 2** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

1. Learners read through the flashcards to identify the meanings for each audio-visual convention. As they read through the flashcards, they complete the handout to identify either the name of the term or the definition, until the handout is completed. Instruct learners to work individually and that they will need to complete the 'flashcard' activity rather than the other options Quizlet offers at this stage for this activity to work.
2. In pairs or small groups of threes, give out 'packs' of the cut-up terms and definitions. Without looking at the handout completed in step 1, or the Quizlet flashcards, learners then match up the correct term and definition. It may be useful to add in a timed or competition element to this part of the activity. When groups think they have finished, circulate the correct answers as a glossary or ask them to refer back to their handout from step 1 and self-check, correcting their answers if necessary.

3. A second matching activity that organises these terms into the correct media language technical areas of camera, editing, mise-en-scène and sound should then be completed. Learners keep hold of the cut-up technical terms cards but are given an A3 handout that has the headings camera, editing, mise-en-scène and sound on them. This time learners have to place the term under the correct heading. The teacher reveals the answers at the end, either using a self-checking and correcting resource or through a teacher-led resource.
4. Learning of the audio-visual technical terms here needs to be solidified with some audio-visual recognition activities. Learners can complete a number of structured analysis activities whereby they watch a music video, or a section of music video, and have to identify the different uses of technical elements.
 - a. This can be started as a whole class activity led by the teacher to model the analysis. Learners could be tasked with trying to spot at least three terms from the sequence. These can be fed back by the class to the board (or similar) and organised into unnamed columns. The teacher elicits what the terms should be for the column headings; learners should say camera, editing, mise-en-scène or sound.
 - b. The second stage would be to organise learners into small groups or number 1-4, with each learner or group given a focus from one of the four technical areas of camera, editing, mise-en-scène or sound. Students watch the sequence again, or another one, and then note down at least three terms from that technical area that are used in the sequence. They note these down onto a handout, each group feedback until the handouts are completed.
5. This learning and identification of key terms could then be further assessed, embedded and revised through a whole class activity using Quizlet live, where learners are assigned into groups by Quizlet and compete against each other to correctly match the terms and definitions at random.

Learner activity 3

Identification of print conventions in media products – annotation and labelling activity

Summary

This activity should come after the learning of the technical terms for Advertising and Magazines and before detailed analysis of the media forms and set products.

The learning of media language print conventions, terms and definitions can be further developed through identification activities whereby learners are provided with activities that help them to identify how and where different technical elements are used on an advert or magazine front cover together.

This can be achieved through some simple annotation/labelling activities that can be completed individually, in pairs or small groups. These identification activities can either be hard copy, physical annotation activities that require the learner to write the different terms where they see them on the photocopy or they can be delivered in a slightly more engaging way using labels of the terms written on sticky notes or cut out cards that are placed on to copies of the media form or set products.

Similarly, digital annotation or labelling of jpegs can be completed to demonstrate identification of the technical terms and where they are placed on the set products.

If we take the example of physical labelling of the technical terms onto copies of the set products, some preparation is needed before the activity but these materials can be used repeatedly and for different activities across the course of the unit and for other units where print conventions are studied.

There are some advantages to this approach rather than learners individually writing down the annotations on a copy; it is active, it requires peer discussion and if learners incorrectly label the image, it is easy to self-check and correct, which is a further way in which learning can be developed.

A zipped folder containing the relevant worksheets for **Activity 3** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>



Learner activity 4

Identification of audio-visual conventions in media products – screencasting annotation activity

Summary

This activity should come after the learning of the technical terms for Music Videos and before detailed analysis of music video forms and the chosen set products.

The learning of media language technical conventions, terms and identifying their use in music videos can be successfully completed with screencasting annotation activities.

Using apps such as <https://screencast-o-matic.com/>, learners can record the music video they are analysing and then annotate at appropriate points to identify when we see a specific use of a technical element.

This is an individual activity and can be useful to complete after initial introduction and group analysis of the technical terms in music video as an activity to further develop understanding but also assess how well learners understand and can identify the use of technical terms in music videos.

The completed annotated video can then be uploaded to an online learning environment and referred to for revision or added to, possibly to develop demonstration in learning to show how different technical elements previously identified in the annotation task can communicate certain meanings.

A worksheet for **Activity 4** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>



Learner activity 5

An introduction to intertextuality

Summary

This activity can be completed as a standalone lesson ideally during an induction unit at the beginning of the course.

It will require some preparation of resources beforehand in order for the activity to work effectively.

A learner worksheet and teacher PowerPoint presentation for **Activity 5** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

This lesson could be delivered as follows:

1. Definition of the term
 - One way to do this would be to screen a popular music video or an extract from a Long Form TV drama that has clear intertextual references to other media that learners from the 16-19 cohort would easily recognise. Elicit from learners what other media products are referenced in the product and from this point introduce the concept of intertextuality by providing a working definition. Learners could come up with their own working definition in groups that they share with the class.
2. Identification of intertextual references
 - Learners will need to identify where intertextuality is used in adverts, magazine front covers and music videos for section B.
 - To practise, learners can analyse a number of print and moving image examples taken from the media forms they will need to study over the course of Section B (but not the set products at this stage).
 - To aid identification, for each product they consider, learners could be provided with some of the intertextual references, which they then have to find.
 - This can then be further extended by asking learners to identify at least one more intertextual reference in the product. In order for this activity to work teachers will need to carefully select the products chosen and must make sure they don't include all of the references on the prompt sheet for learners to identify.

3. Analysis of intertextual references – as a way to develop the identification of references, learners also need opportunities to develop analysis of the meanings created by these references.
 - This can either be completed as a whole class activity with the same product for analysis or as smaller group activities where each group has a separate activity and product, which they analyse for meaning and then could present back. Or both approaches can be used with the group activity consolidating learning and providing an opportunity for teachers to assess understanding.
4. Making judgements and reaching conclusions - once learners understand what intertextual references are, are confident in identifying them and can identify meanings constructed as a result of using intertextual references, they will need to develop ideas about why producers use them in media products, especially if the technical elements of media language can still communicate meaning without these references. Learners can find making judgements and reaching conclusions difficult and they could be steered into concluding that intertextual references are often made to help develop the genre conventions of the form, develop meanings in interesting ways and appeal to audiences. It can be useful to provide learners with guided statements to begin discussion activities.
 - Working in pairs or small groups depending on class size, learners read through a number of statements that make judgements or conclusions about intertextual references in media products.
 - They decide if they agree or disagree with them and then as a pair or group, have to unanimously decide on one statement that they feel is most relevant.
 - Each group feeds this back with a reason for their choice, the other learners note this down onto a handout and reasons for choices can be explored through student-led whole class discussion. Each idea can then become developed.
 - Once learners have at least four or five judgements or conclusions, they could attempt to write out paragraphs, using each statement with the reasons provided for its importance as paragraph content so they will have one statement per paragraph to create a short essay to a question such as: why are intertextual references used in media products? The context in which this written activity could be completed could be as an individual timed writing activity, as a peer to peer activity in a whole class or group Google Docs where each group are responsible for writing a paragraph together which, as a whole, creates a completed essay.

Learner activity 6

Analysis of the combined use of technical elements in media forms

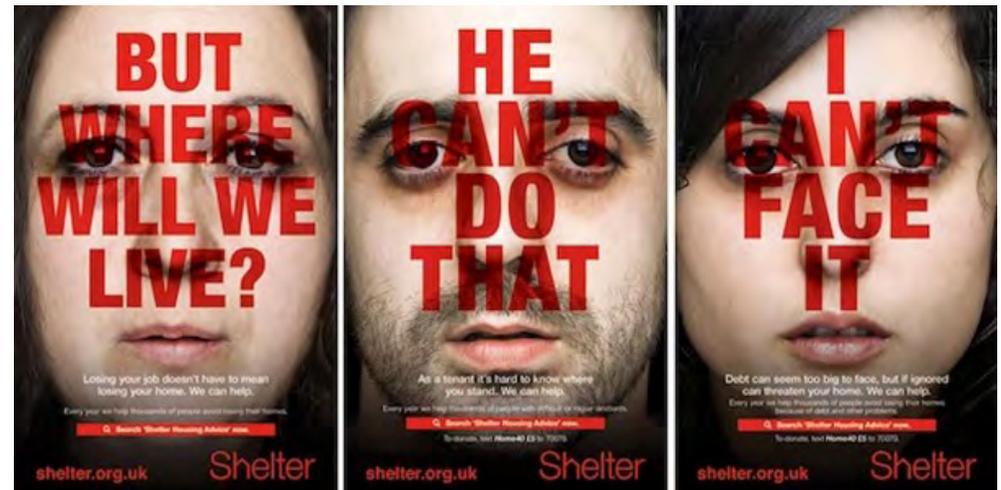
Summary

This activity could be delivered after learning the terms of the technical codes and being able to identify their use in the set products.

A learner worksheet including teacher answers for **Activity 6** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

- Put students in groups and give each group a pack of images of the technical elements that go into making up the Shelter advert. For example, the three images, the different elements of text, the Shelter logo, etc.
- Learners then have to select sets of two or three technical elements and lay them out, this could be onto an A4 sheet of paper. If it helps, learners could place them in the same layout as they can be found in the advert.
- With each set, learners note down onto the handout what each element is and then write down what the combined meaning of these elements could be in terms of telling the audience something about the product. (If completing this activity digitally, learners could copy the sets onto a PowerPoint or Google Slide which they could then annotate.) If necessary, groups could feed back on one or two of their ideas to the rest of the class, who can add these to the handout to create 'meaning banks' that can be referred back to during revision activities or when planning essay answers.
- This analysis activity could be extended to incorporate a written activity with each row of the handout becoming a paragraph for an essay. Learners could complete an individual timed writing activity where they have to write up one of the rows into a paragraph to demonstrate their understanding of how the combined use of technical elements construct meanings in adverts.



Learner activity 7

Developing understanding of how combined use of technical elements creates multiple meanings and how audiences interpret meaning

– Simulation activity

Summary

This activity would come towards the later stages of analysing media language in the different media forms and set products. It is designed to help learners understand how meaning is constructed by producers and interpreted by audiences so will require some prior knowledge of what the technical elements used in the set products are and how combined elements may work together to create meaning. It could be a useful activity to complete after the previous ones suggested here. It could also be used as a revision activity.

A learner worksheet and PowerPoint presentation for teachers to use for **Activity 7** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

Part 1 – constructing meaning

1. Learners are given a scenario whereby they are put into small groups and each group is an advertising agency whose job is to produce a successful advert to sell either men's clothing or a beauty product. They should be given three or four technical elements which must be used in combination to create meaning in the advert.
2. Learners then have to come up with an idea for an advert that prioritises the combination of the technical elements assigned to them. Once they have an idea, they create a mock-up (either hand drawn in hard copy or using screenshots of images and text digitally in a suitable software) of how they intend their advert to look (the focus isn't on the quality of the advert, this can be very rough, but on the thinking that goes behind how the combination of technical elements can create meaning).
3. Learners then have to come up with one sentence that summarises the preferred or intended message or meaning that they want their advert to have for an audience.

Part 2 – interpreting meaning

4. Each group visually presents their advert mock-up, this can be on a computer or iPad or as a hard copy on a desk, for the rest of the class to look at. Still in groups, each group moves around the classroom to look at the other group's work until every group has looked at each advert. As they look at each advert they write onto an A4 sheet underneath the advert what they think the advert's intended meaning is and which combination of technical elements is especially useful in communicating this meaning.
5. Groups then present back their intended meaning and the key elements, comparing the actual answers with the ones given to them by the other groups, their audience. Learners then need to make some judgements and reach conclusions within their group as to why their audience either recognised their intended meaning and the key technical elements that they had to use to communicate this or not. Each group feeds back their conclusions for differences in interpretation of meaning and this can be returned to later in the lesson.

Part 3 – The reception model, encoding and decoding meaning

6. Teachers can explain to learners that not only have they practised combining technical elements in a product to create meanings, but they have encoded a preferred meaning for an audience to interpret and hopefully accept. At this point, the reception theory or encoding/decoding model can be (re)introduced. In their groups, learners go back to the meanings provided by their 'audiences' and next to each response note down if it is preferred, negotiated or oppositional. The teacher can then introduce some of Hall's explanations as to why different audiences have different readings and learners can compare these with the judgements and conclusions they came to at the end of part two.
7. This can then be developed by analysing a real media advert and identifying one set of combined technical elements that communicate a meaning, identifying what the preferred meaning could be and then how three different audience members from different social or ideological groups, such as a feminist, a pensioner and a middle-aged business man, may interpret the advert's preferred meaning. Encourage learners to use the appropriate terms in their analysis and when making conclusions.

Learner activity 8

How meaning, viewpoints and ideology are communicated through the use of media language in media products

Summary

This is a 'standalone lesson' that is ideally delivered during an induction type unit at the beginning of the A Level course. The learning from this lesson can then be further developed and embedded in semiotic analysis activities applied to the set products during the study of each set product for Section B.

A learner worksheet and PowerPoint presentation for teachers to use for **Activity 8** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

1. Teacher-led introduction to the term semiotics and what it might mean with whole class activities to introduce and develop understanding of the key terms of signs, signifiers, signified, connotation and denotation.
2. Learners then need to be given a structured activity to develop the application of the use of these terms to images or signs, and embed their understanding.
3. Once learners have a basic understanding of the key terms and can identify signs, the signified and the difference between denotation and connotation, they can then begin to apply this process of analysis to examples of media forms. It might be easiest to begin with adverts as they have clear uses of technical elements, such as a model or the packshot, that clearly connote certain ideological viewpoints. As a way to develop learner confidence, learners could work in groups analysing the same advert. The activity could be further structured by providing learners with a handout that sets out the technical elements (signs) it would like them to analyse and learners then identify two meanings that could be connoted by each sign. Alternatively, a slightly harder approach would be to provide a handout that notes the signs students must interpret the meaning for or the meanings that certain signs connote, and learners have to identify the signs the meaning relates to. This will depend on the academic ability of the cohort or the two different handouts could be used to differentiate ability within the class or work as an extension activity. This/ese activity/ies can then be fed back as a whole class so learners can fill in any gaps in their analysis from further peer to peer learning to help develop understanding.

4. To embed knowledge and understanding, and develop learners' skills in semiotic analysis learners could now be given a second advert but this time have to identify the use of signs on their own and what the connotations for each sign could be. This activity is best completed in a group context so that peer to peer learning can take place and differentiation of academic ability and skill addressed.
5. Once learners are confident in applying this skill to adverts, a different media form such as magazines or music videos could be introduced. Analysis of the form could be delivered in a structured context, such as providing learners with signs they must look for and analyse for meaning, or a more open activity whereby learners must identify the signs and associated meanings themselves. Whole class feedback can then take place to allow peer to peer development of understanding.
6. To assess individual understanding of how media language communicates meaning, viewpoints and ideology through the study of semiotics, a final activity or homework for the lesson could be for the learner to select a media form of their choice from Section B and analyse the use of signs, denotations and connotations communicated in the product. This could be presented as answers on a handout, an annotated image or series of jpegs in a presentation software or as a screencast.

SUB TOPIC 2

MEDIA REPRESENTATIONS

Curriculum content

Media representations can be defined as 'how the media portray events, issues, individuals and social groups' (p12 H409 Specification).

Therefore, learners will need to develop their knowledge and understanding of how the media represents events, issues, individuals and social groups in their study of Advertising and Marketing, Magazines and Music Video and the related genres and set products. These are set out in the introduction section of this guide and on pages 16-18 of the specification. In their study of these media forms, genres and set products learners must also consider how these representations may generate a range of ideological viewpoints, position audiences to respond to these representations and, in order to do so, construct these representations as real.

In their study of representation for this unit, learners must have studied:

- the way events, issues, individuals and social groups, including social identity, are represented through processes of selection and combination
- how and why particular social groups, in a national and global context, may be under-represented or misrepresented
- how and why stereotypes can be used positively and negatively
- the impact of industry contexts on the choices media producers make about how to represent events, issues, individuals and social groups
- the effect of social, cultural and historical contexts on representations
- the processes which lead media producers to make choices about how to represent events, issues, individuals and social groups
- how media representations convey values, attitudes and ideological beliefs about the world and how these may be systematically reinforced across a wide range of media representations
- how representations may invoke discourses, ideologies and position audiences
- how audiences respond to and interpret media representations, and how this reflects social, cultural and historical circumstances
- the way the media constructs versions of reality and makes claims about realism through representation.



Approaches to teaching the content

Key concepts and general approaches

To make sure learners understand representation and the relevant key concepts associated with the representation framework, it is necessary to provide a range of opportunities to develop contextual understanding and close textual analysis for learners to make judgements and draw conclusions about the different ways in which events, issues, individuals and social groups are represented in the set products for Advertising, Magazines and Music Videos as 'real' and how these representations may communicate wider ideological values that can be interpreted by different audiences in different ways.

When looking at the specified content, and related concepts, that has to be studied for the media representations framework, it is evident that they can be organised into the following three areas:

1. The representation of events, issues, social groups and individuals
 - The way events, issues, individuals and social groups, including social identity, are represented through processes of selection and combination.
 - How and why particular social groups, in a national and global context, may be under-represented or misrepresented.
 - How and why stereotypes can be used positively and negatively.
 - The impact of industry contexts on the choices media producers make about how to represent events, issues, individuals and social groups.
 - The processes which lead media producers to make choices about how to represent events, issues, individuals and social groups.
 - The effect of social, cultural and historical contexts on representations.
2. Messages and values communicated
 - How media representations convey values, attitudes and ideological beliefs about the world and how these may be systematically reinforced across a wide range of media representations.
 - How representations may invoke discourses, ideologies and position audiences.
 - How audiences respond to and interpret media representations, and how this reflects social, cultural and historical circumstances.
3. How representations are constructed as real
 - The way the media constructs versions of reality and makes claims about realism through representation.

By categorising the representational concepts in this way, approaches to delivering the study of representation could adopt the following chronological structure when considering each set product:

1. What events, issues, social groups and individuals can be identified?
2. What is being said about them?
3. How is the way they are shown, and what is being said about them, produced to feel and/or look real?

When delivering representation concepts in relation to these three key areas of study for the Section B exam units, learners need to be clear on the meanings and implications of the following terms:

1. The representation of events, issues, social groups and individuals

Representation: the concept of representation in the media for this unit refers to re-presenting an image or idea from the point of view of the producer of the representation. Learners need to be clear that representations don't just occur but are a result of processes of selection and de-selection by producers. Producers make specific choices in their construction of adverts, magazines and music videos about the events, issues, social groups and individuals that feature in the product, how they can be shown to sell the product and how audiences will see them. Choices relating to production issues, genre conventions and the use of certain technical elements over others in the construction of the product also influence the representations that are found in the media. In this way, representations are socially constructed.

Stereotypes: the concept of stereotyping is essential in developing learner understanding of representations, how messages and values are communicated and how realism is constructed. For Section B stereotypes of events, issues, social groups or identities and individuals will need to be discussed and analysed. The use of positive and negative stereotyping is important to identify as ways in which meaning and value are attached to certain events, issues, social groups and identities and so are discussions around mis-representations through the use of stereotyping. Rather than simply focusing on negative stereotypes in the set products, a study of positive stereotypes also works to reveal social values and attitudes about the mis and under-represented or absent issues or groups by contrast. It also helps to reinforce the concept that stereotypes are socially constructed, constantly repeated across media products and, subsequently, are deeply embedded symbolic codes that communicate social values in the form of 'short cuts' to mass audiences who quickly recognise these representations and can often accept them as 'real'. The delivery of stereotypes, and their associated meanings, can be difficult as learners may be inappropriate in their expression of ideas or, conversely, may feel

that stereotypes are politically incorrect and find identifying general social stereotypes uncomfortable. Discussions around these issues with stereotyping should be encouraged as it helps learners make judgements and reach conclusions but when analysing stereotypes in the set products, learners can be reassured that identifying stereotypes and their negative connotations is a reflection of their understanding of wider social stereotypes used in the media rather than their own beliefs and values about certain events, issues or social groups.

2. Messages and values communicated

Ideology: The concept of ideology and its use in the study of Section B is in terms of ideology as a system of values, beliefs and ideas. While specific political*, social and cultural ideologies should be looked at in relation to the influence of contexts on the set products, ideology can also be considered more generally in terms of the idea that media products communicate values and beliefs about how we should think, behave and live within our society.

Dominant ideology: In order to 'ground' the concept of ideology more specifically to the study of representation and the idea that media products communicate ideological values, the concept of dominant ideology and the idea of a dominant social group or class could also be considered in the study of Representation for Section B. Although these are sociological ideas and relate to Cultural theory, the concept of a dominant ideology and a dominant group that is responsible for establishing, communicating and reinforcing this dominant ideology, is a useful idea by which to consider and analyse positive and negative representations of certain events, issues, social groups and individuals in the media. However, it is important to communicate to learners that these are concepts that depend on a certain point of view: namely that one particular social group has more power than many other groups who become 'other' or 'minority' groups to this dominant social group. Additionally, while as teachers we may be critically aware of this viewpoint contemporary learners may find the idea politically incorrect and reject that one person has more power than another based on their class, age, gender and so on. These concepts therefore need some careful discussion.

Audience interpretation: The concept of audiences and the way meaning is interpreted from representations is essential when considering messages and values. Messages arguably have no meaning if there is no one to communicate the message to. Therefore, a consideration of the ways in which audiences interact with media products, including as active or passive audiences, and how they may 'decode' meaning and messages from media products differently depending on their own ideological viewpoint and experiences is a necessary consideration for this unit. Hall's reception theory and encoding/decoding model is a useful concept and approach by which to understand the relationship between the producer of representations and the way audiences interpret and respond to the messages within them.

3. How representations are constructed as real

Reality, realism and constructed realism are important but difficult concepts that need to be addressed in the study of representation for this unit.

Reality in terms of the study of representation for this unit can refer to a lived experience at the actual moment it occurred.

Realism: In contrast, realism is not reality but a version or account of reality that someone has created at a different time to the event but produced in a way so that it looks or feels like reality.

Constructed realism: The concept of constructed realism is a way in which to develop an understanding of how reality and realism are different. Constructed realism refers to the idea that media, and its representation of reality, is constructed by media producers through media forms and specific choices in the selection of the use of media language elements such as location or costume choices in the mise-en-scène that may make the model in an advert look real and authentic, or the use of language and register that we may use in our day-to-day lives so its use in a media product helps the product feel real and natural. The underlying concept behind constructed realism is that not only does it help the product feel real and believable but it helps representations, and the messages and values they communicate, feel natural and therefore become accepted as part of our social consciousness.

Arguably, these representation concepts could be studied simultaneously to the media language concepts. For example, when analysing how specific technical conventions can communicate multiple meanings (media language) this same analysis could be extended with an additional follow-on activity whereby learners identify how these meanings have been chosen by producers to communicate specific values, attitudes and beliefs about certain issues, individuals or social groups (representation) evident in the product.

As a starting point, learners will need to know what the key concepts for representation mean and be able to use the terminology confidently. A glossary or similar resource, either supplied by the teacher or set up as a research activity for learners, would be a very useful tool for the study of representation, and subsequent revision. It is also essential learners develop a critical understanding that representations are constructed in response to the production contexts in which they are made and the aim and ideological position of the producer. Lots of detailed textual analysis of the set products, alongside the provision of opportunities for learners to develop clear understanding of the key terms and concepts discussed in this 'Thinking Conceptually' section, and how these are evident within the set products, will help learners achieve critical distance and make clear judgements and conclusions about representation.

Common misconceptions or difficulties learners may have

1. Learners may find the term 'realism' difficult to understand and may struggle to understand how realism is constructed through selective use of media language elements to achieve the aim of appearing 'real' or 'true'.
2. Understanding ideology and dominant ideology as terms may be difficult for some learners.
3. Learners may have a tendency to focus on the representation of individuals and social groups when analysing representation in the set products rather than other aspects of representation such as events and issues.
4. Learners have a tendency to focus on negative representations rather than positive representations.
5. Learners can often take for granted the production of media products and the idea that media products undergo processes of selection and de-selection is difficult to grasp.
6. Making judgements and reaching conclusions can be difficult for learners who tend to take 'for granted' the representations offered in media products, perhaps because they are naturalised through their repetition that it takes time to develop critical distance for learners.

Unit specific difficulties in relation to the Media Language concepts***Magazines and The Big Issue***

- Learners may find it difficult to identify why alternative representations are used on the front cover of The Big Issue.

Music Videos

- Identifying the way in which the artist is represented is difficult in list B music videos as a common feature across these three music videos is that the artist doesn't appear in the video.

Conceptual links to other areas of the specification

The conceptual content for Media Representations also relates to the following areas of the specification:

- H409/01 – Media Messages - Section A – News and Social, Online and Participatory Media
- H409/02 – Evolving Media - Section B – Long Form TV Drama
- H409/03/04 – Making Media

Approaches to teaching the content

The most straightforward way to study Representation and the associated key concepts is through a detailed textual analysis of the set products. Textual analysis allows for the study of the representation of individuals, social groups, events and issues; the analysis of the messages and values communicated and how these position and are interpreted by audiences; the analysis of realism and how it is constructed to create natural representations.

Regardless of which approach is adopted, learners would benefit from the opportunity to extend their understanding and knowledge of the key concepts for this framework before applying it to the set products. For example, if learners are expected to successfully analyse what social groups are represented, what positive and negative stereotypes are evident, how ideological values are communicated through representations and how realism is constructed, then they must be confident in their understanding of what social groups are, what stereotypes mean and why they are used generally in the media, and what ideology and realism is. As previously suggested elsewhere in this guide, there is real benefit to having a small course induction at the beginning of the A Level in order to introduce the key concepts for Representation, in addition to Media Language, Industries, Audiences and Contexts. These representation concepts can then be recapped in the first lessons of each media form for this section and knowledge developed in direct response to Advertising and Marketing, Magazine and Music Video media forms and the set products.

The following offers some suggestions of the ways in which some of the key concepts for this framework can be delivered to develop learners' understanding and knowledge of representation in relation to Advertising, Magazines and Music Video. The examples provided here aim to be general so can be adapted to use for any of the media forms.

The activities in the final section of this sub-topic provide resources to support the contextual thinking laid out here.

Introducing key concepts: The context of learning these concepts could be completed before the beginning of the first unit, or taught in the first lesson that focuses on representation, being delivered for Section B (if this is the first unit that requires the study of representation in the course). These terms can be learned in a number of ways such as by reading a handout or fact sheet with an explanation of each key term before the lesson and learners are then tested with a Socrative or Quizlet activity that tests understanding. Alternatively the learning of these terms can be achieved through a student-led small scale research activity where learning is then embedded with quiz or game activities. For this approach, learners will need access to the internet and software such as Padlet, Word, Google Docs, PowerPoint, Prezi or Google Slides. They would also benefit from a structured handout or worksheet that clearly instructs what their task is in terms of embedding understanding developed in response to the research activity. This approach can be delivered as suggested in LR9 Representation: Introducing key concepts. For this activity, teachers would need to prepare terms and definition cards and a Socrative or Quizlet activity using the terms with definitions before the lesson.

The textual analysis of representations in the set products is the most effective and straightforward way in which to analyse the representation of events, issues, social groups and individuals in adverts, magazines and music videos. Approaches to the delivery of textual analysis activities could comprise initial whole class teacher-led modelling of the analysis with general examples from the media form, to demonstrate what learners must look for and how to interpret meaning, followed by small group activities whereby learners can develop their analytical skills in how representations are constructed in the set products. Individual understanding can be assessed with analysis activities aided by the use of structured worksheets either in class or for homework where learners have the opportunity to embed and apply what they have learned in group and peer to peer learning to an example of a product of their own choosing from the relevant media form. Activities focusing on the analysis of issues, events, social groups and individuals, the representation of social groups and the use of stereotyping can all be delivered with a similar approach. Some of the suggestions on a range of methods to use for analysis lessons are suggested **Appendix 1 Considerations in the delivery of Section B** and some possible approaches, with corresponding resources, are provided in the activities section in document LR10 Analysis of issues, events, social groups and individuals in the set products and LR11.

Analysis of social groups and stereotypes in the set products

The analysis of these concepts can be approached using the same methods as suggested above but with the use of structured worksheets that direct the focus of analysis. These activities can be adapted into whole class or individual analysis activities, but the learning can be most effective if whole class, group and individual analysis activities take place throughout the learning to allow for differentiation in academic ability, learning preferences and variety in use of methods.

The analysis of the representation of social groups can be successfully completed using the mnemonic CAGEDS, which is adapted from Daniel Chandler's 'CAGE of identity' theory and mnemonic that considers how messages and values to do with social groups and identities around class, age, gender and ethnicity are constructed. The use of CAGEDS can guide learners to analyse the social groups of class, age, gender, ethnicity, disability and sexuality in the set products. Mnemonics can be a useful way to aid memory recall when it comes to analysis, especially as learners may encounter an unseen source for analysis in relation to the Advertising or Magazine products in the exam. Similarly, learners could also be encouraged to identify their own mnemonic for analysing the representation of events or issues in adverts, magazines and music videos.

A general analysis of social groups and representations could then be followed with a detailed analysis of the use of stereotypes, particularly the use of positive and negative stereotypes, but the two activities could also work as standalone analysis activities. Resources for delivery of these activities and concepts are provided in [LR11 Analysis of social groups and stereotypes in the set products].

Analysis of messages and values constructed in the set products

One approach in developing analysis of the messages and values constructed in the set products can be with structured analysis activities that provide learners with the messages and values constructed in the product and learners having to find which elements of the representation communicate these values. This can be achieved through statement activities that are then followed by textual analysis to find examples and writing activities to demonstrate understanding. Approaches for the delivery of these kinds of activities, with resources, are set out in [LR12 Representation – Analysis of messages and values].

Making judgements and reaching conclusions about the representations constructed in the set products

As previously suggested, learners can find it difficult to make judgements and reach conclusions about why representations are constructed as they are and how these representations often reinforce, or can challenge, ideological viewpoints within our society. One way in which learners' skills can be developed in making judgements and reaching conclusions, and to enable critical distance from the product, can be through discussion activities similar to the statement activity set out in the earlier example for analysing messages and values. However, the focus here is on developing a range of conclusions about why producers construct these representations rather than what the messages and values are. The intended outcome of the activity isn't necessarily the quality of the statements selected or conclusions identified by the learners but, importantly, to just encourage learner discussion and critical thinking about why representations are constructed to develop learner confidence in finding an individual voice and critical response to the set products regardless of their academic ability or skill in critical thinking. Teachers may need to steer the discussions at certain points within this activity and prompt learners to consider reasons for differences in the conclusions they identify. It's important to also reinforce that differences in the judgements and conclusions they make is ok! One approach to a delivery of this style of activity can be found in the activities section in [LR13 Representation – Making judgements and reaching conclusions].



Learner activity 9

Representation – Introducing key concepts

Summary

This activity aims to develop learner understanding of the relevant key terms required for the representation framework. It would need to be delivered before analysis of the representations in the set products for Section B.

This activity has two sections in its approach:

1. Small scale learner research
2. Embedding and checking understanding of terms.

A learner worksheet for **Activity 9** can be found here: <https://www.ocr.org.uk/images/577596-media-language-and-representation-student-resources.zip>

Researching key terms and concepts

1. Put learners into pairs or groups so that each group, or each person in the group, has one key term to focus on.
2. Using the internet learners find out as much as they can about the term so that they can create a definition for the term and an example that illustrates the meaning or definition, ideally from the media.
3. Learners then create a group Padlet, PowerPoint slide or factsheet that documents their research findings for each term. For example the student who looked at ideology, writes up a definition of ideology and their example to illustrate the definition on one slide (or note on a Padlet or page in a Word Doc) while the student who researched stereotypes completes a separate slide/note/page within the same document.
4. Once the slides are completed, learners read through the slides they didn't create and take notes – a structured worksheet for their note-taking might be useful here.

Embedding and checking understanding of the terms

5. Understanding of these terms can then be further embedded and assessed with quick testing or matching activities such as a 'lost and found' whole class activity.
6. Randomly give out two pre-prepared pieces of card to each student with the name of a key term and a definition of a different key term on it.

7. Learners then have to work their way around the room to find the matching card for the one they have. For example, if a learner has a card with the term constructed realism on it, they have to find the card with the definition of this term on it. By the end of the activity each learner should have one term and definition. Given it is likely that there are more learners than terms in the class then the terms will have to be duplicated so there are enough to find for each learner but the process is the same.
8. Understanding could then be further checked with an individually completed Socrative or Quizlet activity.

Learner activity 10

Analysis of issues, events, social groups and individuals in the set products

Summary

This activity would be delivered as part of the analysis of representation in the set products. It could come after the analysis of media language elements and an introduction/recap of the representational terms. Or it could be studied alongside media language when looking at the set products to analyse which media elements construct representations of events, issues, social groups and individuals.

This activity can be completed as a structured analysis activity that requires 'jigsaw' learning. Before the analysis activity, learners would benefit from some discussion about what the terms events, issues, social groups and individuals could mean in the media form and some prediction of what they might expect to see in the set product given.

A learner worksheet for **Activity 10** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

1. Split the class up into four groups and each group are assigned a focus – event, issue, social group, individuals.
2. Each group have to provide a definition of each term and write it onto the board to share with the class. These definitions can then offer a starting point to discuss what needs to be identified in an analysis activity with this focus. To make sure learners understand, an image of a magazine, advert or screenshot from a music video could be projected to the class and learners can be targeted to identify the event, issue, social group(s) and individual(s) shown in the image.
3. Circulate the same media product example, either a visual print-out of an example from the form, the set product or, if analysing music video, the video could be screened from the front or learners can access the video in their groups on computers/tablets/phones.
4. Learners analyse the representation of their focus in the product with as much detail as possible and try to identify a number of meanings or values associated with the representation.
5. They then feedback their analysis to the rest of the class either as a whole class activity, quick group presentations or number each student in the group 1-4 and the students regroup into their 'number' so all the 1s together, 2s together etc. and they share their analysis. By the end of this activity, regardless of the method used, learners should have a completed worksheet.

Learner activity 11

Analysis of social groups and stereotypes in the set products

Summary

These activities would be delivered after the introduction to or recap of the representation key terms and concepts.

These activities can be seen to focus in more detail on the representation of social groups and in particular the use of positive and negative stereotypes. The delivery of this activity could therefore come after a more general analysis of the representation of events, issues, social groups and individuals.

A learner worksheet for **Activity 11** can be found here: <https://www.ocr.org.uk/images/577596-media-language-and-representation-student-resources.zip>

Details

The activity could be modelled as a whole class activity applying a CAGEDS analysis of an example media product from the media form being studied. This could then be followed with structured group and individual analysis activities applying the use of CAGEDS to the analysis of the set products.

Learner activity 12

Representation: Analysis of messages and values – sticky note activity

Summary

This can be delivered in a number of ways but a particularly useful way to develop understanding and knowledge while building up skills in planning paragraphs to exam style questions is through sticky note activities.

Before the lesson, the teacher will need to:

1. Cut up the statements in to separate cards.
2. Provide two sets of sticky notes of two different colours for each group (pairs, twos or threes depending on class size).
3. Photocopy the worksheet for each learner.
4. Make sure there is a flat surface for each group to work on and lay out the card and sticky notes.
5. Make sure there is a flat surface such as a board or wall for learners to stick up their cards and sticky notes and collate all the group's responses together.

A worksheet for **Activity 12** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

1. Working in small groups, each group picks a statement from a 'hat' (random generator) about the message or value constructed by a particular media form.
2. Learners read the statement and define what they think it means and what they would expect to see in a media product in order for that message to be communicated.
3. Give each group/learner a copy of the set product or screen the video if analysing music video, and each group has to identify which elements in the product has constructed that message and write it on to a sticky note.
4. Learners can then be provided with an opportunity to develop why they think this message has been communicated – what is the producer trying to achieve by communicating these messages and values? In groups, for each statement on the handout, learners need to complete the reasons why these values are communicated. This is written onto sticky note 2.

5. Each group then presents their findings back to class by stating what their message was and which elements of the product construct the message. They stick up their message card, sticky note 1 and sticky note 2 in a row under three columns 1) statement about message 2) technical element used to construct this value or message 3) why this message has been communicated? Once all groups have done this, it creates a paragraph plan or writing frame.
6. Learners can either take a photo of the paragraph plan stuck up on the board or can individually write down the feedback as it is given into a writing frame/grid on a worksheet. They could be asked to pick three or four that they feel are most relevant. By the end of this stage of the activity, there should be a number of separate statements or messages, each with an example of how the message is constructed in the product and reason for this.
7. The teacher can instruct that each row on the handout is a paragraph and the columns represent the order in which the paragraph content should be written a) the statement about the messages communicated b) the examples from the set product that construct this representation and finally c) an explanation of the reasons why the producer may want to communicate these messages.
8. The first paragraph from this writing frame/worksheet could be modelled as a whole class activity by targeting students to say where the content for each section of the paragraph should come from in relation to the handout they previously completed and how it could be worded in the paragraph. Or, learners could work as a group writing the first paragraph together. This can then be followed with an individual timed activity whereby learners are given the essay question: *what are the messages and values constructed through the representations found in [name of the set product] or a sample exam style or SAM exam question could be used here.*
9. If time, learners can swap their answers with a peer and compare.

Learner activity 13

Representation – Making judgements and reaching conclusions

Summary

This activity should allow individual, paired, group and whole class activity and will need some preparation beforehand by the teacher either to prepare a list of judgements and conclusions about the reasons for the representation in the set product being studied or to cut up the more general statements about representation provided in this resource.

If this activity is being delivered in a digital format, an individual copy of the statements with an organisation handout, such as the one provided in this resource, would need to be made available for each learner – see instructions below.

This activity should be delivered after analysis of representations and stereotypes in the set products and learners will need some understanding of why stereotypes are used in the media, and the concepts of ideology, dominant ideology, dominant group and constructed realism.

These statement cards provided in this resource are intended to generate discussion that encourages learners to think about different representations found in the set products and, in doing so, make judgements and reach conclusions about representations constructed in the media.

The statement cards provided in this resource each provide a judgement or conclusion that could be applied to the representations found in the Section B set products.

A worksheet for **Activity 13** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

Group discussions with hard copies of the statements:

1. Each statement is copied and cut up into learner 'packs' so if working in small groups, each group would get a pack of the statements.
2. Learners go through each statement and organise into separate piles of 'agree', 'maybe' and 'disagree'.
 - They have to come up with a reason for their choice of category with each statement, requiring them to make a judgement about representation.
3. From the 'agree' pile, they select two or three that, as a group, they feel offers the best conclusion as to why representations are used by producers in media products. This will require agreement through discussion and reasoning.
4. Each group can then present back one of their conclusions to the rest of the class and groups are invited to respond to this choice and say if they also agree, put in the maybe pile or disagreed with some reasons why given.
 - This part of the activity can be completed as a whole class discussion or learners change groups to share their conclusions
5. After whole class feedback, each group then creates one or two of their own conclusions about reasons for the representations found in the set products.
 - They could be given a set product to help structure their conclusions.
6. These are then shared with the rest of the class who write them down to develop a 'conclusions bank'.

Group discussions with hard copies of the statements:

The method of delivery can be the same as with hard copies but the formatting of materials, and way in which they are organised and fed back, is slightly different.

1. Individually, each learner has a digital copy of the worksheet with statements and 'organisation' table.
2. Working in groups, learners discuss each statement and then individually drag and drop it into an agree, maybe, or disagree column in the organisation table, discussing their justifications and making judgements as they do so.
3. They then highlight in a separate colour two statements they most 'agree' with in the agree column and type up their justification why they think this under the statement in a different colour.
4. After presenting back to the class, (either as a whole class activity or by changing groups) learners come up with one or two more conclusions and type them up into the 'agree' column.
5. These are shared with the rest of the class (either as a whole class activity or by changing groups) and learners can then individually decide whether to put the additional conclusions into the agree, maybe or disagree with column, developing a statement bank.

Alternatively:

- Learners could read through and organise the statements on the digital handout first and then compare their opinions with a partner or in small groups.
- If the class is small, this activity could be completed as a whole class activity with one worksheet that all learners access simultaneously in Google Docs.
- The teacher could pick out a smaller number of statements, for example 5 or 6 statements they feel are particularly debatable, and if the centre has access to survey, voting or polling software, they could create a whole class discussion whereby in groups, learners vote on whether they agree, maybe agree or disagree with each statement. This allows learners to simultaneously compare and discuss their opinions.

It is useful for learners to document these whole class discussions and conclusions in some way, this creates a judgements and conclusions bank for each set product that can be added to at later points or used to help learners write final paragraph sentences in essays to ideally attain the higher level marks in the exam. Although this isn't the main focus of the activity, it can comprise a useful resource.

SUB TOPIC 3

MEDIA CONTEXTS

Curriculum content

Section B is not an in-depth study and therefore learners do not need to address all five contexts in their study of Advertising and Marketing, Magazines and Music Videos. Learners' study of Contexts for Section B requires knowledge and understanding of the following contexts:

Section B Exam Unit	Contexts to study
Advertising and Marketing	Social, Cultural
Magazine	Political, Social and Cultural
Music Video	Social, Cultural

Page 23 of the specification sets out the subject content that learners must have studied in relation to contexts and, as indicated in the table here and in the introduction to this guide, pages 16-18 identify which media contexts should be studied for which set product.

It is important to note that the following italicised words highlights their importance in the study of contexts so that learners must identify how the products are *reflecting*, *constructing* and *facilitating* contexts while also identifying how these products are *influenced* by social, cultural and political* contexts.

In their exploration of contexts for this unit, learners must have studied:

- how the media products *reflect* social, cultural and political attitudes towards wider issues and beliefs
- how they contribute to constructing social, cultural and political attitudes towards wider issues and beliefs
- how the products can be an agent in *facilitating* social, cultural and political developments through the use of media language or construct meaning through viewpoints, messages and values and representations of events and issues
- how the products are *influenced* by social, cultural and political contexts through intertextual references.



Approaches to teaching the content

Key concepts and general approaches

The focus of the study of contexts in the H409 specification is on the way in which they shape and influence media products. Contexts can be seen as a range of different circumstances that shape or influence settings, events, eras, social thinking, politics, behaviour, cultural preferences and the ways in which media products are made or constructed. They help us understand why a media product may have been produced the way it has been using certain media language conventions, how audiences consume and interpret meaning differently and why media products may communicate or reflect certain messages and values through the representations constructed in favour of other viewpoints.

In their study of the set products, learners must consider how the use of media language and representations constructed in adverts, magazines and music videos are shaped and influenced by contextual factors, so social, cultural and political issues, and how the set products themselves can be seen to reflect the social, cultural and political contexts in which they have been produced.

Only the Magazine unit requires the study of political contexts for Section B.

Given their importance as a specification requirement, and the possibility that a question regarding contexts could appear within an exam question in relation to media language and/or representation for Section B, their study is essential. The learning of the relevant contexts for the Section B media forms can be delivered through the study of contexts as they arise in the analytical study of the media language and representation frameworks for each of the set products for the three units. However, understanding contexts and how they can be seen to influence a product, or how they are reflected in or facilitated by a media product is challenging for many learners. It is possibly therefore more useful to make sure that the five media contexts required for the study of the H409 specification as a whole can be introduced at an earlier stage in the course, before the study of Section B. As suggested with the media language and representation frameworks, it would be useful to introduce contexts as a standalone lesson or group of lessons during an induction unit at the beginning of the course. This allows learners to get to grips with the different contexts, to understand what each one means and how they are different from one another. This introductory learning of political*, social and cultural contexts can then be re-introduced to further develop and consolidate learning through repetition during the teaching of this topic.

Regardless of which approach is adopted and before the application of the subject content regarding contexts and the set products, learners must understand what each context means and the important associated concepts that will be relevant for developing their understanding and analysis of contexts in relation to the set products.

Below, is a brief overview of each of the relevant contexts required for the study of Section B and what they can mean conceptually:

a. *Social context*

Social context can be considered to refer to:

- Where people live together and interact with one another on a day-to-day basis;
- The social structures by which we live our daily lives such as religion, education, family, media communications, law and government;
- The impact that these social structures have on our behaviour, values and thinking;
- Social issues and movements such as consumerism, feminism, patriarchy, individualism etc. that affect our everyday lives and ways of thinking socially.

For example, adverts, magazines and music videos are reflections of consumerism and our consumption of goods, social values and ideas. These products can reflect the impact of consumerism on the way we live our daily lives so that we come to value consumerism as a social activity above other social activities.

b. *Cultural context*

Cultural context can be considered to refer to:

- The attitudes, values, beliefs, practices, customs and shared behaviour of groups of people;
- Cultural products such as art, music, literature and media.

For example, the concept of globalisation has influenced the representation of cultural identities in adverts, magazines and music videos so that cultural traditions and identities tend to reflect a global view of the world.

c. *Political context*

For Section B political context only needs to be studied in relation to Magazines and The Big Issue front covers. Political context can be considered to refer to:

- The government, policy, public affairs and political issues of a country;
- The way in which power is used or is achieved in a country or society.

For example, the use of media language content and the alternative representations constructed on The Big Issue magazine front covers can be seen to be influenced by its political concerns.

One further approach that could be adopted when looking at the influences of contexts on the set products is to take a more general, holistic view through the learning of wider general ideologies and 'isms' that can be seen in relation to all or most of the three contexts necessary for the study of these units. For example, the following ideological viewpoints can all be seen to be relevant when looking at the influence or reflection of political, social and cultural contexts on or in the set products:

Ideology	Context	Ideology	Context
Capitalism	P, S, C	Feminism	P, S, C
Populism	P, S, C	Individualism	S
Consumerism	S, C	Self-managerialism	S
Globalisation	S, C	Altruism	S
Patriarchy	P, S, C	Imperialism	P, S, C

This isn't an exhaustive list of the contextual ideological viewpoints or concepts that can be applied to an analysis of the set products but an indication of the way in which ideological concepts can be used to develop knowledge and understanding of how contexts have influenced the set products. Again, a standalone lesson during an induction unit is a good way to introduce these concepts, which can be consolidated in relation to the set products during the study of each individual Section B media form.

Common misconceptions or difficulties learners may have

1. Understanding the differences between social and cultural contexts can be difficult for learners to grasp.
2. Understanding the general ideological contextual ideas (ideologies and 'isms') that can be seen to relate to political, social and cultural contexts can be difficult for learners to understand and apply.
3. Learners may find it difficult to apply the contexts to the set products and/or identify how the product is influenced by the context.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course

The conceptual links for media contexts also relate to the following areas of the specification:

- H409/01- Media Messages – Section A – News and Social, Online and Participatory Media
- H409/02 – Evolving Media – Section A – Radio, Video Games
- H409/02 – Evolving Media – Section B – Long Form TV Drama

Approaches to teaching the content

The most important aspect of delivering contexts to learners is to make sure that learners understand what contexts are and what each one means. It is important to provide enough opportunities to develop contextual understanding and a range of activities for learners to make judgements and draw conclusions about the ways in which the set products can be discussed in relation to political*, social and cultural contexts.

Contexts can be quickly introduced and learned through simple matching activities that are built up gradually to quickly assess knowledge and understanding. The purpose of these quick introductory activities is to encourage general understanding of what each one means and the differences between them. A contexts definitions activity could be a simple matching activity either with cut-up cards that learners match up to create a context and definition 'set' or by drawing arrows to match the context with the correct definitions on the handout. The effectiveness of these activities, and student engagement, can also be enhanced by encouraging student involvement through prediction activities to come up with their own definition before matching up the formal definitions provided by the teacher [see resource LR14].

Once learners have a basic understanding of what the contexts mean and how they can be defined, their understanding of contexts can be developed in terms of learning the ideological viewpoints or 'isms' that relate to the different contexts. This can help learners apply contexts to the set products and identify how contexts influence the use of media language and representations in the products more successfully. The learning of the contexts here can be developed with a structured small scale research activity to learn about the different ideologies and what they mean. This student-led research could be completed either individually or as a paired, small group or whole class activity. Learners could produce a Google Docs whole class presentation, a fact sheet or other online resource that documents their findings and can be used as revision at other stages of the course. This type of activity could take place in the standalone 'contexts' lesson during an induction unit, as suggested previously, and the understanding of these ideological terms could then be recapped through testing and matching activities, such as those suggested in the previous paragraphs, before the application of contexts to the set products. Some suggestions of how these activities can be delivered in more detail with resources in the activities section are provided in [LR14 Introduction to context – definitions activity] and [LR15 Introduction to and analysis of ideological viewpoints].

Similar activities can also be used for recapping and revision of contexts with focus on developing knowledge and understanding through short paired or small group activities that encourage peer learning and can offer opportunities to find examples from the set products to apply and demonstrate understanding. Simple matching activities can be delivered using hard copy pieces of paper or using digital online learning resources such as Quizlet using resources such as [LR14]. Or they can be delivered through games such

as word bingo which enables fun assessment of learning that can take place with a whole class activity whereby students play individually. They can be given the answers to certain questions about context or how contexts influence the set product(s) on the bingo sheet and then have to identify which answer relates to the questions asked. Similarly, cloze activities where learners have to select the correct missing word from a given selection, and correctly place this word within a paragraph with missing words can also be effective in developing knowledge and understanding. These activities can also be extended in terms of difficulty so, for example, after a terms and definitions matching activity, learners could then see which 'ideological viewpoints' can relate to each concept. Again, this can be done as a matching/organisation activity so learners decide where the 'feminism' label should go, next to political, social, cultural context or all three for example.

All of these activities require some preparation but once created can be used very quickly to introduce and develop learning as introduction, lagged and revision activities where required. They are also very effective in assessing learning and understanding quickly within lessons.

Learner activity 14

Introduction to context – definitions activity

Summary

This activity can be structured as suggested below but:

- *it will need to be adapted if being delivered for advertising or music video as these only require the study of social and cultural contexts*
- *if being used during an introductory induction lesson, all five contexts should be included and the class split into five groups instead of three. (The method will remain the same as that outlined here.)*

This activity would need to be delivered before the analysis of contexts in the set products.

Variations of the matching activity element could be delivered for each media form for Section B regardless of the repetition as this will help to embed and assess learner knowledge and understanding of contexts.

Teachers will need to prepare the matching activity, if using a physical matching activity rather than a handout, before the lesson and teachers may also want to provide a handout or statement that clearly explains the differences between social and cultural contexts.

A worksheet for **Activity 14** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

1. Put students into groups of threes, give each group a context; political*, social and cultural (more than one group may have the same context).
2. Without looking at their phones or online search engine, using just the group's own general knowledge, each group comes up with a definition for the context and, under the context heading, writes the definition up on the board or on a resource that can be seen by the whole class.
3. As a class, look at the student-produced definitions and summarise key points in the definitions in relation to the contexts, students could be asked to explain or expand how they came to their definitions if necessary.
4. Circulate a 'matching activity' handout (or sets of terms and definitions cards). Learners then match up the appropriate definition and context. Feed back to class by targeting learners and identify similarities and differences between these formal definitions and the learner definitions.
5. As a class, provide some time to clarify the differences, and understanding of these differences, between social and cultural contexts. Stronger students or those who study Sociology could be targeted to explain the distinction. All learners make a note of the differences between the two.
6. To further embed understanding and assess learning, complete a whole class Quizlet live or similar so that learners are required to change groups and apply their understanding in a more randomised and competitive context.

* For H409 Section B political context only needs to be studied for the Magazine unit.

Learner activity 15

Introduction to and analysis of ideological viewpoints

Summary

There are several stages to this activity, three 'sections' are suggested here.

It is assumed that the introduction of these ideological viewpoints takes place during an induction session, before the actual delivery and learning of this topic, as these viewpoints are applicable across the specification content or at the start of the 'context' section of the scheme for the first Section B media form. But, if one of the Section B lessons is the first to be delivered in the year plan, it would work equally well as an introduction to contexts during these lessons, possibly after the delivery of media language and representations and before the application of contexts to the set products.

Some preparation is needed for this lesson to produce relevant worksheets and handouts (see examples provided) as is access to the internet and software such as PowerPoint, Word, Google Slides or Docs.

A learner worksheet and teacher PowerPoint to use with learners for **Activity 15** can be found here: <https://www.ocr.org.uk/Images/577596-media-language-and-representation-student-resources.zip>

Details

Intro to the activity

1. As a class, elicit from the class what the terms OLOGY and ISMS mean, they could be written up on the board or projected visually. Firstly target students for predictive definitions and then reveal a definition for each term. Elicit from learners why 'ologies' and 'isms' might be useful when considering the influence of contexts on media products. Again, target students for explanations and reveal the idea that studying a number of ideological viewpoints or branches of knowledge can help us identify how different contexts can be reflected by or seen to influence the use of media language and representations in the set products.
2. In pairs, ask learners to list as many 'isms' or 'ologies' they can think of that could be relevant for understanding the five contexts (or social, cultural and political). Learners' feedback and their responses can be noted on the board. Reveal which ideological viewpoints will be looked at in the activity and then compare with the list that learners came up with previously, possibly circling the ones that match those that are relevant to the lesson.

Small scale research task – ologies and meanings

3. Pick an ism, such as Feminism, and target a student to elicit what it means. Target another student and elicit which context it might be applicable or relevant to – they could say political, social or cultural.
4. Put learners into small groups or pairs depending on class size and assign each pair or group one ideological viewpoint (or two depending on class sizes).
5. Using the internet as a resource, each pair/group then has to research into that ideological viewpoint and create a slide or fact sheet that provides a definition of the term and some key information about it.

Sharing learning and developing understanding

6. Groups then present their findings back to the class and learners individually take notes for each ideological viewpoint or, if there is an online classroom learning environment available, the slides/fact sheets can be uploaded to the online environment and students individually read through and take notes for each ideological viewpoint. A structured handout might help with this.
7. Returning back to their groups, or new groups if preferred, learners then decide which viewpoints can relate to which contexts by noting P.S.C next to each ideology in the relevant column on the handout.
8. Groups feed back to class and compare their answers regarding contexts with opportunity for discussion where necessary. Teacher can reveal contexts each ideology relates to or provide a sheet whereby learners can self-check and correct their answers as necessary.

Assessing learning

9. Knowledge and understanding of the ideological viewpoints and the contexts they relate to can then be tested through Quizlet or Socrative quizzes or quick matching activities (physical with cut up cards or matching up words on hand outs).

Appendix

Considerations in the delivery of Section B Media Language and Representation

The purpose of this resource is to provide an overview of some of the considerations that need to be taken into account in the delivery of the Section B exam unit in terms of what content should be covered and which kinds of contexts for teaching could be incorporated into this delivery.

This resource has two sections:

1. Section 1 – an overview of content decisions when planning schemes and lessons
2. Section 2 – a list of useful contexts and resources through which delivery can occur

Section 1 – An overview of content decisions when planning schemes and lessons

Regardless of the Section B media form being studied; Advertising and Marketing, Magazines and Music Video, the following considerations in terms of content, and the potential order in which content could be delivered, needs to be taken into account when planning schemes and lessons.

The following content should be considered for inclusion, and possibly delivered in this order, when studying each unit. The mind map provided in this resource offers a visual suggestion of this approach.

1. Specification requirements and assessment objectives

The first considerations to take into account when delivering Section B of Paper 1 are:

1. Specification requirements
 - What does the OCR specification require in the study of each unit for Section B?
 - What must learners study in their learning of the Advertising, Magazines and Music Video media forms?

2. Assessment objectives

- What are the relevant assessment objectives for Section B?
- How will learners be assessed for this section in the exam?
- How will they be assessed for each unit (Advertising, Magazines and Music Video) in the exam?
- What can they expect from the exam?
- How much will they have to write? What will they have to include in their responses?

For the delivery of the unit, it is also useful to consider:

3. Common misconceptions or difficulties learners may have

- What issues might occur in the learning of the units and how can these be addressed

4. Conceptual links to other areas of the specification

- What other links can be made to other units or study across the specification where learning of the unit content may have already taken place?
- How can these conceptual links be made to reinforce learning and understanding for this unit?

Section 2 – Unit content

The delivery of the units can be broken down, for each unit, into the following four areas of study to make sure that the specification requirements and assessment objectives can be met.

1. Conventions of media language and representation for each of the three media forms

- What are the ML conventions for Adverts, Magazines, and Music Videos?
- What are the conventional representations found in Adverts, Magazines, and Music Videos?
- How are they used in mainstream examples of the form?
- How have these changed historically?
- What activities can be completed to learn this?

2. Analysis of ML and Rep in the set products

- What is (are) the set product(s) for each unit?
- What genres do they comprise?
- What ML conventions of the form are used?
- What representations of events, issues, social groups and individuals are constructed?
- What messages and values are communicated by the set products?
- What activities can be completed to learn this?

3. Comparison of the set products against each other and mainstream products of the form

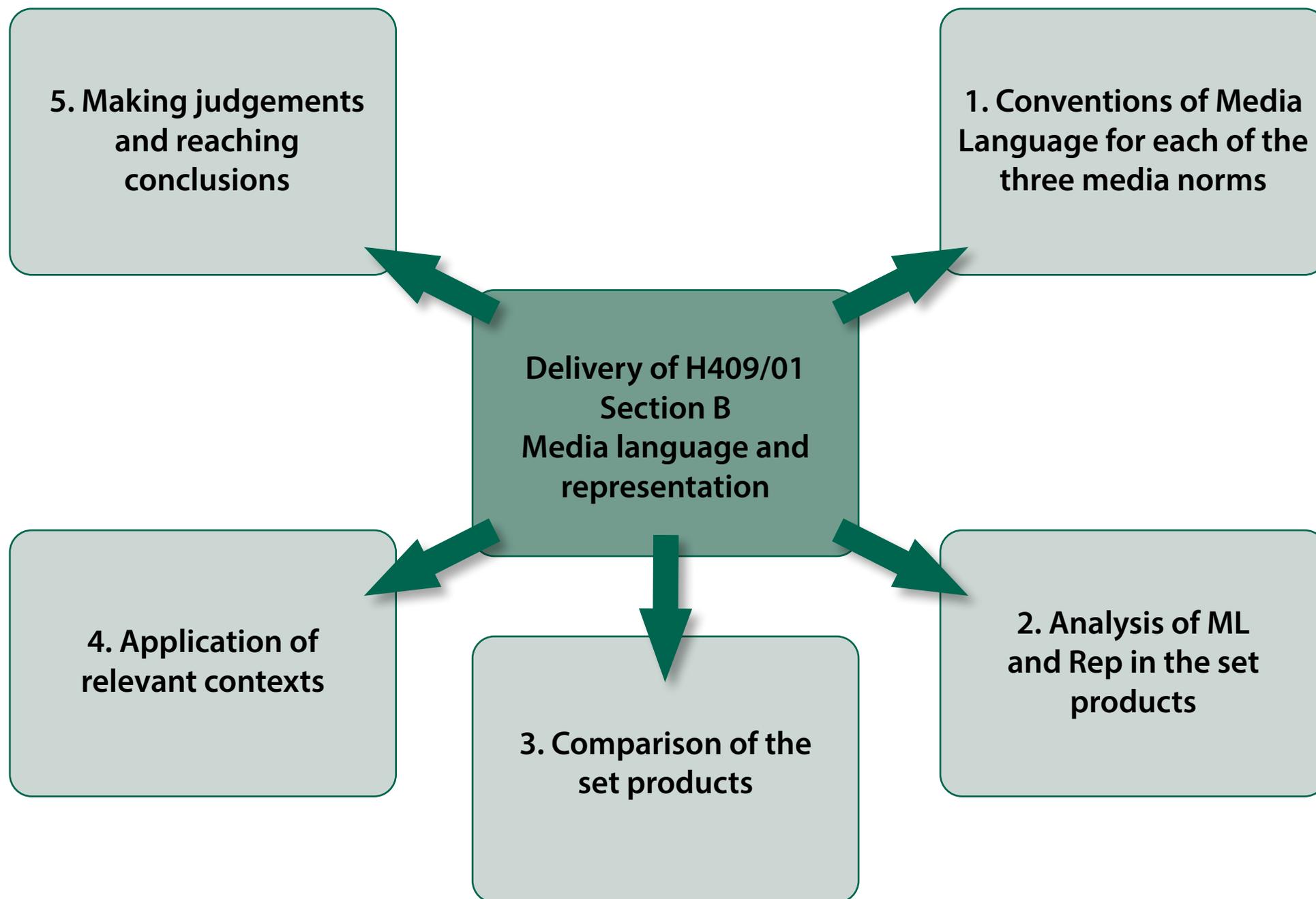
- How do the set products for each unit compare to each other
- How do the set products for each unit compare to conventional products in mainstream media of the same form?
- How is the genre developed by the set products?
- Are alternative representations or viewpoints provided?
- What activities can be completed to learn this?

4. Application of relevant Contexts

- What contexts have to be applied to the three units?
- What do the contexts mean?
- How can the contexts be seen to influence, or are reflected in some way, in the set products for each unit?
- What activities can be completed to learn this?

5. Making judgements and reaching conclusions

- What judgements and conclusions can be made about the use of ML in the set products?
 - o What ML elements are used?
 - Camera, editing, mise-en-scene (and sound where relevant)
 - Layout, typography and font, language, register and mode of address
 - Intertextual references
 - o How are they used or combined in the set product?
 - o What connotations are created in each set product as a result?
 - o Why might they be used in the way they are?
 - o What different meanings and messages do the technical conventions offer?
 - o Why might audiences interpret these meanings differently?
 - o What activities can be completed to develop judgements and conclusions?
- What judgements can be made about the representations constructed in the set products?
 - o Which events, issues, social groups and individuals are represented in the set products?
 - o What stereotypes are used and why?
 - o Which stereotypes are shown positively or negatively? Are there issues of under or mis-representation? What could be the reasons for this?
 - o What ideological values and/or viewpoints are communicated by each set product? What does this tell us about dominant ideology and/or alternative viewpoints?
 - o Why might audiences interpret these meanings differently?
 - o How are the representations constructed as real? What would be the reasons for this?
 - o What activities can be completed to develop judgements and conclusions?



Section 3 – a list of useful contexts and resources through which delivery can occur

In order to deliver interesting, engaging units that promotes learning of the specified concepts, a range of contexts that could be used to teach/reinforce understanding of the different content areas and concepts should be addressed to provide variety in development of learners' knowledge and understanding.

A list of different approaches or contexts for teaching and learning activities that would work well for delivery of the Section B exam unit are suggested below:

Teacher-led

Modelling activities that are set up by the teacher and demonstrated as whole class activities or as part of a 'building block' approach to learning can be a valuable and a helpful way to introduce, demonstrate and practice learning. These more teacher led approaches tend to also provide structured group work, so can also have a peer to peer learning element. This style of modelling can help to build learner confidence so they can quickly adapt to activities and the learning required to develop understanding of concepts across Section B.

Peer-to-peer analysis activities

Much of the learning for the Section B units requires analysis of the set products in relation to the use of media language, representation and context content requirements.

Some **analysis activities that can be completed by learners include:**

- **jigsaw analysis activities** – different groups of learners will focus on a specific element or area of analysis and then feed back their analysis findings to the rest of the class so by the end of the activity every student has learned about each focus regardless of their initial focus
- **matching activities** – simple activities that match a term with a description and can be completed individually, in paired, group or whole class activities.
- **annotation activities** – annotating and labelling set products to identify uses of media language technical elements, symbolic codes or representations can be effective in the analysis of the set products. Learners can physically write on copies of the set products, stick on pre-given labels or laminates of terms or complete screen casting annotation activities with digital apps. These activities can be completed individually, in pairs or small groups. Some matching activities can also be used as prediction activities that predict where media language terms can be identified on a set product by labelling the product before finding out where they do actually go either through teacher led instruction or a self-checking and correcting follow up activity.

- **discussion/statement activities** can be used for paired, group and whole class activities to develop understanding of key terms, meaning constructed in set products, representational issues and ideology, making judgements and reaching conclusions. They can also be used in conjunction with writing frames and 'conclusions banks' which can be further developed to work as paragraph content for essay answers.
- **creating quizzes** – learners can work in pairs or groups to create their own quizzes to test learners' knowledge of different aspects of the set products or content requirements for the media language and representation frameworks and contexts. Understanding can be then assessed in the answers they provide for the questions and the student led running of the quiz. These can be completed in writing and verbally or using online resources and apps. The quizzes can also be used at later points in the course to recap and revise learning.
- **simulation activities** – activities whereby learners are required to role play or simulate the role of producer for example can be useful in developing knowledge and understanding of genre forms, use of technical elements and representational issues. For example, after studying the fashion advertising genre and the River Island set advert, learners can be given a role play activity whereby they select a product name and a representational feature or key message out of a 'hat' or online app, using a certain number of technical elements they have to combine them with in a mock-up of the advert in a way that will sell the product, use the technical elements appropriately and construct representations in a way to achieve the key representational feature or message they were assigned. These kinds of activities help learners understand how the contexts in which producers work, choices made and the combination of media language elements can impact the representations chosen and the ideological messages communicated by the product. This could then be extended to consider how meaning is interpreted so that learners look at the mocked up adverts and have to write down what they think the representational feature or message they were assigned was. The feedback of these interpretations or readings leads nicely into an activity on reception theory, encoding and decoding.

Online resources

Google Docs

- Writing essays individually.
- Evaluation of work, ideas, practical activities.
- Completion of worksheets and hand outs.
- Peer to peer writing of essays and marking.

Google slides

- Presentation of research activity findings – individual or simultaneous production as a group or whole class.
- Annotation activities where jpegs of the set products are annotated to identify use of technical codes or representations.

Evidence of student made materials

- Uploading work such as screen casting mp4s or mov files, Prezis and Quizlets students may have made to demonstrate knowledge and understanding.
- Uploading of practical work and evaluations.

Online resources and apps

Some suggestions of useful resources to use for this unit include:

- **Quiz and 'testing' knowledge software** such as Quizlet, Kahoot, Socrative
 - <https://quizlet.com/en-gb>
 - <https://kahoot.com/b/>
 - <https://socrative.com/>
- **Jigsaw puzzle making apps** such as <https://www.dailyjigsawpuzzles.net/puzzle-maker.html.html> allow jpegs of the set products or screenshots of music videos to be turned into jigsaws and learners have a set amount of time to make them into the full product. These are good for revision activities as they help learners identify the way the adverts are constructed and become familiar with the combined use of media language elements. This app is free to use but will require setting up with jpegs in advance before the activity. Similar apps allow creation of accounts so that apps and jigsaws can be stored and uploaded to online platforms.
- **Screencasting apps** such as <https://screencast-o-matic.com/> can be useful when analysing music videos, learners can individually demonstrate their understanding of media language or representational issues by providing an audio commentary or annotated screencast of the whole or sections of their case study music videos.

Practical

Incorporating a small practical component to learning can help to demonstrate and assess knowledge and understanding in a number of ways:

- Making – assessing learning/demonstrating learning through making of a set product
- Demonstrating understanding – through the use of ML conventions and representation
- Simulation activities that require the production of a brand/product similar to the set products
- Evaluation of use of ML, rep in own product – compare to set products
- Application of contexts to own and set products

Revision activities

- Quizlet activities, including Quizlet live <https://quizlet.com/en-gb>
- Writing frames for create paragraphs from analysis
- Testing terms with matching activities
- Student made glossaries, fact sheets and presentations
- Analysis of vocabulary used in exam questions
- Exam essay paragraph planning
- Peer to peer and whole class essay writing
- Student made quizzes
- Games such as Bingo and Top Trumps that can test student knowledge and understanding through the use of key words and answers

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