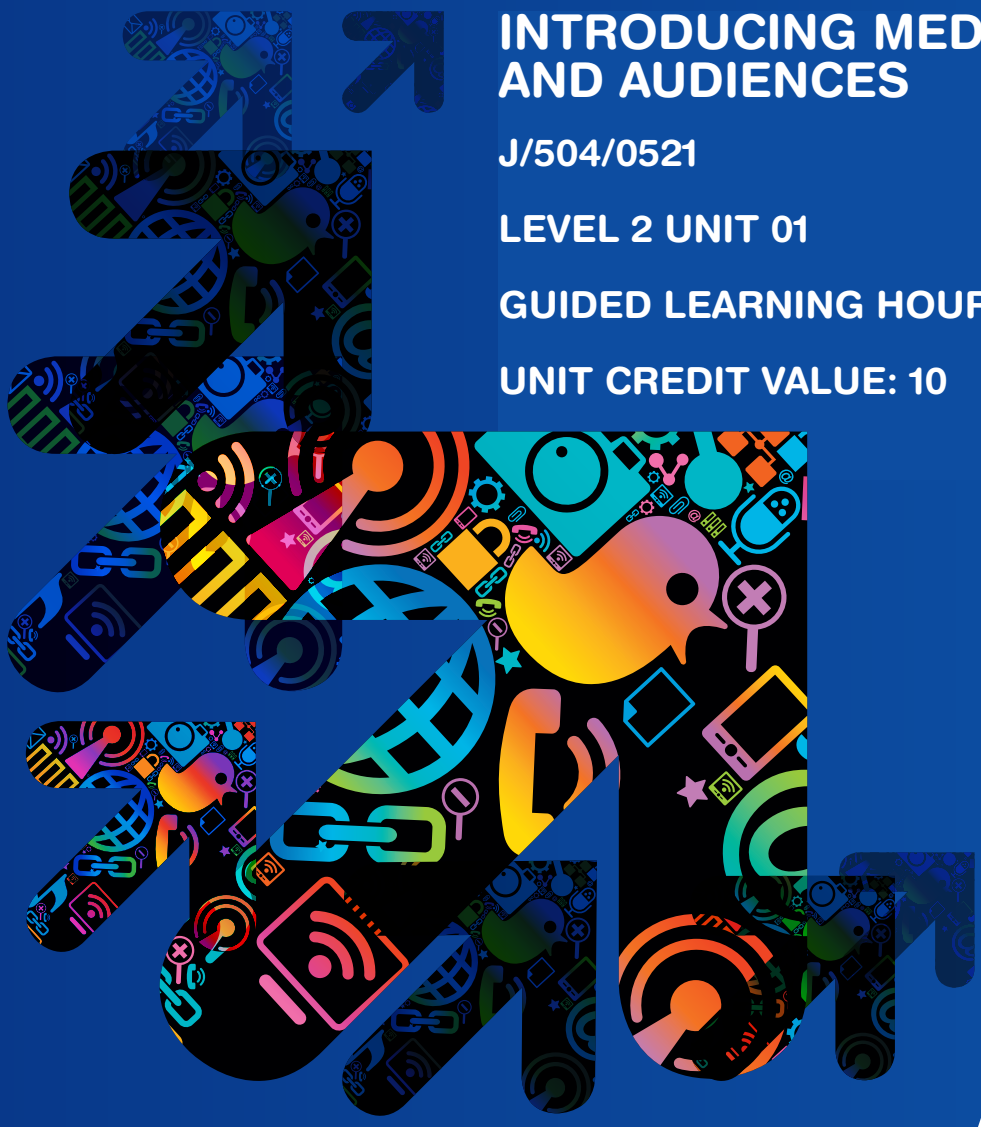
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



INTRODUCING MEDIA PRODUCTS AND AUDIENCES

J/504/0521

LEVEL 2 UNIT 01

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

INTRODUCING MEDIA PRODUCTS AND AUDIENCES

J/504/0521

LEVEL 2

AIM OF THE UNIT

This unit aims to allow learners to understand media institutions, how they work and the products they produce. Learners will understand production processes, target audiences, distribution and marketing through the analysis of media products.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	**Pass** The assessment criteria are the pass requirements for this unit. The learner can:	**Merit** To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	**Distinction** To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand media products and the institutions that create them	P1 Learners explore a media institution of their choice to find out about the institution's: a) ownership b) products c) competitors		
	P2 Learners choose one media product that is produced by the institution they have explored, and investigate its: a) purpose b) genre c) content d) meaning g) production process	M1 Learners use correct media terminology in their investigations. They demonstrate a good understanding of the conventions of the media product's genre, and their understanding is supported by examples within the chosen media product	D1 Learners' investigations show a thorough understanding of the relationship between purpose, content and meaning
2 Understand the relationship between media products and their target audience	P3 Learners investigate the target audience for their chosen media product, identifying the audience's: a) gender b) age c) lifestyle d) spending power	M2 Learners' investigations of the target audience show a good understanding of the relationship between the target audience and their chosen media product	
3 Understand how media products are distributed and promoted	P4 Learners explore how their chosen media product reaches its intended audience by investigating the product's: a) distribution channels b) advertising		
4 Understand ethical, legal, and regulatory issues associated with media products	P5 Learners demonstrate their understanding of their chosen media product by explaining: a) the product's effect on the audience b) relevant representation issues c) relevant legal and/or ethical issues	M3 Learners' investigations of their chosen media product demonstrate a good understanding of how legal and ethical constraints affect the product. They give at least one example of how a relevant regulatory body affects their chosen media product	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand media products and the institutions that create them

For example:

a) public service, independent, multinational, cross media, conglomerates, multi-media companies

b) fiction, non-fiction, magazines, newspapers, comics, documentaries, children's programmes, dramas, comedies, news, light entertainment, radio programmes, films, animation, advertisements

c) direct competitors, advantages/disadvantages over competition

For example:

- **purpose:** educate, entertain and inform sell products, promote brand
- genre – print (e.g. fiction/non-fiction, special interest, gender specific)
  audio/audio-visual (e.g. action, adventure, comedy, science fiction, musicals)
- **print content:** news, features, media terminology (e.g. mastheads, by-lines), adverts, regular columns
  audio/audio-visual content: narrative structure, camera shots/angles/ movement, editing, sound, mise-en-scène, special effects, sound effects, dialogue, music, etc.
- **meaning:** created through elements (e.g. colour, language, text, images; music, lighting, stars, props, costumes)
  created through semiotics (e.g. connotation, denotation, signification, iconography, anchorage)
  created through techniques (e.g. **print:** cropping, sizing, use of captions, choice of fonts;
  audio/audio-visual: use of camera techniques, editing, sound)
- **production process**
  print: (e.g. pre-production- content, flat planning, commissioning; production – write articles, mastheads; post-production – editing, sub editing, production)
  audio/audio-visual: (e.g. pre-production – e.g. script development, story boarding, production – filming, recording, post-production – editing)

Understand the relationship between media products and their target audience

For example:

- by age, gender, spending power, interests, needs of audience/consumer, demographics, lifestyle
- use of audience related elements such as soundtracks, colours, imagery, celebrities etc.

Understand how media products are distributed and promoted

For example:

a) retail outlets, television networks, cinemas, radio stations, internet, local, regional, national, international, location, accessibility

b) trailers, websites, billboards, posters, advertisements, cross media.

Understand ethical, legal, and regulatory issues associated with media products

For example:

a) influence on individuals/mass audiences, positive effects (e.g. good roles models), negative effects such as copycat violence,
theoretical models of audience behaviour (e.g. active/ passive theories)

b) individual people, social groups, issues (such as racism, sexism), stereotypes, etc.

c) legal: e.g. copyright, performing rights, royalties, etc.
ethical: e.g. accuracy, offensive material, sensationalism, chequebook journalism, privacy, censorship, public right to know, etc.

d) Press Complaints Commission or relevant press regulator, Advertising Standards Authority, Ofcom, British Board of Film Classification, self-regulation.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

P1: learners could approach the study of the chosen media institutions through case studies, visits to a print and audiovisual institution and/or visits from representatives from the print and audiovisual institution. Learners could use sources such as the Internet, published material, films, DVDs or TV to inform their research. Their findings can be evidenced by outcomes such as a written report or a slide presentation or information sheets or a commentary of audiovisual material or a fact file with diagrams, images or a blog.

P2/M1/D1: learners should be taught the principles of textual analysis for both print and audiovisual media. Learners should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse the chosen product. Learners could look at the production processes for the chosen product through case studies, using sources such as the Internet, written material, DVDs to inform their research. It may also present an opportunity, where possible, for learners to undertake a visit to a live TV show, recording studios, printers of magazines or newspapers. Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide presentation, commentary over audiovisual material, blog. Learners could refer to their investigations in **P1** and how that institution uses those conventions to produce a house style, brand or identity, which is easily recognisable to the audience.

P3/M2: learners should be taught the principles of audience targeting. They should understand that media products are aimed at people based on established demographics such as age, spending power, lifestyle and these demographics are used to create products that are of appeal, and promoted to, specific target groups.

Learners could gather information through vox-pops, look at institutions like RAJAR, company marketing and press pack information to produce written or audio-visual audieance profiles.

P4: for the product being looked at learners could undertake Internet research, visits to where the product is being distributed e.g. a cinema if their chosen audiovisual product is a film, they could conduct a retail survey for newspapers or magazines or visit a radio broadcaster's studio. The teaching of the marketing and advertising could be undertaken through case studies. The evidence for distribution could be provided as wall charts or information sheets. The advertising evidence could be provided as a proposal or a fact file.

P5/M3: learners could gain the information by conducting primary research such as interviews, questionnaires, discussion group or alternatively investigate case studies and apply these to the product they are investigating. Learners should be taught the principles of media representation for example stereotypes and to apply this to the named media products they are investigating. Learners should be encouraged to discuss issues of media representation through class discussions. Learners should be taught the various theoretical models of audience behaviour and be encouraged to apply these to the products they are investigating.

Regulatory bodies could also be taught as part of this unit through class discussions, case studies, etc. Websites, in particular the British Board of Film Classification (BBFC), Ofcom, BBC (self regualtion), Press Complaints Commission (PCC) or relevant print regulatory organisation or the Advertising Standards Authority (ASA) may be informative and it may also be possible to arrange visits from the BBFC.

Using case studies learners should be made aware of the legal and ethical issues applicable to product production and should then apply these to the named media products they are investigating; it may be helpful for learners to debate these issues through class discussions. These issues could range from copyright, intellectual property rights, use of offensive material. Work could be evidenced in written format, letters or online requests applying for copyright permission.

As the first mandatory unit it offers learners the opportunity to become familiar with media terminology and media skills, which can be developed as they continue to progress through their chosen study pathway.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

BFI (2004)	*BFI Film and Television Handbook 2004* BFI Publishing
Lacey, N (2002)	*Media, Institutions and Audiences* Palgrave Macmillan
Taylor, L & Willis A (2000)	*Media Studies* Texts, Institutions and Audiences Blackwell Publishers Ltd
O'Sullivan, T & Dutton B (2003)	*Studying the Media (3rd edition)*
Briggs A & Cobley Dr P (2002)	*The Media: An Introduction* Longman (2nd Edition)

Websites

www.bbc.co.uk

www.itv.com

www.pcc.org.uk

www.ofcom.org.uk

www.bectu.org.uk

www.bfi.org.uk

www.bbfc.co.uk

www.asa.org.uk

LINKS TO NOS

Skillset – Design for the moving image (2003)

DMI9 Assist with the research of specific requirements of the design brief

Skillset - Production Design (2003)

PD5 Communicate the visualisation of the production

The Newspaper Society – Multimedia and print journalism (2007)

16 Prepare visual material

17 Design and produce page layout

18 Produce contents promotional material

The Publishing Training Centre – Publishing (2005)

Unit 13 Formulate and present visual design proposals

Unit 24 Edit images



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509
Email cambridgetec@ocr.org.uk
www.ocr.org.uk