1. Today we are going to revise the Unit 1 – Year 10 core texts.
2. First we will refresh our memories about the terminology the exam board use to approach media studies.
3. You will then be shown 4 texts with a caption for each one.
4. Our aim is to create a set of notes that pick out the key features for each text. [LAYOUT / IMAGES / WRITTEN LANGUAGE / REPRESENTATION]
5. Once we have looked at the 10 different media texts once, we will look at a series of potential questions.
6. It is up to you to add to your notes so that you are able to answer them.
The intent of today’s lesson is to focus on developing your knowledge and understanding of:

• Advertising & Marketing
  (How Industries sell to Audiences)
• Representation issues

The skills used will be:

• Textual analysis using media language & key terminology

Assessment Objectives

• AO1: Show knowledge and understanding of the theoretical framework of media.
• AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
• AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

The theoretical framework of media:

• media language: how the media through their forms, codes and conventions, communicate meanings.
• representation: how the media portray events, issues, individuals and social groups.
• media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms.
• audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

2015.  **SPECTRE.** The suave secret agent, haunted by a skeleton. No ladies..

2015.  **PRIDE.** Naomie Harris, proud Bond girl, objectified & mocked?

1956. *Quality Street*. Gentlemen, if you have the chocolates, you’ll get the ladies!

2016. *This Girl Can*. Real women can do sport and enjoy themselves. Ok?

2013. *The Sun*. PM, keep foreigners out of England, or else we’ll sack you.

2015. *The Guardian*. Immigrants are people like us, so please help save them.
YEAR 10 REVISION & RECAP TEST

SPECTRE WEBSITE.
Facts and figures. Videos of Bond girls. Links to Bond merchandise and trailers.

THE SUN WEBSITE.
Headlines about terrorists, instead stories about sexy celebrities, showbiz, soaps and football.
SAMPLE QUESTIONS:
• Explore how the media text uses the following elements of media language to create meanings: IMAGES, LANGUAGE, LAYOUT AND DESIGN.
• Explore how the media text uses media language to create REPRESENTATIONS OF GENDER &/ETHNICITY
SAMPLE QUESTIONS:
- Explore how the media text uses the following elements of media language to create meanings: IMAGES, LANGUAGE, LAYOUT AND DESIGN.
- Explore how the media text uses media language to create REPRESENTATIONS OF GENDER & ETHNICITY.
EXAMPLE QUESTION
• What are the factors that have lead to film companies creating websites?

EXAMPLE QUESTION
• What are the factors that have lead to newspapers creating websites?
SILENT MOCK EXAM SESSION

• One person to a desk.
• On each desk is an answer booklet.
• There are 2 questions per page.
• There are 10 questions, 5 marks per question.
• As a rough guide aim to cover 5 PEEL type points per question.
• This should take you 50 minutes approximately.
• You may use the Resource Book as a prompt.

• PEEL answers
• Make a point – say what you see.
• Give an example
• Explain why it has been used
• Link this back to the question, most are about how have images, writing, composition etc made it easy for the audience to understand what is happening.
SILENT STARTER

• PLEASE SPEND 15 MINUTES COMPLETING THE MOCK PAPER FROM LAST LESSON.

• PUT AN ASTERIX * BESIDE ANY QUESTION THAT YOU ANSWER TODAY TO SHOW THAT IT WAS DONE IN THIS LESSON.

• WE WILL GET INITIAL FEEDBACK TODAY AND I WILL MARK IN DETAIL FOR NEXT LESSON.
The intent of today’s lesson is to focus on developing your knowledge and understanding of:

- Advertising & Marketing (How Industries sell to Audiences)

- Representation issues

The skills used will be:

- Textual analysis using media language & key terminology

**The theoretical framework of media:**

- **media language:** how the media through their forms, codes and conventions, communicate meanings.
- **representation:** how the media portray events, issues, individuals and social groups.
- **media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms.
- **audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.
PEER ASSESS THE MINI MOCK

• Please assess whether the answers are:
  • **Excellent** (5) Full of relevant examples with detailed explanations.
  • **Good** (4) Full of relevant examples with some good explanations.
  • **Satisfactory** (3) specific examples with some explanations
  • **Basic** (2) few examples, mostly descriptive with simplistic explanations.
  • **Limited** (1) one example, limited to description.
  • **Nothing** (0) no answer of any merit.

• I will take these away and re-mark them.
1) Explore how The Man with the Golden Gun poster uses the following elements of media language to create meanings:

LAYOUT AND DESIGN. (5)

• The Man with the Golden Gun poster has at its centre a medium long shot of the protagonist James Bond. He is dressed in a dark suit, holding a gun and commanding the attention of the viewer to show us that he is the main character.

• Surrounding Bond are elements of the narrative. We are shown bikini clad females, Bond Girls, who act as love interest / helper and femme fatale / villain. Also surrounding Bond are key props, like the Golden Gun and golden bullet with 007 on it, which are aimed at him, to show that he is in danger.

• Also around Bond are stereotypical action elements, such as car stunts, explosions and people involved in fights, all of which show the audience aspects of the narrative.
2) Explore how the **Spectre** poster uses the following elements of media language to create meanings: **IMAGES. (5)**

- The Spectre poster is limited in its use of images. In the **background** there is a **mid-shot** of a man in skeleton costume, with his **skeleton mask** turned to the camera. This image, the skeleton, links to the title “**Spectre**”, which is a **ghostly figure**. The audience would see this ghostly figure behind the main character and assume that the skeleton is the **antagonist**, who would be **pursuing** the main character.

- The character in the **foreground** is stood in a **confident stance**, in an **expensive dinner suit** which suggests he is the **protagonist**, who is rich and high class. The fact he has a **pistol** in his hand plays to the **stereotypical representation of a spy**.

- Beneath him is the **icon 007** which is **anchorage** to show that he is James Bond, the archetypal spy. The switch to a **white tuxedo**, rather than black, is an **intertextual reference** back to an early Bond and makes Bond an **influencer** in modern fashion circles.
3) Explore how the **Quality Street** poster uses the following elements of media language to create meanings: LANGUAGE. (5)

- The Quality Street poster relies a lot on the **written word** to get its message across. The name of the product “**Quality**” Street emphasises the fact that these sweets are of a **superior quality**, and the use of the word “**Street**” suggest that they are a part of **everyday life**, something for **everyone** to aspire to purchase.

- Clever **alliterative** language “**delicious dilemma**” & “**delightfully different**” plays a big part of the advert’s **appeal**. It suggests on the one hand that it is hard to choose between the **sweets** for the women, and it is hard to choose between the **women** for the man.

- Furthermore the word “**delicious**” is **repeated** in the description of each of the sweets **reinforcing** the idea that these are superior sweets.
4) Explore how the **Guardian** front page uses the following elements of media language to create meanings: LANGUAGE. (5)

- The Guardian newspaper works in a different way than tabloids with their short titles and large pictures. The headline on the Guardian reads: “The boat flipped. They just slipped through my hands.” A **short narrative** is created here, one which aims to evoke the **traumatic** scene and elicit an **empathic** response from the reader.

- The **subheadings** direct the reader by exploring the situation, “Father’s **anguish at death** of sons Aylan and Ghalib” and then subtly suggests their response at the “**Tragedy**” as a “**call for action**”, thus bringing the readership across to its liberal, left leaning position, which is to act to help the **plight of migrants** entering Europe.

- The Guardian suggests that their helpful position is now being **adopted by the PM** in its second story header which states “**PM bows to pressure to admit more refugees**”, an indication that the Guardian’s views are the **correct ones**.
5) Explore how the **The Sun** front page uses the following elements of media language to create meanings: IMAGES. (5)

- **As a tabloid newspaper** The Sun uses **images** to appeal to its audience and get its message across. Here the **map of Europe** is used. On the one side the UK is **separated by a bold red line**, red lines which have **connotations** of finality (“I’m drawing a red line under this). The red line is **bisected with a white line** which has the word “**Immigration**” written across it for **emphasis**, which highlights the **issue** that the Sun wants dealt with. Furthermore the red and white lines suggest the image of the **George Cross**, the English flag, a motif **patriots** would recognise.

- The map only has the name of **three countries** written on it, the **UK**, the most important country in the eyes of the Sun and its readers, and **Romania and Bulgaria** – the fact that these are highlighted suggests to the readers that these are the people who should be **kept out**. A **photo of the PM** at the bottom of the page suggests that he is involved in this, but he is **small**, which make it easier for the audience to feel **empowered** in telling him what to do.

- A puff containing a **discount voucher** for budget supermarket Aldi also encourages the reader to buy the paper to help them **save money** as the demographic is working or underclass (C2,D,E).
6) Explore how Sport England: This Girl Can poster uses the following elements of media language to create meanings: LAYOUT AND DESIGN. (5)

- The poster for Sport England: This Girl Can appears unusual in that it does not look staged or photo-shopped. The main figure is that of an everyday woman in loose fitting blue clothes; none of these are typical of an advertising campaign. One would expect an athlete or supermodel in figure hugging branded clothing to promote something.

- Here the slogan “Sweating like a pig, feeling like a fox” is used as anchorage. Sport England want women to get out and exercise, to sweat, and to feel invigorated rather than ashamed. The carefree woman is not making eye contact, she is lost in the moment, and that freedom of expression is what Sport England want to communicate to the audience, any ordinary woman can do sport and not need worry about how they look to others.

- The Sport England logo and #thisgirlcan are almost lost in the top left corner, which suggests that it is the message not the organisation which are important in the layout of this poster.
7) Explore how the cover of *Pride* magazine uses media language to create REPRESENTATIONS OF GENDER & ETHNICITY. (5)

- The cover of *Pride* magazine is quite *simplistic* and because of it quite classy. The *white background* offers a platform against which the cover star *Naomie Harris stands out*. As the cover girl of a women’s life style magazine we would expect her to be *sexualised or objectified*, issues which are addressed in the cover lines of the magazine, but she is *not exploited*. The fact that *Pride* wants to *challenge these issues* is shown by Harris in her *modest dress, almost fully covered* and not flaunting herself for the *Male Gaze*.

- This is also a *positive representation of race*, as the cover says how black bodies are mocked, and Harris has a *positive, almost sassy pose* on the cover to show she, a “Bond Girl” is a successful woman of colour, and going “*Beyond Bond*” reinforces this idea of *success* for both her gender and her race. She is not mocked, she is on the magazine cover to be *celebrated*.
8) Explore how the cover of GQ magazine uses media language to create REPRESENTATIONS OF GENDER. (5)

• The cover of GQ magazine shows Dwayne Johnson “The Rock” in a close up with its focus on his massive bicep. Immediately we are presented with a picture of hyper-masculinity. The cover lines around the picture highlight that this issue is the Mind, Body & Masculinity issue and its telling its readers to “Man Up!”, the implied message is that if you’re not as muscular as The Rock you need the magazine’s help in getting there.

• What the magazine offers are a “Style Guide”, a tip to buying £300 watches and “wellness gadgets”, all of which point towards consumerism and metrosexual and spornosexual men, all of which are a step away from the Rock’s hyper-masculine appearance.
9) Briefly explain what are the factors that have lead to the producers of films like *Spectre* creating websites? (5)

- **Film advertising** in the digital age has moved on a long way since the advent of television and the internet. Producers like EON who want audiences to watch Bond films like *Spectre* have to offer more than simple billboard posters to catch an audience’s attention.

- Many film fans will access the **internet** for lots of things and **viral marketing** which links to **websites** is a great asset to producers and audiences alike. **Film trailers, highlights, behind the scenes,** even **video clips** of the film’s **Bond Girls** all help to bring in viewers and raise awareness.

- Furthermore websites also help to generate **extra revenue** for the film producers as they can sell on collectable **merchandise** such as £1000+ **lighters** and pens, as well as more affordable items like **Bond themed shorts** and Lego kits, all of which appeal to the typical **ABC1 male target audience**.
10) Briefly explain how The Sun’s website appeals to the newspaper’s target audience. (5)

• It is common knowledge that sales figures for tabloid newspapers like The Sun are in decline.

• The distributors News Corp realise that they need to maintain audience interest and online platforms like websites and apps are a great way to reach the younger audience. For some readers the easy access anywhere elements of websites will appeal.

• For some, being seen reading a right wing red top in a public place can be a bit off-putting. The anonymity of looking at a smart phone app allows potential readers to access the website and get The Sun’s pun-rich headlines, its showcasing of half-naked celebrities, gossip pages, football filled webpages and stories about the evils of immigration will doubtless appeal to its readers.

• For those traditional readers in the C2,D,E demographic who are struggling financially, they will like the fact that the website is now free, no longer hidden behind a pay wall, thus their access to The Sun costs nothing extra. For some the links to money saving websites, cheap holidays and bargain buys are also a lure.