

Unit 1: Introduction to media and textual analysis (LEVEL 3)

Learning outcomes

By completing this unit, candidates will be able to:

- explain the development of a range of media genres
- use media terminology and analyse the structure of specific media products
- explain how meaning is created through narrative, representation and the combination of different elements.

They will also have an awareness of the effect of media products on individuals and groups. Candidates will understand the important changes in media ownership and the distribution of media products. They will have an understanding of the functions of the major regulatory bodies and recognise the arguments for and against legal constraints and ethical guidelines.

Assessment objectives	Knowledge, understanding and skills
<p>1 Investigate and explain how different genres have developed for contrasting media products</p>	<p>Two products from: Range of products:</p> <ul style="list-style-type: none"> • audio • audio-visual (moving image) • print • electronic media • advertising • animation <p>Genres:</p> <ul style="list-style-type: none"> • radio comedy • chart shows • horror films • sports programmes • soaps • games shows • news programmes • tabloid/broadsheet newspapers • lifestyle/specialist magazines • comics • racing computer games • radio/television/Internet advertising <p>Development in terms of:</p> <ul style="list-style-type: none"> • advances in technology • audience needs and lifestyles • cultural changes • multi-nationalism • economic reasons • changes in style • changes in content

Assessment objectives	Knowledge, understanding and skills
<p>2 Describe the structure of media products using the correct terminology</p>	<p>As appropriate to chosen products describe the following</p> <p>Structure:</p> <ul style="list-style-type: none"> • narrative • composition • content <p>Narrative:</p> <ul style="list-style-type: none"> • open • closed • single-strand • multi-strand • series • serials • linear • non-linear • realist • anti-realist <p>Composition:</p> <ul style="list-style-type: none"> • order of items in larger media products: newspapers, magazine shows <p>Content for audio:</p> <ul style="list-style-type: none"> • outside broadcast • phone-ins • vox pops • scripted/unscripted speech • SFX • packages • voicepiece • wrap • cue • copy • wildtrack <p>Content for audio-visual:</p> <ul style="list-style-type: none"> • camera shots such as point-of-view shots • cutaways <p>Content for print:</p> <ul style="list-style-type: none"> • hard news • features • masthead • by-lines • gutters • justified text
<p>3 Explore and describe how meaning is created in media products through the interaction of different elements</p>	<p>Elements include:</p> <ul style="list-style-type: none"> • colour • language • text • music • images <p style="text-align: right;">(continued overleaf)</p>

Assessment objectives	Knowledge, understanding and skills
<p>3 Cont</p> <p>Explore and describe how meaning is created in media products through the interaction of different elements</p>	<ul style="list-style-type: none"> • sound effects • performers • costumes • props • mise-en-scene <p>Meaning created through:</p> <ul style="list-style-type: none"> • connotation • denotation • signification • iconography • anchorage <p>Meaning created through techniques: eg</p> <ul style="list-style-type: none"> • cropping • sizing • choice of camera angles • use of theme music and music beds • use of captions • choice of font • use of stars
<p>4 Discuss the effect of representation in media products on target audiences/ consumers</p>	<p>Representation of:</p> <ul style="list-style-type: none"> • individual people • social groups • issues (such as violence, racism, sexism) • places • stereotypes <p>Effects include:</p> <ul style="list-style-type: none"> • trends in consumption • influence on individuals/mass audiences • positive effects (such as good roles models) • negative effects such as copycat violence <p>Theoretical models of audience behaviour such as active/passive theories</p>
<p>5 Compare distribution channels and ownership patterns within the media sector and explain your findings</p>	<p>Distribution:</p> <ul style="list-style-type: none"> • retail outlets • television networks • cinemas • radio stations • Internet • local • regional • national • international <p>Ownership:</p> <ul style="list-style-type: none"> • public service • private • independent

(continued overleaf)

Assessment objectives	Knowledge, understanding and skills
5 Cont Compare distribution channels and ownership patterns within the media sector and explain your findings	<ul style="list-style-type: none"> • multinational • cross media Compare in terms of: <ul style="list-style-type: none"> • niche markets • globalisation • financial viability • needs of the audience/consumer
6 Explain legal and ethical constraints and the role of regulatory bodies	Legal: eg <ul style="list-style-type: none"> • copyright • performing rights • royalties • libel • equal opportunities • Broadcasting Act Ethical: eg <ul style="list-style-type: none"> • accuracy • offensive material • sensationalism • chequebook journalism • privacy • representation • censorship • public right to know Regulatory bodies: eg <ul style="list-style-type: none"> • OFCOM • Press Complaints Commission • ASA • BBFC

Assessment

This unit is centre-assessed and externally moderated.

In order to achieve this unit, candidates must collate a portfolio of evidence showing that they can meet all the assessment objectives.

Portfolios of work must be produced independently. They will need to be made available, together with witness statements and any other necessary supporting documentation, to the OCR Visiting Moderator when required.

Guidance on assessment and evidence

Candidates should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professionally produced media products.

It may help candidates if the chosen genre of media products are the same as the ones candidates are planning, producing and marketing for Units 2, 3 and 4.

For Assessment Objective 1, candidates should choose two contrasting products made for the media sectors given below. The choice must include one print product and one audio or audio-visual product. One product should be fictional and the other factual.

The sectors are:

- radio
- television
- films
- newspapers
- magazines
- comics
- advertising
- computer games.

Candidates should name the chosen media products and identify their genre. They should explain using examples how the genre has:

- changed in style
- changed in content
- changed in audience/consumer
- been changed by new technology
- met changes in sales and funding for production.

It is suggested that in preparation, candidates read, view and use a range of genres. Examples of familiar and unfamiliar media texts should be analysed and discussed to find out their codes and conventions and how these have developed to make the genre what it is. Information about developments can be found out from books, magazines and websites but visits to museums such as the Museum of Photography in Bradford can provide a wealth of useful information.

For Assessment Objective 2, candidates should demonstrate understanding of structure through analysing two contrasting media products and providing examples highlighting narrative, composition and typical content. Candidates can use examples from their own productions. Examples should be stored in a portfolio with annotations explaining the structure. Candidates should use media terminology.

The structure of media products can be taught through analysis but also through practical activities. Storyboarding and drawing cartoon sequences are good for demonstrating open and closed narratives. Manipulating newspaper page layouts can show the importance of composition. A simulation of a radio or television news studio can show candidates how there are formulas to dictate order of items. Practical work is also a good way to introduce candidates to media terminology.

For Assessment Objective 3, candidates should demonstrate how meaning is created in two contrasting genres through the interaction of at least four different elements. Candidates could

compile a portfolio of examples of camera shots, headlines or sound edits accompanied by annotations explaining the meanings. Candidates should use media terminology.

Discovering how meaning is created can be done through analysis of professional products. However it may be more effective for candidates to explore this area through their practical work.

For Assessment Objective 4, candidates should discuss the representation in two contrasting media products of two of the following:

- individual people
- social groups
- issues
- places

For each representation they should discuss the potential effect on the target viewer, reader or listener. The discussion may be written or verbal.

A starting point for learning about representation and the effects of the media could be through investigating case studies such as those concerning Jamie Bulger or the Benetton advertising campaigns. Candidates will have varying opinions of the effect of the media and may benefit from airing their views in a debate. Activities around this topic could include interviewing or using questionnaires to find out other people's (outside of their peer group) opinions or feelings about the way people and issues are portrayed in the media.

Assessment Objective 5, candidates should compare distribution channels and ownership patterns for two contrasting media products.

Visits and visiting speakers, eg from the newspaper industry or commercial radio can be useful in highlighting the importance of ownership, distribution and legal and ethical constraints. Again, these issues may also arise in classroom discussions with a teacher/tutor about the content of products they are making. In the marketing unit candidates will explore where and how to sell and distribute their own products. Exploration of ownership patterns and distribution channels can therefore be based on their practical work. Debates on monopolies and globalisation can encourage candidates to consider the ethical side of the media industry.

Candidates should explain one legal and one ethical constraint and the role of one regulatory body associated with two contrasting media products. The explanation can be written or in the form of a verbal presentation.

Visits and visiting speakers, eg a representative from the British Board of Film Classification or a radio presenter can explain to candidates how ethics and laws daily affect media production. There have been in recent years many lively debates on chequebook journalism and the invasion of privacy. Students are usually willing to debate the effects of censorship on the films they watch or offensive material on the Internet. Candidates could give a verbal presentation of this when presenting the product they have made, to an audience.

Signposting to Key Skills

- 4 The unit contains opportunities for developing the Key Skill, and possibly for generating portfolio evidence, if teaching and learning is focused on that aim.

Key Skill reference		Key Skill reference		Key Skill reference	
C3.1a	4	N3.1		IT3.1	4
C3.1b	4	N3.2a		IT3.2	
C3.2	4	N3.2b		IT3.3	4
C3.3	4	N3.2c			
		N3.2d			
		N3.3			

Mapping to National Occupational Standards

Occupational Standards	Unit Number	Title
Arts Department Animation/graphics (General) for Skillset	DMI9 X1	Assist with the research of specific requirements of the design brief. Ensure your own actions reduce risks to health and safety.

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates 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 print. For the most up-to-date list of resources please refer to our website:

www.ocr.org.uk/

Publications

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|-----------------------------------|--|
| Branston, G & Stafford, R. (2002) | <i>The Media Student's Book: 3rd ed.</i>
Routledge |
| Fiske, John. (1990) | <i>Introduction to Communication Studies: 2nd ed.</i>
Routledge |
| Holland, Patricia. (2000) | <i>The Television Handbook</i>
Routledge |
| Lacey, Nick. (2000) | <i>Narrative and Genre</i>
St Martin's Press |
| Nelmes, Jill. (2003) | <i>An Introduction to Film Studies: 3rd ed.</i>
Routledge |

Websites

Advertising Standards Authority. URL:<http://www.asa.org.uk>

British Board of Film Classification. URL:<http://www.bbfc.co.uk>

Channel Four. URL: <http://www.channel4.com>

National Museum of Photography, Film and Television. URL:<http://www.nmpft.org.uk>

The Guardian Newspaper. URL:<http://www.guardianunlimited.co.uk>

Grading

Assessment Objective	Pass	Merit	Distinction
AO1 Investigate and explain how different genres have developed for contrasting media products	Candidates name the two chosen media products and identify their genre. Explanations of developments are basic and discuss only a few changes. Examples are limited to the two chosen media products.	Candidates name the two chosen media products and identify their genre. The explanations of developments cover a range of changes, and examples are given from other products within the genre.	Candidates name the two chosen media products and identify their genre. The explanations of developments cover a range of changes in depth and examples are given from other products within the genre.
AO2 Describe the structure of media products using the correct terminology	Candidates provide examples showing the structure of the chosen media products. The descriptions of narrative, composition and typical content are simplistic.	Candidates provide a range of examples showing the structure of the chosen media products. The descriptions of narrative, composition and typical content use media terminology effectively.	Candidates provide a range of examples showing the structure of the chosen media products. The descriptions explain and justify the use of narrative conventions, composition and typical content. Candidates use media terminology effectively.
AO3 Explore and describe how meaning is created in media products through the interaction of different elements	Candidates demonstrate with simple examples how meaning is created in the two chosen genres. They describe the interaction of a limited number of elements. They describe the meaning with little use of media terminology.	Candidates demonstrate with a range of examples how meaning is created in the two chosen genres. They describe clearly the interaction of a range of elements. They describe the meaning using media terminology appropriately.	Candidates demonstrate with a wide range of examples how meaning is created in the two chosen genres. They present material effectively to explain the interaction of a range of elements. They describe the meaning using media terminology fluently.
AO4 Discuss the effect of representation in media products on target audiences/consumers	Candidates give a basic discussion of representation in the two media products and discuss the possible effects on target audiences/consumers	Candidates give a detailed discussion of representation in the two media products. This is supported by examples and discusses the possible effects on target	Candidates provide an in-depth discussion of representation in the two media products giving a wide range of examples and refer to other products within the genre. They discuss the

	<p>simplistically.</p>	<p>audiences/consumers; examples of case studies are provided.</p>	<p>effects on target audiences/consumers of the two media products. The discussion is supported by case studies and references to theoretical models of behaviour.</p>
<p>AO5 Discuss the effect of representation in media products on target audiences/consumers Compare distribution channels and ownership patterns within the media sector and explain your findings</p>	<p>Candidates produce a basic description of a couple of distribution channels and ownership patterns for contrasting media products. The choice of criteria for the comparison is limited.</p>	<p>Candidates compare a range of distribution channels and ownership patterns for the contrasting media products. They use a range of criteria to make their comparisons.</p>	<p>Candidates compare a wide range of distribution channels and ownership patterns for the contrasting media products. They compare using a range of criteria and assess the effectiveness of different methods of distribution and of ownership patterns.</p>
<p>AO6 Explain legal and ethical constraints and the role of regulatory bodies</p>	<p>Candidates give a simplistic explanation of legal and ethical constraints and a brief description of the functions of the regulatory bodies.</p>	<p>Candidates give an explanation with examples of legal and ethical constraints and describe the functions of the regulatory bodies in detail.</p>	<p>Candidates give an explanation with examples of legal and ethical constraints and describe a range of functions of the regulatory bodies and describe how they affect the media products.</p>