

# The Friary Sixth Form



## BTEC CREATIVE DIGITAL MEDIA PRODUCTION Bridging Pack 2024

# Course Expectations



## Introduction

This bridging pack contains a programme of activities and resources to prepare you to start your BTEC Creative Digital Media Production course September.

The course leader/subject teacher for this qualification is Mr. Straw – [astraw@friaryschool.co.uk](mailto:astraw@friaryschool.co.uk)

## Equipment / Folders

In Media Studies, most of our resources are shared electronically and your classwork, coursework and assessments are saved via SharePoint. This means that at all times both you and your teachers will have constant access to your work. However, as we do have content that requires revision, so please ensure you have a folder for all of your revision and classwork to go in. You will be supplied with a separate fold for all of your coursework,

You will need access to a computer/laptop at home to continue your homework or independent learning outside of the class room.

# Course Overview



There are four units to cover for this qualification (Pearson), and you will do two in each year – one coursework based and one will be externally marked.

## **Y12 Content**

### **Unit 1 – Media Representations (2-hour exam) 25%**

You will consider how different media representations are constructed by media producers to create meaning, messages and values.

### **Unit 4 – Pre-Production (coursework) 25%**

Learners study the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio.

## **Y13 Content**

### **Unit 8 – Responding To A Commission (6 hour controlled assessment) 33%**

This unit considers the commissioning process and how media producers respond to clients by generating ideas using a range of skills.

### **Unit 14 – Magazine Production (coursework) 17%**

Learners will explore codes and conventions of different magazine genres and platforms. They will select and prepare content, and create layouts for a specific genre of magazine.

# Tasks



## Task One – Different Types Of Media

You will be studying various types of media on the course and be expected to know the basic conventions and purpose of each. Below are the different types of media and tasks to complete for each.

- a. **Film** – Choose a film genre (horror, comedy, thriller etc), and find an example film in the genre and explain at least five things that contribute to that particular genre and what you expect to see in this genre e.g. Sci-fi futuristic setting etc.
- a. **TV** – Pick a TV programme you enjoy watching and in the same style to the previous task, define the genre and explain at least five things that contribute to that particular genre e.g. Sit-Com limited settings etc.
- b. **Gaming** – Find an example of a female and male character from any computer game of your choice. Find a series of images and analyse how they are represented. You should consider; appearance, personality, characteristics, role in game etc.
- c. **Music videos** – Using one musical artist of your choice, explain how the artist is presented in a music video and why this typical for this genre of music.

## Task Two – Media Representation

A. During this course, you will have to consider how different groups of people and places are presented in different media texts. Using the links to help you, summarise how the following can be represented in the media.

In your response (around 50-100 words), explain how the people or place are being presented and how this is achieved from the advert or film clip. Please include a link or screenshot. The areas to discuss are;

- [gender](#)
- [ethnicity](#)
- [age](#)
- [social groups](#)
- [places.](#)

- B. Using the link, explain how the adverts represent gender? **Link:** [Gender adverts](#)
- C. Watch the Nike This Is Us advert and then discuss why Nike may have chosen to represent girls/women in this way. Include in your answer how historical and social factors could influence this portrayal. **Link:** [Nike Advert](#)
- D. How is race potentially presented differently in the two headlines about two footballers? Why do you think the same events is portrayed by the newspapers? **Link:** [Race headline](#)
- E. Read and watch the following link about [controversial adverts](#). Which 3 adverts do you believe to be most controversial? Explain your reasoning.

# Glossary



**Audience** – viewers, listeners and readers of a media text. A lot of media studies is concerned with how audience use texts and the effects a text may have on them. Also identified in demographic socio-economic categories.

**Binary Opposites** – the way opposites are used to create interest in media texts, such as good/bad, coward/hero, youth/age, black/white. By Barthes and Levi-Strauss who also noticed another important feature of these ‘binary opposites’: that one side of the binary pair is always seen by a particular society or culture as more valued over the other.

**Demographics** – Factual characteristics of a population sample, e.g. age, gender, race, nationality, income, disability, education

**Denotation** – the everyday or common sense meaning of a sign.

**Connotation** – the secondary meaning that a sign carries in addition to its everyday meaning.

**Diegetic Sound** – Sound whose source is visible on the screen

**Non Diegetic sound** – Sound effects, music or narration which is added afterwards

**Feminism** – the struggle by women to obtain equal rights in society

**Gaze** – the idea that the way we look at something, and the way somebody looks at you, is structured by the way we view the world. Feminist Laura Mulvey suggests that looking involves power, specifically the look of men at women, implying that men have power over women.

**Genre** – the type or category of a media text, according to its form, style and content.

**Hypodermic Needle Theory** – the idea that the media can ‘inject’ ideas and messages straight into the passive audience. This passive audience is immediately affected by these messages. Used in advertising and propaganda, led to moral panics about effect of violent video and computer games.

**Institutions** – The organisations which produce and control media texts such as the BBC, AOL Time Warner, News International.

**Intertextuality** – the idea that within popular culture producers borrow other texts to create interest to the audience who like to share the ‘in’ joke. Used a lot in the Simpsons.

**Media text** – see above. N.B Text usually means a piece of writing

**Mise en Scene** – literally ‘what’s in the shot’ everything that appears on the screen in a single frame and how this helps the audience to decode what’s going on.

**Preferred Reading** – the interpretation of a media product that was intended by the maker or which is dictated by the ideology of the society in which it is viewed.

**Oppositional Reading** – an interpretation of a text by a reader whose social position puts them into direct conflict with its preferred reading.

**Negotiated Reading** – the ‘compromise’ that is reached between the preferred reading offered by a text and the reader’s own assumptions and interpretations

**Representation** – The way in which the media ‘re-presents’ the world around us in the form of signs and codes for audiences to read.

**Shot** – single image taken by a camera.

**Stereotype** – representation of people or groups of people by a few characteristics e.g. hoodies, blondes

**Sub-genre** – a genre within a genre.

**Uses and Gratifications** – ideas about how people use the media and what gratification they get from it. It assumes that members of the audience are not passive but take an active role in interpreting and integrating media into their own lives.

# Additional Reading



Create a new document in your files (you will need this throughout the course) and call it 'Additional Reading'. For each of the links provided, create a notes page for each with glossaries of key terminology discussed and explanations of theories introduced. Each of the terms and theories discussed are essential to our course and linked to each unit.

## **Websites**

### **BBC Bitesize – Media Studies**

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

### **Media Insider YouTube**

#### 1. [Media Key Concepts](#)

[https://www.youtube.com/watch?v=qE-B\\_XkoAgQ](https://www.youtube.com/watch?v=qE-B_XkoAgQ)

#### 2. [Media A-Z](#)

<https://www.youtube.com/watch?v=2BocPq36Z4M>

#### 3. [Hall's Theory of Representation](#)

[https://www.youtube.com/watch?v=yJr0gO\\_-w\\_Q](https://www.youtube.com/watch?v=yJr0gO_-w_Q)

# Supporting Resources



## Specific Websites for tasks

### Task Two

- A.
  - I. Gender  
<https://www.bbc.co.uk/bitesize/guides/zq6qsg8/revision/1>
  - II. Ethnicity  
<https://www.bbc.co.uk/bitesize/guides/zwpq39q/revision/1>
  - III. Age  
<https://www.bbc.co.uk/bitesize/guides/zx6qsg8/revision/2>
  - IV. Social Groups  
<http://lingfieldbtecunit1.blogspot.com/2018/11/representations-of-social-groups.html>
  - V. Place
- B. Adverts <https://thevisualcommunicationguy.com/2017/09/25/masculine-feminine-appeal-advertising/>
- C. Nike 'This Is us' [https://www.youtube.com/watch?v=1OYi2pbNK\\_4](https://www.youtube.com/watch?v=1OYi2pbNK_4)
- D. Racist headlines <https://www.abc.net.au/news/2018-12-11/is-the-uk-media-coverage-of-raheem-sterling-racist/10604422>

### Task Three

Example 1

<https://www.slideshare.net/AnnaSalman1/magazine-cover-analysis-67242038>

Example 2

<https://www.bbc.co.uk/bitesize/guides/zcpgdmn/revision/2>

## Supporting Websites & Wider Reading

### Specification (Pearson)

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/creative-digital-media-production/2016/specification-and-sample-assessments/BTEC-L3-Nat-ExtCert-in-Creative-Digital-Media-Prod-Spec.pdf>

### General Websites

<https://revisionworld.com/a2-level-level-revision/media-studies-level-revision>