

The Friary Sixth Form



BTEC CREATIVE DIGITAL MEDIA PRODUCTION Bridging Pack 2026

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

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 folder 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



This task will introduce you to key ideas in **Media Representations**:

- How meaning is created
- How characters are constructed
- How audiences interpret media texts

BIG QUESTION

How do media producers construct meaning, and how do audiences respond to it?

You must watch BOTH clips carefully:

Clip 1: Modern Family (Comedy)

modernfamily



<https://www.youtube.com/watch?v=7pUWVxp8U5s>

Clip 2: The Dark Knight (Action/Thriller)



<https://www.youtube.com/watch?v=xLcHPsWK5xg>

SECTION A: CHARACTER & REPRESENTATION

Complete every question for **both clips**. If you can submit this work in whatever format you wish to (Word, PPT etc).

1. Describe the characters using mise-en-scène

Modern Family:

- Costume
- Body language
- Setting

The Dark Knight:

- Costume
- Body language
- Setting

2. Stereotypes

Do the characters:

- Reinforce stereotypes?
- Challenge stereotypes?

Explain how stereotypes are used in Modern Family and The Dark Knight.

SECTION B: GENRE

3. What genre is each clip?

- Modern Family: _____
- The Dark Knight: _____

4. Identify THREE conventions for each

Modern Family:

- _____
- _____
- _____

The Dark Knight:

- _____
- _____
- _____

SECTION C: AUDIENCE

5. Why would audiences watch each clip?

Tick + explain:

Reason	Modern Family	The Dark Knight
Entertainment	☐	☐
Informative	☐	☐
Personal Identity	☐	☐
Social Interaction	☐	☐

Explain your choices.

6. Who is the target audience for each?

Consider:

- Age
- Interests
- Lifestyle

STAGE 2 – YOUR OWN CLIP

Choose ANY clip (TV, film, YouTube)

Clip title + link:

Now repeat **question 1-6** for your own clip. This can be a TV show, film, gaming clip, advert, music video.

KEY TERMS

- **Representation** – how people are presented
- **Mise-en-scène** – everything in the shot
- **Genre** – type/category of media
- **Audience** – who it's aimed at
- **Preferred reading** – intended meaning
- **Oppositional reading** – rejecting meaning
- **Negotiated reading** – partly agreeing

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.

Supporting Resources



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>