



Candidates will need to demonstrate their **knowledge and understanding** of the set topic in relation to the main areas from the specification framework. The topic of *news* for the examination will be studied in relation to the **convergent nature of the media**.

This resource will explore the topic of News in relation to the following areas:

- **Genre:** codes and conventions of newspapers, similarity and difference across different types of newspapers, an exploration of traditional newspaper formats and online news platforms linked to the relationship with audience needs.
- **Narrative:** the role of *selection* and *construction* in creating narratives, narrative structures, the ways in which media language constructs points of view and conveys particular messages and values.
- **Representations:** how the media presents people and groups of people in terms of gender, ethnicity, cultural diversity, age and nation and the way events and issues are represented in the news from a national, regional and local perspective.
- **Media organisations:** sustaining and extending markets, regulation, marketing, promoting and branding, cross-media platform presence, new technologies and distribution.
- **Audience and users:** targeting audiences, audience/user engagement, audience/user response and interpretation, uses and pleasures.



## Introductory activities:

### What is news?

- Use the printable resource and have students mind map their initial ideas. 'What do you understand by the word news?'
- Ask them to compare their definition with a partner. Do they have similar points of view?
- Use the interactive resource 'What is news?' to encourage students to share ideas with the whole class and then compare with the digital response.
- Then ask them to write a definition which includes points that have been discussed.

### Dictionary definition:

*Newly received or noteworthy information, especially about recent events.*

<http://www.oxforddictionaries.com/definition/english/news>



## Research activities:

- Use the printable resource and have students mind map their initial ideas about how we access news.
- Ask them to compare their definition with a partner. Do they have similar points of view?
- Use the interactive resource 'Accessing the news' to encourage whole class discussion about different ways of accessing the news.
- Follow on activities for your students:
  - Conduct a class survey and present your findings about the ways in which teenagers access news.
  - Widen your research by asking different family members/different generations about how they access news [you could conduct an interview or devise a questionnaire]. Be prepared to report back your findings.
  - Are there significant differences in the way that young people and older people access news today?

*[Findings tend to show that young people tend to access news throughout the day while older generations turn to trusted peak time television bulletins and daily national newspapers]*

Traditional users are more likely to have fixed times of day for consuming the news, whereas the *mainly online* and *heavy multi-channel* groups tend to access throughout the day reflecting the greater ease of access to online news outside the home. Heavy multi-channel users also extend their news consumption right through to bedtime. To maintain impetus and interest in the topic of news encourage students to create a news wall in a prominent area which is updated each lesson. Set up a school news blog with media students as weekly bloggers reporting on relevant news.



## Newspapers

Introductory question: how many in the class read a newspaper?

*It is important to acknowledge that students might not have the same out of the classroom, wider engagement with newspapers that their teachers might have. Their experience of news in the media is a rich source to draw on in relation to the more traditional newspaper. Recent research confirms trends and classroom findings.*

[http://www.newsworks.org.uk/Topics-themes/generation\\_news/78136](http://www.newsworks.org.uk/Topics-themes/generation_news/78136)

### What is a newspaper?

A newspaper is: *a printed publication that contains national/international news as well as other features*. It is issued on a daily or weekly basis.

<http://www.businessdictionary.com/definition/newspaper.html>

*In relation to previous findings and discussions about news being accessible instantaneously throughout the day, a key question to consider is:*

### What is the role of a newspaper and the front page in the 21<sup>st</sup> century?

🔗 Use the interactive resource to study a range of iconic newspaper front pages from the past.

For each cover consider:

- What is the story about?
- Who is the story about?
- Where has this taken place?
- When did this happen?
- Why has this made the front page?
- How do the front pages communicate the story?



*[The front page traditionally was where major news stories first reached the public (there was radio, but front pages captured attention through the use of an emotive, dramatic headline and image). The phrase 'hold the front page' is important as, in the past, this is where the most significant up to date news was reported. Students will not necessarily know about all the stories here but a discussion of past news stories helps to develop an understanding of the role of the front page and newspapers today. Discussions can be linked back to 'What is news?' Here, there could be an unexpected occurrence with human tragedy, a significant event that affects lots of people, the death of famous, influential people, an important achievement.]*

Ask the students the following:

Think of an event that has happened more recently. Write down how you heard about this event.

Bring in to class a newspaper front page of your choice of a significant news story [Front pages can be easily researched using the internet].

Be prepared to discuss your chosen cover answering the key questions above.

Create a classroom display of front page news.



## The Newspaper Photograph

 Give students the printable resource 'Newspaper photos'.

Have students study a range of newspaper photographs.

As a starting point use a question matrix to ask questions of the images.

Ask the students to choose one image and ask three questions using the matrix. Have students feedback to class.

	Is	Did/Does	Can	Would	Will	Might
What						
Where/when						
Which						
Who						
Why						
How						

Follow on activities could include:

- Choose one photo. Could it be read in different ways?
- Write a headline that anchors the meaning in a particular way. Try to use some typical headline techniques.
- Add a different headline that changes the meaning and way the reader might interpret the image.

### Key terms:

<b>Angle</b>	The particular viewpoint a newspaper wants us to take
<b>Anchorage text</b>	When text pins down the meaning of an image
<b>Caption</b>	Words that are usually placed underneath an image to add contextual information



## News Story Headlines

Headlines are an essential element of a newspaper story particularly for the front page. Language is a powerful tool; a good headline should always provoke a response whether that is of emotion, of interest or at least of curiosity. A headline should give the essence of a story and attract a reader.

- 🔗 Use the interactive resource 'News story headlines' and discuss the headlines taken from newspaper pages on one day:

- Oh Brother! We did it!
- Team GB Star in Rio Gun Terror
- Send in Army to Stop Migrant Crisis
- Osborne Goes Rambo!
- Cops probed Over Footy Star Taser Death

For each headline ask students to discuss what sort of response is encouraged.

Can they identify ways in which the headline provokes the response?

*[For example: Send in Army to Stop Migrant Crisis seems set on playing on readers' fears over an ongoing situation. 'Crisis' is particularly emotive suggesting a situation that is particularly intense and dangerous to the point of becoming out of control. It could be argued that the call to send in the army is hyperbolic and suggests a national emergency]*



### Headline techniques:

- 🔗 Use the interactive resource 'Headline techniques match up' to encourage students to understand and consolidate knowledge of the different techniques.

Technique	Definition
<b>Pun</b>	A play on words
<b>Alliteration</b>	Repetition of the same letter at the start of a word
<b>Rhyme</b>	Words that sound similar
<b>Hyperbole</b>	Deliberate exaggeration
<b>Direct address</b>	Use of pronouns - 'you' for effect
<b>Emotive language</b>	Use of words that provoke an emotional response
<b>Exclamatives</b>	Sentences that <i>shout out</i>
<b>Informal language</b>	Words that are like everyday speech





### Writing a headline:

🔗 Use the interactive resource 'Writing a headline.'

Ask the students to choose *one* of the news stories and write a headline that uses one of the techniques.

Then *either* choose a different technique and write another headline for the same news story or choose a different story and a different technique.

- Beyonce's sister Solange attacks Jay Z in elevator.
- A cat saves boy from attack by vicious dog.
- The Duchess of Cambridge gives birth to a girl.
- Jeremy Clarkson sacked from BBC's Top Gear.
- Usain Bolt wins 100m race in Rio.

[ For example: Beyonce's sister Solange attacks Jay z in elevator Headline: Cray-Z! ]



## Different newspaper formats: the broadsheet and the tabloid

- 🔗 Use the interactive resource 'Newspaper formats' and have students complete the two minute task – 'how many newspapers can you name?'


Newspapers can be categorised in different ways.

In Britain there are two main formats which are the tabloid and the broadsheet.

- 📄 Use the printable resource 'Newspaper formats.' Give students a tabloid front page and a broadsheet front page and ask them to study both before filling in the format framework.



## Investigative findings

 They may have found some of the following: This is also available as a printable resource that can be given to students to compare their answers.


Key features	Tabloid	Broadsheet
<b>Amount of text</b>	Lower percentage of text v image ratio. Large headlines.	Higher percentage of text v image ratio.
<b>Number/size of visuals</b>	Image led. Image is dominant on the page.	Less reliance on the visual image.
<b>Headlines</b>	Large headlines with capitalised font. Headline occupies significant amount of space. Usually one lead story with one or two secondary stories. Headlines tend to be emotive and dramatic.	Text larger but not oversized. Headlines tend to be informative rather than emotive.
<b>Tone</b>	Sensational, exaggerated, emotive, language tends to be inclusive.	More formal, factual and informative.
<b>Content/type of stories</b>	World news but also entertainment and celebrity focus.	National / international. Political / issue based. Increasingly uses entertainment features as well to attract readers.
<b>Language</b>	Easy to understand, everyday language. Short paragraphs.	Denser paragraphs, more formal standard English.
<b>Size</b>	More compact.	Bigger size [ <i>Guardian</i> new size-Berliner].
<b>Other</b>	Lower cover price. High circulation.	Higher cover price. Lower circulation.



## Mid - Market Newspapers

*The Daily Mail* and *The Daily Express* are referred to as Mid- Market Newspapers.

Their style is somewhere in between the Tabloids and the Broadsheets. There is still an emphasis on serious, hard news and opinion pieces but they also feature celebrity and entertainment news.

 Give the students the printable resource 'Mid-market newspapers', a front page of the Daily Mail and a front page of the Daily Express. Ask them to study the covers and explore the ways in which they can be seen to have both tabloid and broadsheet features.

They can then complete a grid to help record their findings and then use this to write a summary.

Key features	Mid-market newspaper
Amount of text	
Number/size of visuals	
Tone	
Content/type of stories	
Language	
Size	
Other	
In summary - what features are similar to a tabloid and which are similar to a broadsheet?	



## Front Cover Key Features

- 🔗 Use the interactive resource to introduce key features.

Term	Feature definition
<b>Masthead</b>	The distinctive name and logo of the newspaper which creates a brand identity
<b>Headline</b>	The eye-catching large font that introduces the main story
<b>Caption</b>	Written beneath a picture to anchor the meaning of the photo
<b>Copy</b>	The main body of text
<b>Pug</b>	Top right 'ear' of the newspaper which usually has promotions and other persuasive features
<b>Puff</b>	A graphic device that has a promotion or offer
<b>Secondary story</b>	An extra story on the front page
<b>By-line</b>	This tells the reader who wrote the story
<b>Standfirst</b>	This adds further detail about a story that is not in the headline
<b>Splash</b>	The main picture of the lead story
<b>Trail</b>	This is a panel that tempts the reader inside the newspaper
<b>Turn</b>	Most stories continue inside (con't 2,3,4)

- 🔗 Use the interactive resource 'Label the front page' to consolidate each of the terms. There is no feedback on the resource. This needs to be teacher led.

- 📄 The learning checkpoint printable document can be used at this point for students to reflect on their learning.



### Creating a brand identity

Ask students the following questions:

What is meant by the term brand identity?

Why is brand identity important to newspapers?

Write down your understanding of the term on a post-it note. Share with the group/class.


Brand Identity consists of: the visual elements of a brand such as the colours, the logo design and the use of font style that together identify and distinguish the newspaper in the audience's mind. A brand is often associated with particular values that the consumer/reader agrees with.

Brand identity is important to newspapers because as news moves increasingly online it is important for newspaper brands to maintain their profile across digital platforms.



## Newspaper mastheads

**A newspaper masthead creates a clear identity for the brand.**

 Use the printable resource 'Newspaper mastheads' and a range of newspaper mastheads.

Ask them to choose two mastheads to annotate.

They should consider how each newspaper masthead creates brand identity.

They should also comment on:

- the title
- colour and design
- the font
- the logo
- the slogan
- the price
- anything else




## Sustaining and Developing Markets

As newspapers move from print to online it is essential for established newspaper brands to maintain their profile and presence across digital platforms. In addition to its traditional circulation figures the success of a brand is considered through:

- The number of Twitter followers and Twitter conversations
- The number of Facebook likes
- The number of brand mentions across forums, blogs and other news sites.

Ultimately the success of a brand relies on its relationship with its readership and therefore a range of strategies are used to make a brand successful online.

The Daily Mail is now the most read national newspaper brand if print and multi- platform data figures are considered. Refer to <http://www.newsworks.org.uk/Daily-Mail>

 Have students work in pairs/small groups using the 'New trends' printable resource to undertake research into one newspaper and present a profile which includes information about:

- Its circulation
- Its readership profile
- Its online platform presence





## Newspaper Brands

Creating a strong brand identity and communicating this to a target readership has always been important.

🔗 Use the interactive resource 'Newspaper brands' to watch the YouTube clips

<https://www.youtube.com/watch?v=Upy6YH3FPBc>

[Daily Mirror advert 1960s]

<https://www.youtube.com/watch?v=YAR4IVNxtfk>

[Daily Mirror Made you Think]

<https://www.youtube.com/watch?v=vDGrfhJH1P4>

[The Guardian- Three Little Pigs]

Students should consider the following questions:

- How does each newspaper create a brand identity?
- How does each newspaper present itself to audiences? How is appeal created?



## Launching a newspaper

📄 Use the printable student sheet 'Launching a newspaper' to deliver the following information:

Trinity Mirror, the publisher of the Daily and Sunday Mirror, launched another daily title *the New Day* on 29<sup>th</sup> February 2016.

Two million copies of *the New Day* were distributed free on Monday 29<sup>th</sup> February. It then increased its cost to 25p for two weeks before rising to 50p. Trinity Mirror launched an original print run of 200,000 copies. Chief executive Simon Fox said the new title **"fills a gap in the market for a daily newspaper designed to co-exist in a digital age"**. The newspaper did not have a website but did have a Twitter account through which it aimed to establish its social media presence.

The New Day was being edited by Alison Phillips, the Mirror's weekend editor.

For more info: <http://www.bbc.co.uk/news/business-35628729>

Students will then be encouraged to consider the following:

How does the New Day establish its brand identity? Consider the masthead and front page format.

Comment on:

- the title
- colour of the masthead
- the slogan
- the use of image

How is it similar or different to other front pages you have studied?



## Promotional Campaign

To accompany the launch there was a £5 million pound television advertising campaign.

[https://www.youtube.com/watch?v=7YM2VEe-B\\_U](https://www.youtube.com/watch?v=7YM2VEe-B_U)

- 🔗 Use the interactive resource 'Promotional TV advert' to analyse the television advert constructed to promote *the New Day*.

Students will consider the following:

- Firstly just listen to the **audio codes**.
- What words are repeated? What words stand out? Are there words that are used to be particularly persuasive? What tone of voice is used? How would you describe the pace?
- What **message** is being communicated about this newspaper?

📄 The transcript is available as a printable student sheet.

New is great isn't it? So we are launching a new national newspaper. It's got a new approach. A new outlook. A new style. A new layout. A new mix of opinions and with this new approach, this new optimism we bring a new energy, a new type of writing from a new set of writers with new conversation. It even *feels* new. Welcome to *the New Day*. Open minded, to the point and positive just like you.

Get your free copy this Monday only and judge for yourself.

Seize *the New Day*.

- Use both interactive and printable resource to analyse the **visual codes** with the transcript of the audio. Have students comment on the *mise en scène*/settings/technical codes and people represented.




Remind the students to remember to use key **media terms** and consider the **connotations** of both the audio and visual codes when answering the following questions.

- How does the television advert aim to represent the **brand identity** of the New Day?
- Now sum up in 30 words.
- Does the advert suggest a particular target reader?
- Suggest where you would place this 30 second television advert in order for it to reach its target demographic.

The 30-second TV advert was aired in prime-time slots on the weekend prior to its launch during *Coronation Street*, *Ant and Dec's Saturday Night Takeaway*, England's Six Nations rugby match against Ireland and Sky's *Game of Thrones*.

The campaign also included radio, social media and print advertising that ran in flagship Trinity Mirror regional newspapers.

[The primary reader for the New Day was considered to be a 35-55 yr old female]

-  Use the printable resource 'Extended response' to encourage students to draw their knowledge and understanding together.

The sheet asks:

How does *the New Day* establish its brand identity? Refer to the front page, the television advert and its own mission statement.



The students need to:

- Make a wide range of relevant points.
- Use key terms –*masthead/slogan/colour coding/mode of address/key image*.
- Provide detailed analysis.
- Consider what the paper's own mission statement reveals about how it sees itself.
- Refer to the television promotional advert.
- Sum up-why is it important for a newspaper to have a strong brand identity in today's media climate?

The New Day was closed down just two months after its optimistic launch due to disappointing sales. Despite initial interest the sales figures averaged between 30-40 thousand per day, far short of the projected 200,000. This led to a fall in revenue through advertising which meant that the newspaper simply became too costly to run.

Its failure could be down to the ongoing movement of news online, its failure to find and target its potential readership or a failure to create a strong enough brand in the current highly competitive market.



the New Day @thenewdayuk · May 6

Our final front page. In the shops now.  
Sincere thanks from all of us here for all  
your support. We tried.



## News Values- who decides what is 'news'?

- 🔗 Use the interactive resource 'Discussion prompts' to encourage group discussion about the following questions.

What stories have made the news recently? Write down three recent news stories.

Why do you think these stories have made the news? Why have they been considered newsworthy?

Decisions on the selection and prioritising of news are made by media gatekeepers. An analysis by J. Galtung and M. Ruge revealed that there are particular factors applied across a range of news organisations that influence news selection. These are known as **news values**.

There are 12 news values. Can you link your news stories to any of the news values?

## Key terms:

- 🔗 Use the interactive resource 'Key terms' to introduce and consolidate knowledge of key terms.

<b>Selection</b>	<i>This is what is chosen to be in the newspaper by its creators.</i>
<b>Mediation</b>	<i>This refers to both selection and construction. It is the process that a news story goes through before it is read by an audience.</i>
<b>Construction</b>	<i>Every media text, in this instance a newspaper, has been constructed to achieve a particular affect, to communicate a particular message.</i>



### News Values:

*Frequency, size and scale, predictability, closeness to home [proximity], demand, unexpectedness, rarity, continuity, elite nations, elite people, ordinary people [human interest] and negativity [bad news].*



- Use the 'news values - cut up cards' resource cards to see if you can remember each news value.
- In pairs, one person to read the definition and the other person to give the news value term.

### News Values Activity:



- Use the interactive resource '2015-16 news reports' and ask students to rank the reports in order of importance.
- Then use the printable 'News values activity' and ask students to match the news reports to news values.
- Ask them to try to explain why they are considered to be 'news' in relation to the common news criteria –*news values*. *[some stories might be linked to more than one news value]*



## News stories: 2015/2016


- Birth of Princess Charlotte.
- Killing of 'Cecil the Lion'.
- Terror attacks in Paris.
- Alton Towers crash survivor goes for a walk.
- Earthquake in Italy: death toll reaches 240.
- David Bowie dies at 69.
- Wales make semi-finals of Euro 2016.
- Donald Trump runs for president.
- Britain to leave the European Union .
- Thunder storms and flash floods across Britain cause traffic chaos.
- Boy dies after being bitten by a dog.
- Usain Bolt wins gold in Rio 100m.
- Malaysian Airlines flight MH370 wreckage discovered.
- Celebrity Big Brother crowns Bear the winner.





### Front Pages-same day

An interesting way to determine the news values of an organisation is to study the front pages of newspapers on the same day.

 Use the printable resource 'front pages in one day' and provide students with a range of front pages. These could be *national*, *regional* and/or *local*. Ask them to study a range of covers on one day and write about the following:

- What types of stories are covered on each cover?
- Are there similarities in the stories covered?
- Are there particular differences?
- Can you sum up the news values of each publication?

 Use the 'Key words recap' interactive resource for revision.



## Categorising Audiences

 The following text and research activity is available as a handout for students

Newspapers gain approximately half of their revenue from advertising. This rises to up to 75% for online publications. A newspaper uses demographics in order to categorise its audience and sell advertising space to prospective sellers. An advertiser is interested in reaching the right audience and will be interested in circulation figures, number of site visits and the profile of the title's readership. There are different ways of categorising audiences in addition to age, gender, and ethnicity.

**Socio economic model: this model divides audiences according to their household income and occupation.**

- Group A - lawyers, doctors, scientists, company managers
- Group B - senior managers/fairly well paid professionals
- Group C1 - white collar workers - junior management/office workers
- Group C2 - skilled workers - electricians/plumbers etc.
- Group D - semi and unskilled workers - drivers/labourers etc.
- Group E – students/unemployed/pensioners possibly



### **Psychometric profiling:**

This approach groups people in terms of their aspirations, values and attitudes - quite a popular way of categorising audiences with advertisers. It ties in to their wants and needs and was developed by Young and Rubicam, a marketing and communications company. The main categories are:

- Mainstreamers
- Aspirers
- Succeeders
- Reformers
- The individual

### **Research Activity: Content analysis**


In pairs go through a whole newspaper listing all the adverts. For each advert note the product and brand.

From your completed research and list of products and brands, is it possible to define the target reader of your chosen newspaper?

Feedback your findings to class.



## Appealing to Specific Audiences- First News

 The following text and subsequent activities are available as a student sheet 'Targeting specific audiences.' You will need to provide students with copies of First News.

*First News is the only British newspaper aimed at a niche market of 7 -14year olds. It is published in tabloid format once a week and has a website, YouTube channel and social media presence.*

Study any front page of First News.

How has the newspaper front page been constructed to appeal to younger readers?

Possible points to give your students:

- primary colours
- direct address '*your school*'
- persuasive lexis –*award winning, only newspaper for young people*
- stories skewed towards younger readers- *saving Syrian children*
- high picture: text ratio

## Layout and design-inner pages

Study the inner pages of an edition of *First News*.

Identify 5 specific layout and design features that suggest a younger reader.



## Inside Contents

### Key questions to explore

- How are younger readers appealed to?
- Are there some stories/feature articles that are of particular relevance to younger readers?
- What does the newspaper offer readers apart from *news*?
- Can the uses and gratifications theory be applied?
- What sort of feature articles are there? Refer back to *news values*. Is all news *hard news* or are there also *entertainment* features?
- Apart from news articles, are there other features such as *puzzles*, *competitions*, *reviews of films* and *books*.
- Are there any structuring devices used to help young readers navigate the different areas?

## First News Website

- 🔗 Use the interactive resource 'First News website' to study at the website and discuss the prompt questions.

Like most newspapers *First News* has an online news website and social media presence.



## News Story Structure

Newspapers are made up of news stories and feature articles where topics are explored and reflected on in more depth.

 Use the 'News story structure' printable resource which asks the students the following:

- A news story needs to communicate the key elements of a story concisely, and typically address the 5Ws: Who? What? Where? When and Why?

The structure tends to form an inverted pyramid with the most important elements at the top and the further details and quotes towards the end.

Activity: Students choose a newspaper article and highlight the main ingredients (5Ws). Then highlight the key sections *further information* and *the quotes*.



## Individual creative task

Research and write a news story based on a subject that would interest young people.

Structure:

- Introduce the subject of the article including the key points. Cover the 5 questions [Ws]
- Develop your ideas
- Introduce opinion/quotes
- Sum up and conclude



## Group Work

### Activity ideas: Group project

- Create a class/school newspaper aimed at a niche teen demographic.
- Allocate roles in the group - sports journalist, entertainment news, feature writer, editor etc.
- Research appropriate content for your readers.
- Design a masthead for your paper.
- Construct your first edition front page.
- Collate information for the inside content.
- Construct a layout for the online version.



## Newspaper Ideologies

### Key terms:

<b>Ideology</b>	The values of a newspaper. Most newspapers have a political affiliation.
<b>Opinion leaders</b>	Those in positions of power who aim to persuade people of their point of view.

The general election in May 2015 was an important political event in Britain. Newspapers have clear ideologies however there is debate over whether newspapers reflect the views of their readers or actually influence votes.

Study a range of newspaper front pages from the 2015 election campaign.

- How does each paper get their viewpoint across to their readers?
- Is the ideology of each newspaper clear? How has that ideology been communicated?

*Use your knowledge of covers/use of photos/headlines and language.*



Audience Response - the media is important to audiences when they are deciding who to vote for. Unless an individual voter manages to actually get 'face time' with a candidate in their constituency, then television, radio, internet and print media offer a **knowledge** gratification as audiences can discover /get to know the political parties' **ideas**.

### Newspapers

Voting in an election can be daunting and, often, people are unsure of who to elect. Newspapers can offer a **two-step flow**, with heavily biased reportage towards their chosen party which can suggest resolution to audiences' indecision.

Traditionally, *The Mirror* and *The Guardian* are Labour press, while *The Daily Mail*, *The Telegraph* and *The Times* are Conservative.

The purpose for the partiality is because audiences like to choose texts whose **preferred readings** chime with their own **ideologies/views**.





## Developing skills of Analysis

🔗 Use the interactive resource 'Developing skills of analysis' to study 2 newspaper front pages.

## EU Referendum


The same process of newspapers communicating particular points of view can be seen through newspaper coverage of the EU referendum.

📄 Use the printable resource for students to carry out this task.

- With a partner choose one newspaper front cover from the period immediately after the EU referendum and consider how your chosen newspaper communicates a particular ideology to its reader.
- Each pair will present their findings to class.



## Communicating Values – Ideologies

 The following text is available as a printable student sheet

**Representation** is the way in which aspects of society are *re-presented* to an audience by a media text. Media texts sometimes use stereotypical representations in order to provide characteristics that are easily recognised by audiences. In order to understand how a representation is **constructed** there needs to be an exploration of the **text** in relation to the intended **audience**, its **purpose** and **form**.

Key questions related to representations:

- **What** is the representation of? What is it about?
- **How** is the representation **constructed**? Consider the **images** and the **language** used.
- **Who** is the **representation** for - who is the intended **audience**?
- What is the intended **message**? What **meanings** are **communicated**?
- **How** does the **newspaper context** of the representation affect how audiences might **respond** to the **representation**?



## Representation of an Issue: the European migrant crisis

How do newspapers/media texts position audiences to respond in a particular way?

- Language and mode of address
- Selection and use of images
- Construction – organisation of elements on a page – layout
- Meanings communicated - the values that underpin the text

### Key Terms:

<b>Mediation</b>	The way in which a text is constructed to represent reality.
<b>Loaded language</b>	Wording that influences the reader to interpret a story/situation in a particular way.

- 🔗 Use the interactive resource 'Loaded language' to have the students undertake the following activities.

Choose **three words** from the list below.

Write down the **connotations** each of your chosen words.

crisis   hunger   anarchy   desperate   mother   victim   jungle  
catastrophe   war torn   plight   chaos   refugee   invasion   migrant  
flee   tragedy   child   conflict   father   asylum seeker

Each of these words has formed part of a headline relating to the migrant situation across Europe.

Do the words here, in isolation, suggest a particular **response**?





Read each of the headlines below. Underline the emotive use of language.

- Migrants Swarm to Britain
- 1 million Migrants Pour into the UK
- New War on Migrant Mayhem
- Tiny Victim of a Human Catastrophe
- Innocent victims of European Migrant Crisis

How is the reader positioned to respond to each of the headlines? What sort of response is provoked?

### Audience Reception Theory

-  This is available as a printable student sheet but the possible answers included below are omitted. (Eduqas)
-  This is available as a printable student sheet but the possible answers included below are omitted. (WJEC)



## Reception Analysis- How Audiences receive texts

**Stuart Hall** - a theorist - explored the different ways in which an audience/a reader might respond to a media text. Although media texts are constructed to communicate a particular point of view as audiences are *active* he argued that they might respond in different ways than the way intended.

Different audience responses:

- Accept the **preferred** reading- the audience agrees with the text's ideology. They are in agreement with the messages being communicated.
- **Negotiated**- the audience/reader compromises with the text. They may agree with certain aspects of a representation/ a story to a degree but reject other points.
- The audience **rejects** the text- they disagree with the ideology.

Refer back to the earlier headlines related to the European migrant crisis.

What is the preferred reading for each headline [the reading the producers of the newspaper want their readers to take]?

Compare and contrast the different representations of the migrant situation across a selection of different newspapers. Consider:

Language/use of image/layout. What messages are communicated?

Use this link to explore the issue of immigration further

<http://www.bbc.co.uk/news/blogs-the-papers-34135546>

Also: The issue is further explored online with a particular regional/Welsh perspective.

How is the user/reader positioned to respond?

<http://www.walesonline.co.uk/news/wales-news/asylum-seekers-cardiff-being-forced-10782108>

Readers are encouraged to take an active/interactive response to an issue/a news story.

Should this practice be stopped immediately?

YES

NO



What are the key differences between a newspaper and digital news?

**For the reader/user**, what is the difference between reading a newspaper and accessing news through other digital technologies – for example on the official website of a newspaper title?

*Go onto a news website in order to explore this question.*

What are the key features of websites?

How is brand identity maintained?

Are there adverts? What do these tell you about the user profile?

Is there a hierarchy in terms of news features?

How are users encouraged to interact?

How is the experience of accessing a news website different to reading a newspaper?

The screenshot shows the Mirror website homepage. At the top, there's a navigation bar with links like OFFERS, FANTASY, BINGO, DATING, JOBS, BUYSELL, COMPETITIONS, HOROSCOPES, CARTOONS, CROSSWORDS, and COOKIE POLICY. Below this is a banner for 'BRITAIN'S GOT TALENT 2015' with the text 'All the latest news from the live finals'. The Mirror logo is prominently displayed in the center, with the tagline 'WEBSITE OF THE YEAR'. To the right, there's a promotion for mobile and tablet apps. Below the banner, there's a section for 'Most read', 'Live feeds', and 'Top Videos'. The main navigation bar includes links for News, Politics, Football, Celebs, TV & Film, and Weird News. A 'TRENDING' section lists topics like BGT FINAL, CHARLIE CHARLIE CHALLENGE, BIG BROTHER 2015, FIFA, JURGEN KLOPP, and RITA ORA. The main content area features a large article about Sepp Blatter and Prince Ali, with a 'LIVE' tag. To the right, there's a smaller article about Kylie Jenner and Pia Mia. The bottom of the page shows a 'EXCLUSIVE' section with a photo of a group of people.



Explore: Why do newspapers have an online version? What are the advantages for **organisations**?

*Possible points:*

- News is more **instant** 'breaking news'/live feeds [and can therefore **compete** with broadcast news- TV]
- It can be constantly **updated** throughout the day [rather than being limited by printed editions]
- It can generate **revenue** through advertising
- It can decrease costs of **distribution**-national/international/global
- Video and **AV** can be embedded to go with stories
- The website can **increase viewers**/readership and reach **new audiences** /it is more accessible
- Most online versions are free and so can **widen audiences** [some are subscription based for additional content]
- Also can **appeal to 24-34 yr** olds who are more likely to access news online
- Reinforces **brand identity** and maintains the news title's **profile**