UNIT 2734 – CRITICAL RESEARCH.

TEACHER ACTION	STAGE	STUDENT ACTION
1. Decide how many of the topics will be offered to the students, given resources and expertise of the centre. 2. Brief students on the topics, explaining the boundaries of topic areas and exemplifying	**Identification of topic area from OCR menu**	1. Based on teacher information, choose topic area to work within.
1. Brief students on the basics of research – inductive and deductive – and the importance of focus through hypothesis	**Initial Hypothesis**	1. Based on teacher information, choose a hypothesis as a focus for initial research
1. Brief students on internet research – use of search engines, metasearches, accrediting information, sifting and sorting information. 2. Provide feedback for students upon submission of initial research file	**Initial Research**	1. Students submit initial research file of at least 12 articles, with contents page, notes and bibliography 2. Students book a tutorial slot for feedback on research and discussion of key ideas, aims, approaches
1. Agree revised hypothesis with student	**Development of Hypothesis**	1. Based on tutorial feedback, students revise hypothesis with appropriate/original/interesting hypothesis.
1. Brief students on approaches to secondary research – developing internet research, using ECSTIS, using audio-visual texts. 2. Provide feedback for students upon submission of research file.	**Literature Review**	1. Students gather range of secondary sources, based upon revised hypothesis. 2. Added to research file with contents page, notes on sources and bibliography 3. Students book a tutorial slot for feedback
1. Use above tutorial for discussion of appropriate primary textual evidence.	**Identification of Primary Texts**	1. Students gather range of textual sources, identify key sequences, articles etc and carry out close textual analysis 2. Added to research file with contents page, notes on sources and bibliography 3. Students book a tutorial slot for feedback

1. Brief students on primary research methods – advantages and disadvantages, issues raised by research etc.	**Primary Research methods – questionnaires, focus group, observation, experiment**	1. Students choose at least two primary research processes, as appropriate to their research task and carry out 2. Students evaluate results and process and add to research file
1. Brief students on interview skills, methods and advantages and disadvantages of process	**Primary Research methods – structured and unstructured interviews**	1. Students carry out at least one relevant interview, as appropriate to their research task 2. Students evaluate results and process and add to research file 3. Students book a tutorial slot for feedback
1. Through tutorial, help students to shape and structure research material towards addressing hypothesis 2. Mark and offer feedback on Q2 answer, based on OCR mark scheme	**Q2 – Creating an argument**	1. Write up research material in response to Q2. 2. Revise research material and its articulation in response to essay feedback
1. Mark and offer feedback on Q1 answer, based on OCR mark scheme.	**Q1 – Evaluating the research process**	1. Write up evaluation of research material in response to Q1. 2. Revise research material and its evaluation in response to essay feedback
1. Brief students on exam notes, allowances and restrictions, use of stimulus. 2. Check student notes when completed	**Notes for the exam**	1. Based on teacher information, students prepare 4 x A4 pages of notes. 2. Show to teacher for checking
1. Set mock exam, using past paper from OCR 2. Mark and offer feedback on Q1, Q2 and notes	**Mock exam**	1. Sit mock exam. 2. Revise research material, its evaluation and notes in light of teacher feedback.
1. Brief students on coversheet. 2. Sign coversheet, with notes attached	**External exam**	1. Fill in OCR coversheet and attach to revised notes 2. Give to teacher to be signed 3. Retain for examination

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Here are some notes on how candidates might approach the exam in a structured way which will ensure q1 and q2 are different. You may want to re-organise them or re-write.

Q1

Intro- what area are you looking at and what is your specific focus ?

Paragraph at least on each method, including the method summarised, two examples of sources, fully referenced and briefly summarised. Strengths and weaknesses of both method and sources outlined. How each method links to the next is useful to include.

Thus paragraphs could include

Books
Internet (broken into institutional sources, fan sites, academic
Journals/Magazines
Newspapers
Textual analysis
Interview
Q'naire
Forums online
Etc

Conclusion very brief summarising pros and cons of methods chosen

Q2

Where q.1 was about METHODS and paragraphs should be organised by method, q.2 is about FINDINGS and paragraphs should perhaps be organised by concepts so that there is clear distinction between the two.

A structure something like this should work

para 1 Intro- what are the key issues in relation to
your area of study ?

For example you might consider:

World Cinema: funding/distribution (Inst) how they
reach audiences and how audiences
receive/interpret/watch the films (aud) how they
represent the culture (rep) how they are similar
to/differ from western films (forms/conv)

TV Drama: budgets/scheduling/distribution in other
formats e.g. DVD, competition with other genres, extra-
textual life e.g. spin-off progs (Inst) issues covered
and how they represent social groups (Rep) conventions
e.g. genre, innovation or not (F and C) audience
pleasures (Aud)

Politics: how we learn about issues and politics (Rep),
forms and conventions of coverage (F/C) audience
participation (aud) bias and PSB (Inst)

Sport: how sports may be represented (nationalism,
gender etc) dominance of certain sports and certain
teams v minority coverage (Rep) conventions of coverage
(F/C) importance of sport to media and of media to
sport local sport/media (inst) and audience reception
of sport in media (aud)

Children: concerns about what is represented to
children/how they are represented (Rep) what kids
understand/the impact of media texts upon them/their
pleasures (aud) importance of child audiences to media
institutions (Inst) the forms and convs of children's
media texts (F/C)

Para 2 How does your specific focus relate to the
issues in the topic as a whole ?

Para 3-6 one on each conceptual area: Institution,
Representation, Forms and Conventions, Audience as they

relate to your topic. Maybe more than one paragraph on some areas but throughout referring to method, sources, references, quotes, ideas etc

Para 7 brief conclusion

GCSE and GCE Examining Bodies

Examining body	OCR
Centre numbe	
Subject/modu	2734 – 'FIONA'
Paper referenc	"WOMEN AND FILM"
Surname	
Other names	
Candidate sig	

Question number	Mark
1	
2	
Total	

- Use blue or black ink or ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross it through without making it illegible. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many supplementary sheets you have used (if any).

Question number

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Topic 8 – Women and Film

1. In investigating the relationship between women and film, the more specific questions, how are females and the concept of femininity represented in the genre of romantic comedies seemed appropriate to base research around. A number of methodologies were used during the research including textual analysis of three films, use of the internet, use of books, open questionnaires and a small focus group. Each of these research techniques had specific

methodologies and in evaluating them, had both strengths and weaknesses.

To begin with, began the hypothesis was stated, that is that the representations mentioned above are stereotypical. I picked three romantic comedies from which I didn't link. This meant that by watching the three films, Bridget Jones Diary, 50 First Dates and Love Actually, I could analyse three scenes and find links whilst developing a research topic and hypothesis at a later date. The three films were from the romantic comedy genre and so I picked three scenes where it would be easy to identify a specific topic, in this case, the representations females. The key scene therefore gave me a focus point. In carrying out textual analysis there was really only one weakness which seemed to be, that the films were quite lengthy, each being over an hour and a half. This meant it would be impossible to carry out detailed analysis of the whole film, hence why key scenes were picked. I then just had to ensure the key scenes chosen would help to develop my research. However, there were a number of strengths to carrying out textual analysis because I decided on a specific topic. The first of these is that it gave a base for a question. By watching key scenes, it was clear to see women were represented in certain ways in romantic comedies which later enabled me to develop my research. By only picking a small section of the films to analyse, it gave a focus point whereupon I could write detail rather than just generalise. Through completing textual analysis, it enabled me to then begin researching secondary sources as I now had a specific question to go by. How are females and the concept of femininity represented in the romantic comedy genre?

I began my secondary research on the internet. To do this, the statement representation of females within romantic comedies was simply typed into the search engine google. This came up with a large number of results, the more apt being nearer the top. I selected what seemed like appropriate articles and printed them off after

reading them through and then analysed and highlighted appropriate points. This enabled me to discover opinions from others around my selected topic. Well known, seemingly reliable media sites were also used such as imdb.com, which is a movie database. This enabled me to discover institutional information, giving a wider knowledge of the films analysed. There are also both strengths and weaknesses to using the internet as a research methodology. One of the main weaknesses is that of the large selection of articles that is produced on using a search engine. It's not only time consuming but it is difficult to be sure which sources are reliable which is why I used an article produced by a teacher because they have a respectable status in society. Another downside to using the internet is that at times it takes a while to load and this is wasting time that could be spent researching in other sources such as written texts in books. The internet therefore giving me a better understanding of my topic lead me to search for a specific book to my topic.

The book I went on to look at was The Feminism and Visual Culture Reader by Amelia Jones. I discovered this in the media section of the college library. By the title and looking at the contents, the book was appropriate to my research and I took a few hand written notes which related to representation of women in the media. This helped immensely with my research as it gave specific quotes and then led me onto devising a questionnaire for primary research as I had a better understanding of appropriate questions to ask. There were again both good and bad aspects to using a book in research. It was seemingly more reliable as it is published by a respectable publisher, Routledge, and the book itself, based its research on a larger number of sources and so gave wider knowledge. The books also get more specifically to research rather than finding an article on the internet which doesn't have such a seamless link. However it was initially difficult to find a book suited to the topic, taking

a while to find it in the section of the library.

As mentioned above, after completing my secondary research, I moved on to develop my primary research and in doing so, further my knowledge of my specified topic, females in romantic comedies. To begin with, a questionnaire was created. I used microsoft word to do this as it enabled me to produce a number of copies and all of a clear quality so participants had a good understanding. The questions produced were open, that is so the individual could write their own opinions without seemingly having my influence. In order for the questionnaire to have a range of differing answers, they were handed round to miscellaneous people in and outside college of differing ages and genders. The findings were then summarised together to give a better outlook so a response to my hypothesis of female representations being stereotypical could be developed. Again, there were both strengths and weaknesses to producing a questionnaire. The varying responses received meant that a wider look at my topic was given making my response less narrow. The open questions also allowed for varied opinions rather than expected boxes which really wouldn't have furthered my research. One weakness however was that handing the questionnaire, well some of them, around college meant that a large amount of responses were given from people of the same age group so much varying the response. Completing the questionnaire enabled me to select a smaller group to carry out a focus group with as it already gave me an idea of what the response might be.

A focus group is where a selected number of people watch the films or clips and give written or spoken response afterwards. During my focus group I used two females and one male and I was able to analyse their physical response whilst the films/scenes were being played. Through analysing responses through the films I was able to see how people reacted to the females in my scenes. Asking questions after also enabled me to develop my research as

I was able to ask specifically their answer to my hypothesis. Again there were strengths and weaknesses to the research method. A disadvantage was that my participants seem to copy or else say a similar thing afterwards when asked what they thought. It is also quite unreliable as they are simply opinions of people who have no professional experience with the representation in romantic comedies. Also, the participants may have felt certain pressures in giving answers with me present at the screening.

Upon completing all my research, I was then able to place all the information together and develop a response to how are females and the concept of femininity represented in romantic comedies? I set out to prove these, whatever they may be, are stereotypical responses.

2.   On choosing the topic of women and film to research my critical research study, both primary and secondary research enabled me to develop a response to the research specified topic 'how are females and the concept of femininity represented in the genre of romantic comedies?' My hypothesis is that these representations are both negative and stereotypical and using the research set out to prove it.

In today's society, there are many uses to be had from the media, such as escapism where an audience is able to take themselves out of reality, entertainment, for information, either for company and social interaction for example, when a person is on their own or personal identity. It seems therefore that when discussing the representation of females in romantic comedies, the ideas doesn't have to be realistic as it would contradict some of the uses in media, therefore it would seem stereotypes such as helpless women which is negative would be expected by the audience. The Uses and Gratifications Theory supports the idea that the media provides pleasures so for example if a male gains pleasure from seeing a female represented sexually in a romantic

comedy thats how they will be portrayed.

An article from a teaching website is called the "Representation of Femininity". The article argued that in the media, females are represented by the beauty industry. So say for example in romantic comedies, the lead female roles are generally what would be considered to be beautiful, stereotypically. These aren't necessarily negative however because it is good that women should feel beautiful but not all women appear to be and so by creating a stereotypical woman in romantic comedies for example slim and blonde hair, we are creating unrealistic representations and negative stereotypes that don't account for a large amount of the population. The article also describes how femininity is important for a females identity. So, in romantic comedies a representation of femininity is developed positively so that women can identify with the films. According to the article, bigger bodies is average. This can be seen in Bridget Jones where she is seen as more curvy than traditionally in romantic comedies This is a positive stereotype as it gives women the idea that being slim doesn't necessarily make you beautiful. In the media, it is generally considered that slimness is ideal and beautiful. This can be seen in Love Actually where all the leading females are slim. This again shows how females are stereotypically represented to be thin.

When analysing key scenes of romantic comedies it was easy to see how females and femininity is represented and that actively stereotypes are created.

In the film 50 First Dates, the key scene analysed was that of where Henry tries to win Lucy over everyday by stopping her car at the roadside. This film made $120 776 832 at the box office showing a lot of people went to see it and so the film couldn't offend anyone. The first representation of femininity seen in the scene is that Lucy has stickers in the shape of flowers on her car. Stereotypically females like flowers. Lucy is also wearing a pink top, white flowy

trouser and has long curly hair. Her appearance means that she is shown to be girly, pink being a stereotypically female colour and blonde hair desired by many. Lucy is shown to be always willing to help, a seemingly positive representation but this not shown stereotypically in the sense that she shown a masculine side as she beats up Henry's assaulter. This is not commonly seen as it is certainly not stereotypical of females. The close up shots of Drew Barrymore's face and her tight T-shirt seem to show that women are represented to have sex appeal, respecting males to watch for the pleasure. Overall, it seems that 50 First Dates has a mixture of positive and negative representations of females but they are shown here to not be typical of that often seen, for example women often being seen as helpless.

From the questionnaire I carried out regarding romantic comedies, it can be seen that women agree there are certain stereotypes in romantic comedies that are negative. For example 'dumb' blonde and pretty girls having males after them. Males differ by saying stereotypes of women in romantic comedies can be both positive and negative most seeing the women in a sexual way.

In conclusion therefore, it would seem that when considering the representation of females and femininity in romantic comedies, there are certain stereotypes and these are often negative, not giving a realistic view of how women actually are in real life.

GCSE, GCE, VCE and GNVQ Examining Bodies

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2734

SARAH

" CHILDREN AND THE

MEDIA "

Question number	Mark
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Write here how many additional sheets you have used (if any).

Question number

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TOPIC 2 - children and the media

1. I decided to conduct my critical research into children and the media, the basis of my investigation was childhood obesity and advertising. I wanted to decipher the relationship (if any) between the growing obesity epidemic and advertising, particularly that of junk food. Various methods of research were used in my

AB16

investigation, including both primary and secondary. Mixing methods or triangulation, gave me the ability to find patterns and determine if there is ~~was~~ any correlation between the variables.

According to the 'International Obesity Taskforce', 2 million school children in the United Kingdom are overweight, and 70,000 of these are obese. This research highlighted the problems the UK are facing today, and I wanted ~~to us~~ my research to look into the variables of childhood obesity and junkfood advertising, specifically to discover the possible effects they have upon one another. The research also revealed no gender bias between sexes, ~~in~~ in terms of obesity. 20% of the ~~70,000~~ ~~children overweigh~~ boys ~~were~~ are overweight and 25% of girls, this meant I did not have to focus on any form of possible bias during my research.

For my secondary research I collected data from three main sources, newspaper and magazine articles and the internet. I found these most useful, as they have the ability to be regularly updated or replaced. This issue of childhood obesity is very fast moving, and views surrounding it are constantly changing, ~~equally newer~~ meaning newer sources were of greater use to me.

The internet, or websites on the internet were my main source of facts due to the ease at which I was able to find them

2

My first was a report from Ofcom, which they produced for the Government in July 2004, "childhood obesity and food advertising in context". This I found at www.ofcom.org.uk/research/tv/reports/food-ads/. As it was written by a variety of people, but published by Ofcom, I found it useful in summerising the arguments surrounding the obesity issue. It drew upon results from many sources and meant I could read alot of information in one place. However as it was produced for the Government this may have meant it was bias in there favour, although this can only be suspected and not proved.

The next website I discovered was, www.IOM.org, which held a report by the Institute of Medicine, 'Institute of Medicine - preventing childhood obesity: Health in the balance 05'. It was published in 2005 and was again compiled by many authors. The report was useful as it made many possible suggestions on how to solve the apparent obesity crisis. It also showed me the exact concerns of both the public and officials alike, using facts and figures to back this up. The problem seemed to be split into manageable chunks through the report, and was easy to understand through this. As I mentioned the use of facts and figures was beneficial but these were sometimes loose and not really

facts at all, for example 'more than half of television adverts directed at children promote foods and beverages such as candy, snack food and sweetened cereals". Another disadvantage of the piece was that it was conducted or written in America, which although sharing similar problems, is a different country with different policies etc.

My final sourced information from a website was an article displayed on the BBC website, 'Timebomb over childhood obesity', which was published on the 09/11/03 and found at, http://newsvote.bbc.co.uk/mpapps/pagetools/print/news4.bbc.co.uk/1/hi/health/3254575.stm. The article showed me the recent events in the obesity and advertising battle, and introduced me to some key people involved in the issue, allowing me to develop my investigation further. However the article was very brief and the information I could gain was limited by this.

Next I gathered information from a variety of articles relating to the issue. 'The 'Daily Express', contained the first, "Banned: the drink ad's that encourage young men to be immature". It was published in the paper on Wednesday Sept 27th 2006, Although the underage drinking does not directly apply to the issue I am

researching the same form of supposedly
irresponsible advertising is used to
encourage children not to drink,
but to eat unhealthily. There was a
similarity in opinions towards advertis...
between the two issues, and it also provide...
me with a specific case study. However
as I have stated there was no direct
relation between the two.

I was able to gain
more specific case studies via Wikipedia,
an online encyclopedia at, www.
wikipedia.org. It provided two
example of the food promotion of High
salt sugar and fat foods aimed at
a young audience. It ~~stated advertis~~
suggested advertising has the ability
to sell junk food, therefore causing
obesity in children.

My next article was
from The Observer 'Official: fat epidemic
will cut life expectancy; published on
the 9th November 2003, it was written
by Jo Revill, Gaby Hinsliff and ~~Kamal~~ Kamal
Ahmed. The article was an interview
with Sir John Krebs, Chairman of
the food standards Agency, and gave
me an insight into the general opinion
of the agency, and the exact proposal
of the new advertising bill possibly
banning some junk food adverts
aimed at children, or at least

regulating them. Some of the proposals included, * Banning adverts and blocking celebrity endorsements that may encourage children to buy a product.

~~The ne~~ My final article was from 'The Telegraph' 'labelling cheese as junkfood 'unfair''. It was published on 2nd January 2007 and written by David Derbyshire. It was alot more recent than some other articles ~~are s~~ and stated the possible effects of the proposed legistlation, and what effects this might have on specific companies.

The Telegraph also provided me with a list of foods caught by the new regulations, 'foods caught by junk food ban', published 01/01/07. It was interesting to discover what foods were considered healthy by the board. ~~like~~ McDonalds and KFC are still allowed to advertise freely but raisans, multigrain cereal and yoghurt are seemingly to be subject to stricter regulation. This shows the ban to be unjustified in some cases.

My secondary source ~~prodt~~ provided me with information into current developments between the variables of childhood obesity and advertising. As well as information from ~~by~~ Government sources, effects the ban may have on companies

involved and many case studies to support the link between the two variables.

I then decided to conduct primary data, so I could develop my own personal findings into the topic. I firstly conducted a questionnaire on children aged 7-11. I wanted to discover many things like what children of this age like to eat and whether ~~cele~~ celebrity endorsement encouraged them to buy a product, (this in particular was a key feature of the ban) The questionnaire produced quantitative data, which is often seen as reliable. However the validity of numeric data is often questioned as the children may have made up answers or been influenced by their peers. The conditions of this type of research are often hard to control. I also believe a bigger sample size would have increased reliability futher.

Next I sent an email, to a company that may have been possibly affected by the ban to gain their opinions on the issue. I used my questionnaire and previous research to decide the company. Walkers crisps were shown in the questionnaire to be a favourite brand of the children questionned,

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so I chose to email them. However I have as yet, had no reply, so the company are/were unavailable to give their opinion. The next step woould be to try another corporation like Cadburys or Nestle, that may like walkers be affected by the proposed ban.

I felt constructing or performing a content analysis looking at when adverts were chown would be useful to my investigation. I wanted to discover if the content of these was inappropriate, or if it encouraged unhealthy eating. I also wanted to analysis current adverts not those from previous sources. It provided me with adverts currently causing controversy, and my own case studies. However there may have been a bias, as the adverts I picked as junk food were from my own opinion, which may have influenced the outcome of the data.

Both primary & secondary sources provided me with a good mixture of information, from a vast variety of places. However there are obviously areas for development of the topic.

5 methods

Appr. research

V. clear expl., refl & eval of secondary aim plentiful egs

More detail on primary in Q2, credited here

(40)

Topic 2 - Children and the media

2.

The topic of childhood obesity has been recently publised in the media to a greater extent, as the 'Healthy food in Schools' bill was recently passed in parliment. Celebrities like Jamie Oliver have also brought the topic to the forefront of media attention, Campaigning for healthier food and lifestyles for the next generation. The television programme 'Jamies School Dinners', highlighted and sparked enthusiasm for the issue, and many Campaigns followed this, as the Government announced obesity had risen dramatically.

The report I looked into produced by Ofcom, www. ofcom.org. uk/research/tv/reports food-ads/, looked at the role of food promotion in television advertising, and how this impacted on the consumption of High in salt sugar and fat foods. The factors involved in this were, a change in the lifestyle of children, Britains food culture, how parents regulate what children watch on television and their nutritional choice for their children. From the research the main conclusions drawn were,

* 'TV advertising forms a small part of a larger social issue)

* 'Emperical evidence concluded advertising has a modest but direct effect on childrens food choices

* "The rise of obesity levels amongst children is multidetermined against a backdrop of key lifestyle changes over the past few decades"

The piece drew conclusions from a variety of sources and other reports, for example a content analysis of food advertising on ITV1. This relates to my own content analysis as I was able to produce my own results to see if ~~simu~~ I concluded simular findings. Also the reference to empirical evidence was related to me piece as the evidence I collect via primary research was also empirical.

Another piece of secondary research from the BBC website, 'Timebomb over childhood obesity', ~~with~~ http://bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/1/hi/health/3254375.stm This ~~Concluded~~ was a ~~Interview with~~ Introduction to Lord Krebs, 'food standards Agency chairman', and was key in linking me to another source where he was interviewed. I looked

the suggested article up in the Observer
and found it helped develop further
my investigation. the article itself
expressed strong concerns for the
children of the future, and stated life
expectancy would be shortened due to
poor nutrition and lack of exercise.
It also discussed Mr Debrah Shipley, who
I discovered was instrumental in calling
for an advertising ban, and produced
the produced bill for stricter regulations.
This source links to the Ofcom report into
obesity and came after the proposed
bill came after this
Wikipedia www..wikipedia.org provided me with
specif case studies, used to back up the
link between the two variables.
Firstly American compony Carl Jr,
controversially aired an advert containing
a binkini clad Paris Hilton, in a
Bently eating a burger. This was seen
as glamourising fast food to a young
audiance and, outcry by the public
occured. However the companies sales
climbed dramatically. Next, was a
case study involving McDonalds and
their link with Disney. The tie began
in 1996, which linked Disney with
McDonalds Happy Meals. However
reportedly Disney became worried
about the impact they may of been
having on childhood obesity or encouraging

it, so withdrew all links to McDonalds in 2006.

As previously mentioned, I found an interview in The observer with Sir John Krebs, Chairman of the food standards agency, 'official: fat epidemic will cut life expectancy'. Lord Krebs was interviewed when the first sparks of interest in the obesity issue developed. He stated he used the interview to develop a 'wide reaching public debate' on what should be done to tackle obesity. One of his main policies was to block celebrity endorsement, which links to the proven rise in sales for Carl Jr when a celebrity advertised their food. Lord Krebs stated 'what we are faced with is a situation where, if nothing is done to stop the trend for the first time in a hundred years life expectancy will go down".

The link to celebrity endorsement relates to my own primary research, as I conducted a content analysis, which in part look at celebrity endorsement amongst other things. I looked at adverts shown during prime kids television viewing hours i.e. 7am-9pm and 3.30-5pm. This I felt was when most childrens

television programmes were shown, so adverts would be aimed at them during this time. I conduct the analysis on ITV1, so I could compare results with those found in the Ofcom report, which contained a content analysis of ITV1. I discovered over 90% of food adverts show were high salt fat and sugar products, and through my questionnaire (another form of primary research) I found the brands advertising HSSF products were most popular with the children. Also adverts that sold food products using gimics like celebrity endorsement or cartoons were again popular, common on television and as my questionnaire again reinforced. Given more time I would have liked to have discovered if these gimics remained during food adverts at other times, or do they change with the audience?// However how children interpret the adverts is often debated, as ~~do they use it~~ what perspective you come from determines ~~to~~ whether you consider children passive receptors of media information (hypodermic syringe model) or active users (uses and gratifications). However you interpret how children watch or consume adverts

after weighing up both primary and secondary data throughout my research their is a undeniable link between childhood obesity and junk food advertising. My own sources provided me with strong evidence to suggest the linking of the variables as the children I conducted my research upon favoured junk food. This in turn related to previous sources of data and their conclusions were similar to mine. Also case studies backed up the link further, and so the suggested ban may have some effect on the consumption of the junk food by children. However parents are also found to be responsible for what their children are eating, and other factors may be to blame like inactive lifestyles of todays children. However small the link may be, no-one is able to deny the existance of one, junk food advertising is effecting rates of childhood obesity.

Fluent response
Clear rel. between focus + wide topic
Clear argument, well supported by
findings in most cases

(38)

Fiona – 2734

Women and Film – The representation of females in the romantic comedy genre.

Question 1

The candidates chose three films without a sense of what was going to be researched in terms of a specific theme, hypothesis or problematic. No rationale was therefore possible as to why the films were chosen. Textual analysis was also therefore undertaken in a vacuum.

The candidate rambles throughout the first page and says very little. Simply typing "representation of females within romantic comedies" into Google is clearly an inadequate start for research and the comment "I selected what seemed like appropriate articles" gives no indication of what they are or why they only "seemed" appropriate. Other generalised comments such as "seemingly reliable media sites" reflect a vagueness in the response as a whole. There is some basic reflection on the strengths and weaknesses of the Internet and upon the book referred to on Page 3 but there is no evaluation at all.

Comments on secondary research are generalised and superficial. There is a basic description of the process of constructing and using a questionnaire but there is no sense of what value this will have for the research as a whole. There is some reflection on the effectiveness of the focus group but this is very generalised.

Overall the mark for this response is at the top end of Level 2. The research is mostly appropriate but this is not clearly developed. There is some referencing but this is incomplete. Description of processes is reasonably clear but there is very little reflection on sources and methods and no evaluation. More than three methods are clearly used but little rationale as to why they were appropriate.

22 marks

Question 2

The response as a whole is fairly brief and lacks precision and focus. Ideas are not developed and key issues are not discussed in any detail nor are specific examples from the films fully explored to support propositions. Brief and superficial references are made to the films. The comment related to the box office revenue for *50 First Dates* make little sense in the context of the answer.

Very little is made of the questionnaire and none of the focus group. Overall there is limited evidence of the ability to relate the research to the question and only very basic understanding of what the topic entails. Discussion is minimal and only basic supporting evidence offered.

20 marks

The total mark of **42** would be very close to the current threshold for a Grade e. There is enough here to warrant a pass grade but only very slightly weaker responses could not be guaranteed a Grade E.

Sarah — 2734

Children and the Media – Childhood obesity and advertising.

This is a very popular topic and the specific area of study on Childhood Obesity and Advertising popular within the overall topic.

Given the size of writing the responses from this candidate are not particularly long but they are well prepared and succinct.

Question 1

The processes are clearly established and evidence from research to establish the problematic clearly set from the outset. Full references are given and sources reflected upon and evaluated. Unusually, research established as being from the USA is placed in proper context. Candidates very rarely do this. Focus could have been tighter in places and evaluation of sources, for example the *Daily Express*, could have been more thorough. There is a degree balance of the sources cited and the candidate sets out a clear rationale for conducting a questionnaire and there is thoughtful evaluation.

Overall research is clearly appropriate and there is precise reflection and evaluation of secondary sources with examples.

The mark for Question 1 includes some credit on Primary Research that occurs in Question 2. The mark is comfortably into Level 4.

40 marks

Question 2

This is a fluent and succinct response with clear connection between the focus of the study and the wider topic. The context is well presented, the argument is clear and discussion thoughtful. Ideas are well supported by the research in most cases. Clearly just into Level 4

The total of **78** establishes this candidate's responses firmly as a Grade a yet it is not a perfect set of responses by any means. It is worth noting that there3 are still another 12 marks available.

GCSE, GCE, VCE and GNVQ Examining Bodies

For examiner's use

Examiner's initials

CANDIDATE

J

2735 - QUESTION 14.

Question number	Mark
Total	

- Use blue or black ink or ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross through any work you do not want marked. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many additional sheets you have used (if any).

Question
number

Leave
blank

(14) EMAP → digitisation
            ⇒ ⓑ radio
               ⇒ internet
                 ↳ TV.

150 mags 40 analogue radio stations.

Market research - deliver what audience
wants → niche audience → ABC, NRS figures
Advertising managed.

EMAP, *initially* a magazine publishing company, now
own ~~several~~ approximately 150 magazines
and 40 analogue radio stations. They are
almost a brand in their own rights due
to the expansion of the company.
They target a niché audience with
~~they~~ each magazine and keep their
audience using much market research.

One of the most beneficial revolutions to
EMAP was that of digitisation during the 1990's
This meant that regional radio channels
could become national, due to higher
bandwidth and therefore broadcast and
essentially promote their products to more
people. The internet could also be used to
access people through other forms of
the media, as well as advertising on
television, as more channels, resulted in
more viewers ~~was~~ being feed their products.
The synergetic connections between this

cross media promotion led to horizontal integration and ~~none~~ each form of the media industry complement each other.

One particular example would be that of the rock music magazine 'kerrang!', which according NRS ~~&~~ (National Readership Survey) overtook rivals NME (New musical express) to become the number 1 rock/music magazine in the UK. This is all due to Emaps strategical advertising and research, by which they know their viewers. After ~~turning digital on~~ digitisation, ~~too~~ EMAP also launched a kerrang! radio station and also kerrang! TV. This meant that they could advertise to more viewers, again generating revenue for themselves, this ~~too~~ can also be referred to as masthead Branding. Narrowcast advertising of this magazine is a key factor as the target audience are approximately 16-25 years ~~of~~ of age and very specific towards punks/gothics etc., a social group in society which has not been targeted much by other magazine companies.

Because EMAP are aware that their readers do not prefer being advertised to, a mere 21 out 70 pages are adverts, which are also covertly advertised. Adverts include albums & games such as 'medal of honour' and 'burnout' which are to appeal to a younger audience who purchase the magazine. The fact that

this is a weekly magazine also creates good relations with the consumers as they are kept updated on the latest music news, which in the march 14th 2007 issue is 'My Chemical Romance' - "the hottest band in the world", which is splatted across the cover, to inform the audience about what's new in the music world.

The fact that the cover price is a mere £1.99 also indicates the age of the audience, as students cannot afford to spend too much on magazines, which can be related to the supply and demands theory.

Another market leading weekly periodical owned by ~~EMAP~~ EMAP is the womens high-class glossy called 'Grazia'.

This magazine targets audience also by updating the consumers knowledge about several aspects such as celebrities, diets and fashion, which is evident on the front cover of a particular issue, where a ~~box~~ rectangular marquee ~~covers the box~~ covers a third of the page, promoting new ~~boots~~ and 'how to wear them'. On the front page is also a huge icon ~~but~~ in the media, kate moss, who is ~~almost~~ depicted as a lost person in terms of mental capability. This use of celebrity endorsement meets the readers expectations, and may have boosted

sales for that particular issue (although it would be impossible to determine because NRS figures are not released instantly after publication of a magazine.

The socio-economic groupings derived by NRS also show that approximately 80% of readers are within the ABC1 band, proving that Grazia has in fact received a high-class stature. This however is somewhat undermined by the softcore porn advertisements towards the end of the magazine.

EMAP also became aware that more income was generated by sales and subscription of the magazine (because it was a weekly), therefore they raised the cover price from £1.50 - £1.70, being confident in its growth in sales. The audit bureau of circulation also confirmed that year on year the magazine circulated from approximately 175,000 in June-July 05 upto 218,000 in June-July 06, increasing by approximately 25% within one year.

The rate card for advertising on the back cover was approximately £33,000 for a month, which is why the high street designer brand 'TOD'S' consumed this advertising space, which again signifies the relevance of advertising on this magazine. The fact that the same advert of 'RIMMEL' cropped

10

up in ~~both~~ EMAP's other glossy magazine
'Closer' as well as Grazia, shows that
adverts are carefully place to maximize
sales. The size, location, timing of year and
also the company advertising their product
determines the cost and rate cards vary
for different magazines, which is all
sorted out by EMAP's personal advertising
accounts manager.

Another EMAP magazine which targets and ~~s~~
keeps audience is 'Maxpower'. The fact
that the year on year growth is on
average 0.2% also corroborates my point.

Because of market research, EMAP are
aware that roughly 87% of their
readers are male, therefore more effort
is made into ~~pleasing~~ fulfilling their
expectations hence aesthetically pleasing
material such as fast cars, and babes
in bikini's.

Products ~~being~~ in this magazine are very
~~carefully advertised~~ to have maximum
effect on the ~~buyer~~ reader. ~~For~~ example
in the June 2007 issue, it consists of a
double page spread which portrays a
sports car (subaru impreza), with chrome,
attractive rims. One the overleaf there is
an advert for 'wolfrace' rims, of similar
nature to the page ~~before~~, which lures

the reader into buying a set.

Although the circulation of this magazine is roughly 72,000, ~~too~~ according to NRS figures of June-July 06, a staggering $1.2 million (approx.) ~~ok~~ were read, which is ~~acotta~~ ideal for companies promoting products.

Masthead branding is also used for this magazine as it has an official site, which again accesses consumer through other forms of the media, hence generating revenue.

EMAP are so dedicated in knowing their readers that this is how they target and keep them interested

Candidate J – 2735

Question 14
How do individual magazines target and keep a particular audience?

Principal Examiner's Comments

This is an intelligent and well informed response that demonstrates a clear understanding of the concepts and uses case studies perceptively and with accuracy to support the answer. The candidate uses relevant textual (e.g Kerrang and Grazia) and institutional (e.g. Emap) case studies, and articulates the case succinctly and intelligently. Intelligent well informed precise perceptive insights.

Statistical data is accurate and referenced (NRS).

The candidate has clearly researched the topic, understood the concepts and successfully applied the knowledge to the specific set question

This answer falls into the upper band of Level 4, and was awarded a mark of 42 out of 45. (Notional Grade A)