

**OCR ADVANCED SUBSIDIARY GCE  
IN SOCIOLOGY (3878)**

**OCR ADVANCED GCE  
IN SOCIOLOGY (7878)**

**Indicative Scheme of Work**

**Module 2533: Culture and Socialisation**

**Option 2: Mass Media**



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# 1 Scheme of Work for Module 2533

WEEK No	SPECIFICATION CONTENT AND OBJECTIVES	TEACHING, LEARNING AND ASSESSMENT ACTIVITIES	RESOURCES	KEY SKILL ELEMENTS D=Development PE=Portfolio Evidence
1	<p><b>Media Institutions</b></p> <p>Trends in the ownership and control of the mass media</p> <p>To introduce students to the key concepts of media concentration, conglomeration and synergy.</p> <p>To investigate the nature and extent of ownership with specific case studies</p>	<p>Brainstorm how the class feel that the media affects their lives</p> <p>Discuss the television programmes; <b>Who Wants to be a Millionaire</b> and <b>The Weakest Link</b>. Does the class feel that these programmes are transmitting any particular values? If so, do these benefit any particular groups?</p> <p>Define the key terms of concentration, conglomeration, synergy and multinationals for the group.</p> <p>Divide the class into four groups. Allocate each group a major media company, e.g. News Corp. They should investigate specific media companies using textbooks, newspapers and the internet. They should present their findings to the rest of the group using OHPs and produce a wall-chart showing what companies control what particular media product. They can pin string across companies where there are links.</p> <p>HW: Read and make notes from Taylor et al 534-538</p>	<p>See Activity 8 in FEDA <b>Key Skills in Sociology</b> Dave Aiken/Steve Chapman NEC 2000 pp1-8 Tasks 1-4</p> <p>Useful sites:</p> <p>Guardian media web-site: <a href="http://guardianunlimited.co.uk">http://guardianunlimited.co.uk</a></p> <p><a href="http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index.html">http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index.html</a></p> <p><b>Sociology in Focus.</b> Paul Taylor</p>	<p>D- IT3.1, IT3.2, N3.1, N3.3 WO3.1, WO3.2 PE - C3.1a, C3.1b, C3.2</p>

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2	<p>The relationship between ownership, control and production; the influence of proprietors and professionals. To debate the issues regarding whether ownership and control go hand in hand</p> <p>Key concepts: Agenda setting, Gatekeeping, Hegemony, Ideology, Market Forces etc.</p>	<p>Distribute packs containing evidence of the following perspectives on media bias :-</p> <p>Traditional Marxism, Hegemonic Marxism Pluralism</p> <p>In groups, students have to</p> <p>(a) summarize the key arguments in five bullet points;</p> <p>(b) Provide 5 pieces of evidence in support of their position</p> <p>Use statements from the Key skills pack pp 9-12</p> <p>Have a class debate <i>'This house believes that the owners of the media manipulate their audiences'</i></p>	<p>A range of textbooks. Haralambos, Taylor, Stephens, Jorgensen.</p> <p>Photocopied extracts from pp Trowler <b>Investigating the media</b> first edition is clearer Manipulative model pp33-37 Pluralist model pp 39-47 Hegemonic model pp-37-39</p> <p><b>Mass Media</b> by M.&amp;E. Jones is an excellent source. See chapter 4.</p> <p>See Activity 8 in FEDA <b>Key Skills in Sociology</b> Dave Aiken/Steve Chapman NEC 2000 part 2 tasks 4 and 5</p>	<p>D- WO £.1, WO3.2, C3.1b PE - C3.1a,</p>

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3	<p>TV News as a case study of how media content is manufactured</p> <p>Key concepts: News diary , News values, Gatekeepers, Agenda-setting etc.</p>	<p>Show video clips. Discuss as a class which aspects of the title sequences suggest that the news:</p> <p>(a) is 'up to the minute'</p> <p>(b) comes from around the world,</p> <p>(c) employs the latest technology</p> <p>Think of the music that introduces news broadcasts. What impression does it give?</p> <p>Introduce 3 key influences which may help determine news content</p> <ul style="list-style-type: none"> <li>• Institutional factors, time, money, space, competition</li> <li>• The culture of news production (how journalists operate – news values.</li> <li>• The ideological influences on the media (the cause and nature of bias)</li> </ul> <p>Distribute a range of text extracts and get students in groups to investigate the impact each influence has on the construction of news. Produce A4 handout for peers.</p>	<p>A video of a range of News title sequences</p> <p>Institutional influences – extracts from a range of textbooks e.g. Taylor et al <b>Sociology In Focus</b> pp 550-551</p> <p>Culture of Journalism extracts from a range of textbooks e.g. Taylor et al <b>Sociology In Focus</b> pp 551-555</p> <p>Ideological issues (use with a more able group) extracts from a range of textbooks e.g. Abercrombie N and Warde A. <b>Contemporary British Society</b>. 2<sup>nd</sup> edition pages 376-379.</p> <p>See also Jones, Chapter 6.</p> <p>See <i>Who Makes the News?</i> By Paul Manning, <b>Sociology Review</b>, Sept 1999.</p> <p><i>Watching the Watchdogs: Sociologists on Journalism</i> by Simon Cottle, <b>Sociology Review</b>, Sept 1996.</p> <p><b>Active Sociology</b> by Best, Griffiths and Hope is accessible on this topic, pages 264-267.</p>	<p>D- WO3.1, WO3.2</p> <p>PE- C3.2, C3.3</p>

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4	The role of media professionals in constructing the news	<p>Give out the list of Galtung and Ruge's News values and go through the most accessible (Edit this down to 6-8 criteria)</p> <p>Examine how news values practically work in terms of the construction of news by getting students to do the radio news simulation in Key Skills in Sociology Pack</p> <p>HW: List the first ten news items from an edition of BBC's evening news. Do the same for ITN News on the same evening. What are the differences? Can they be explained in terms of 'news values'? Present your findings to the class.</p>	<p>A good News values list appears in <b>Access to Sociology: Media and Popular Culture</b> G. Burton P.71</p> <p>FEDA <b>Key Skills in Sociology</b> Dave Aiken/Steve Chapman NEC 2000 Activity 9</p>	<p>D- C3.2 , WO 3.2, PS3.1, WO3.1,</p> <p>PE- C3.1a, C3.1b</p>



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5	<p><b>The Effects of the Mass Media</b></p> <p>Debates about screen violence and its effects upon audiences</p> <p>Key concepts: imitation, the drip effect, 'copycat' violence, De-sensitization, Catharsis, Media literacy, etc.</p> <p>Media Effects and the Implications for Censorship</p>	<p>Divide the class into four groups.</p> <p>Group 1 should, using the internet and/or newspapers and/or CD-ROMs, investigate one dramatic act of violence which has been reported in the press over the last few years. Perhaps the murder of James Bulger or Philip Lawrence, the Dunblane massacre or the Littleton shootings. They should assess to what extent screen violence was blamed. What actual evidence is put forward to link the media to the violence?</p> <p>Group 2 should investigate the hypodermic syringe model of media effects plus the work of Elizabeth Newson.</p> <p>Group 3 should investigate what types of violence different age, gender, class or ethnic groups consider to be disturbing. They should present their findings quantitatively.</p> <p>Group 4 should investigate the degree of censorship relating to TV and films in the UK. How much of this censorship is in place as the result of a perceived link between media and violence?</p> <p>HW: Write a 400 word report evaluating the hypodermic syringe theory.</p>	<p><b>Mass media: Skills based Sociology</b> M. and E Jones. Hypodermic syringe 158-160 Trowler (2<sup>nd</sup> edition) chapter 2.</p> <p>The hypodermic syringe group could access the National Viewer's and Listener's Association web-site: <a href="http://www.mediawatch-uk.org">http://www.mediawatch-uk.org</a></p> <p><a href="http://guardianunlimited.co.uk">http://guardianunlimited.co.uk</a> <a href="http://www.thetimes.co.uk">http://www.thetimes.co.uk</a></p> <p><b>Young Offenders and the Media: Viewing Habits and Preferences</b> by Ann Hagell and Tim Newburn is an interesting study which is excellent for use as a Research Report (2535).</p> <p><b>Active Sociology</b>, pages 273-278.</p> <p><i>Violence on Screen: Just Child's Play</i> <b>Sociology Review</b> Feb 1995 by Tim Newburn and Ann Hagell and <i>Media Violence and Children Re-visited: Return to the Killing Screens</i> <b>Sociology Review</b> Sept 1997 by Marsha Jones, are excellent summaries of the literature.</p>	<p>D- IT 3.1, N2.2, N2.3 PE- C3.1b ,C3.2 PE - C3.1b, N2.1 N2.2 C3.2, C3.3</p>

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6	<p>Other models of media effects:-</p> <p>Selective filter model (Selective exposure, Selective perception Selective retention), Uses and gratifications model, Reception analysis and the Cultural effects model,</p>	<p>Divide the class into four groups:</p> <p>Group 1 should complete a media grid for each member of the group detailing the previous day's media use (e.g. listening to the radio, watching TV, listening to music, using the internet or phone etc). This group should follow-up by asking each person to state for each viewing/listening slot which of the following needs or gratifications it satisfied.</p> <p>(a) Diversion (escape from routine), (b) Interaction with others (companionship, conversation etc) (c) Learning, (Information-seeking, education), (d) Advice (Personal development, etc.).</p> <p>Annotate using the letters D,I,L and A accordingly. At the end count them up and compare the uses and gratification's of the media for each group member. The teacher should summarise this model.</p> <p>Groups 2-4 should produce a handout which highlights a given model (using extracts distributed by the teacher) and two examples of it in action. Group 2 will investigate the selective filters model. Group 3 will investigate the cultural effects model and Group 4 will investigate reception analysis.</p>	<p>Extracts from a range of textbooks e.g. Stephens <b>Think Sociology</b> pp 468-477</p> <p><b>Mass media: Skills based Sociology</b> M. and E Jones. Reception analysis 167-170</p> <p>Trowler, chapter 2.</p> <p><i>See Media Influence: Do the Media Influence Public Opinion and Attitudes</i> by J. Kitzinger, April 1997, <b>Sociology Review</b>.</p> <p><i>Now For The Good News: A Review of Message Received: Glasgow Media Group Research 1993-98</i> edited by Greg Philo in <b>Sociology Review</b>, Nov 1999 by Marsha Jones is useful.</p>	<p>D-WO3.1, WO3.2 N2.2, N2.3 PE- C3.2, C3.3</p>

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7	<p><b>Media representation :</b> Gender representations</p> <p>Key concepts: patriarchy, marginalisation symbolic annihilation, stereotype, feminisation of masculinity</p> <p>Pluralist and Feminist (liberal, Marxist and radical) explanations of gender representations.</p> <p>Representations of masculinities</p>	<p>Collect pictures of the following women:- <i>Carol Vorderman</i> <i>Peggy from East Enders</i> Typical mum from an advert (in family situation) Glamorous model <i>Buffy the Vampire Slayer</i> Woman being attacked in horror film</p> <p><b>Classroom discussion :</b> Which of these women are playing stereotyped female roles? What are these roles?</p> <p>What do these photographs tell us about the way women are portrayed in the media?</p> <p>To what extent do you think images of women in the media are changing?</p>	<p>Jones is an excellent source. See chapter 7, pages 105-120. Looks at representations of masculinity too.</p> <p><b>Active Sociology</b>, pages 270-271</p> <p><i>Girls Just Want to Have Fun: Representing Gender</i> by Sally Westwood in <b>Sociology Review</b>, Sept 1999 is an excellent source.</p> <p><i>Special Agents: Gender, Rationality and Visual Pleasure in the X-Files</i> by Andrew Jones, <b>Sociology Review</b>, Sept 1997 is both informative and fun.</p> <p>Clips from Soaps News broadcast, Weather 'girls' etc.</p> <p>Trowler pp 276-194 is excellent though far too detailed.</p>	<p>D- N2.2, N2.3</p> <p>PE- C3.1a, C3.2</p> <p>C3.2</p>

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7 (cont'd)		<p>Show selected clips of a soap opera, a news broadcast, a game show and a TV drama. How many men and women appear? How much time does each gender appear on screen? What roles do they play? How typical is each programme of others of its kind? What conclusions can be drawn about men and women in the media?</p> <p>Collate evidence of representations of women under the headings: Male aggressor, female victim A limited range of roles As appendages of men. To appeal to the opposite sex In terms of an 'ideal' Limited Visibility</p> <p>Summarize feminist explanations of gender representation using Trowler or Jones.</p> <p>Discuss representations of masculinity, traditional man, new man, new lad, and femininity – new 'laddette'</p>	<p>You could get groups to focus on different types of media, e.g. TV, film magazines. Music (e.g. rap, hip-hop and heavy metal music) video games, TV advertising, tabloid newspapers, magazines etc.</p> <p>Trowler pp. 194-200</p>	C3.1a



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9	<p><b>Media Representations:</b> Class:</p>	<p>Divide class into four groups. They have to produce an A4 handout for their peers on aspects of class representations, e.g. upper-class, middle-class, working-class and the underclass (Never-employed).</p> <p>Focus on the key questions:</p> <p><i>What are the typical representations?</i> <i>How have they changed or improved?</i></p>	<p>Extracts from pp950-962 of Haralambos and Holborn 5th edition plus Group 1 - <b>Class</b> -Trowler 241-2, <b>Sociology: An Interactive Approach</b> Jorgensen 558-60. <b>Think Sociology</b> (Stephens) 464 –465 Clips from Soaps, Merchant Ivory productions to analyse.</p> <p><b>Active Sociology</b>, pages 272-273</p> <p>See clips from films such as <b>Brassed Off</b>, <b>Billy Elliot</b>, <b>The Full Monty</b> etc for representations of the working class.</p> <p>Compare with 1960s classic kitchen-sink dramas such as <b>Saturday Night, Sunday Morning</b>.</p>	<p>D- WO3.1, WO3.2 D- IT3.1 PE.IT2.1 PE- C3.2, C3.3</p>

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10	<p>Theories of media content: Postmodernism</p> <p>Recent trends in production and consumption.</p> <p>Mass communication and globalisation.</p> <p>Key concepts: globalisation, high culture, MacDonaldisation, media-saturated society, popular culture etc.</p>	<p>Students should conduct a survey within their school or college to assess the differences in access to and consumption of the new media in relation to class, gender, ethnicity and age. Consider the following categories: ownership: - PC, Web TV, Cable TV, Games consoles, WAP phones, DVD players, videos. MP3 players, digital cameras.</p> <p>Analyse how media use has changed in terms of family consumption, exposure, audience control, scheduling,</p> <p>Pull together postmodern arguments</p> <p>HW: When students next visit their local high street or shopping centre they should make a note of all of the trans-national companies that they see. Use the world wide web to identify their country of origin. Which country's cultural influences are most apparent?</p>	<p>Use <b>Central issues in Sociology</b> Chignell pp 17-21.</p> <p>Taylor et al <b>Sociology in Focus</b> 542-543</p> <p>Strinati D. <i>Postmodernism and Popular Culture</i>. <b>Sociology Review</b> April 1992.</p> <p>Jones, chapter 11.</p> <p><b>Active Sociology</b>, pages 281-282</p>	<p>D- N2.1, N2.2, N2.3</p> <p>PE- C3.2</p> <p>IT3.1</p>

## 2 Resources

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- Abercrombie N and Warde A. **Contemporary British Society** 2<sup>nd</sup> Edition, (Polity 1994)  
ISBN 0745610676
- Aiken, D. and Chapman, S. **Key Skills in A levels: Sociology** NEC, FEDA, DfEE (2000)  
(available from Key Skills Support Programme, tel: 020 7962 1066)
- Best, Griffiths and Hope **Active Sociology** (Longman 2000) ISBN: 0582405416
- Burton, G. **Media and Popular Culture** (Hodder and Stoughton 1999) ISBN: 0340747064
- Chignell H. **Central issues in Sociology** (Connect Publications 1996) ISBN: 095206832X
- Hagell A. and Newburn T. **Young Offenders and the Media: Viewing Habits and Preferences**  
(Policy Studies Institute 1994) ISBN: 0853746141
- Hagell A. and Newburn T. **Violence on Screen: Just Child's Play**  
(Sociology Review (Philip Allan) volume 4 issue 3 Feb 1995)
- Haralambos M. and Holborn M. **Sociology: Themes and Perspectives** (5<sup>th</sup> edition)  
(Collins 2000) ISBN: 0003275078
- Jones M. **Media Violence and Children Revisited: Return to the Killing Screens**  
(Sociology Review Volume 7 issue 1 Sept 1997)
- Jones, M. & E. **Mass Media: Skills based Sociology** (MacMillan 1999) ISBN: 0333672062
- Jorgensen N. et al **Sociology: An Interactive Approach** (Harper Collins 1997)  
ISBN: 0003224430
- Stephens, P. et al **Think Sociology** (Nelson Thornes 1997) ISBN: 0748725636
- Taylor, P. et al **Sociology in Focus** (Causeway 1995) ISBN: 1873929218
- Trowler, P. **Investigating Mass Media** (2<sup>nd</sup> edition) (Collins 1996) ISBN: 0003224384
- Trowler P. **Investigating the Media** ISBN: 071352832X



## Miscellaneous

**Sociology Review** (Quarterly) April 1992, Sept 1996, April 1997, Sept 1997, Sept 1999, Nov 1999

<http://guardianunlimited.co.uk>

<http://www.mediawatch-uk.org>

<http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index.html>

<http://www.thetimes.co.uk>

*Viewing the World* at the website of the Department of International Development accessible from the main government website:

[www.open.gov.uk](http://www.open.gov.uk)

The websites of the *Refugee Council* and *The Campaign against Racism and Fascism*.

## Video / Film / TV

**Bhaji on the Beach**

**Billy Elliott** (film)

**Brassed Off** (film)

**East is East** (film)

**Saturday Night, Sunday Morning**

**The Cosby show**

**The Black and White Media Shows**

**The Full Monty** (film)

**The Weakest Link** (BBC)

**Who Wants to be a Millionaire** (ITV)

