

Autumn 2020

Eduqas A level Media Studies: Approaching Representation

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Approaching Representation

Aims

- ✓ To explore strategies for analysing representation as a key element of the theoretical framework
- ✓ To offer tips for approaching the representation extended essay and constructing a comparison response
- ✓ To explore approaches to evaluating representation theories
- ✓ To gain practical activities for use in the classroom and for independent/blended learning
- ✓ To consider approaches for constructing representations in the NEA

Q: What is your experience of teaching A level Media Studies?

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Running Order	
4.00pm	Introduction
4.15pm	Approaches to teaching representation (applicable to Components 1 and 2)
4.30pm	Comparative analysis and the extended essay response
5.05pm	Evaluating theories in relation to representation
5.30pm	Constructing representations in the NEA
6.00pm	Close

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Resources


- The main Eduqas webpage includes the [specification](#) and a wealth of material including Examiners' Reports and Frequently Asked Questions under [Key Documents](#).
- Full Guidance for Teaching includes example course outlines, resources/reading lists, approaches to teaching.
- A range of resources to support delivery in [Digital Resources](#), including:
 - Fact sheets for all Component 1 set products
 - Interactive teaching resources for Component 2 topics
 - Theories and Theorists resource
 - Exam walk through for Component 1

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This event covers the Eduqas A level Specification as a whole and is not specific to 2021.

The information is correct at the time of production, but please check the Eduqas website regularly for the latest updates.

Information about the adaptations to the Component 3 non-exam assessment in 2021 is available on the website.




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ONLINE EXAMINATION REVIEW

[Online Examination Review](#) (OER) resources will be prepared throughout the Autumn term to exemplify candidate responses to the summer's GCSE, AS and A level question papers.

You will find two responses for a selection of the examination questions set. The question paper and mark scheme are available on the site with the candidate responses for use in the classroom.




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Resources available on the [Secure Website](#):

- Past question papers and mark schemes for Component 1 and Component 2
- Component 3 Non-exam assessment Briefs
- Exemplar non-exam assessment work
- CPD materials, including exemplar work



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Approaches to analysing representation : Components 1 & 2



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eduqas **Approaches to analysing representation**

What is a representation?

What can you see in these images?

They are re-presentations of real life
They construct versions of reality
They can construct identities and encode messages



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Assessment of Representation

Component 1

- In Section A there will always be a representation question in which the requirement will be to compare a set product with an unseen print or audio-visual product in the same or a different form
- The focus of the representation may be issues, events, individuals or social groups
- There will be an expectation that theories and theoretical perspectives are referred to in the response where appropriate
- This is the **extended response question** and learners must demonstrate their ability to construct and develop a sustained line of reasoning which is *coherent, relevant, substantiated and logically structured*.

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Section A: Representation Question

- You will be required to engage in comparative analysis
- This is an extended response question which requires the learner to construct and develop a sustained line of reasoning which is *coherent, relevant, substantiated and logically structured*.

What does this terminology mean and how can learners demonstrate this?

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Component 2

- This component assesses knowledge and understanding of all elements of the media framework in relation to the media forms studied
- The questions may be on any area of the theoretical framework including representation
- In each section there will be one two-part question or one extended response question.

Both components require understanding of the statements related to Representation in the specification

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eduqas Part of WJEC **Approaches to Analysing Representation**

Interpreting the specification

The way events, issues, individuals (including self-representation) and social groups (including social identity) are represented through processes of selection and combination

How media representations convey values, attitudes and beliefs about the world and how these may be systematically reinforced across a wide range of media representations

Q: Give an example of a set or additional product and how you have used it to exemplify either of these bullet points from the specification

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eduqas Part of WJEC **Approaches to Analysing Representation**

The way events, issues, individuals (including self-representation) and social groups (including social identity) are represented through processes of selection and combination

All representations are constructions, they are not a 'window on the world'. Media producers will make paradigmatic choices about what to include and what to leave out. This combination of chosen elements will target the audience and encode ideologies. For example:

- The combination of positive images and the upbeat soundtrack used to subvert typical representations in the *WaterAid* advert
- The conscious decisions made by content creators of blogs and vlogs, for example the video location and choice of clothing and props construct self-representations

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eduqas Part of WJEC **Approaches to Analysing Representation**

How media representations convey values, attitudes and beliefs about the world and how these may be systematically reinforced across a wide range of media representations

This directly relates to the link between representation and power. The ideology of dominant groups in society will be reinforced across products and platforms and accepted by audiences as a result. The constant repetition of certain representations establishes them as the truth. For example:

- How the representations in the online products express social and cultural values about the representation of self evident in other areas of the media.
- The values and attitudes of newspapers including their political allegiance will influence the way in which representations are constructed.

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eduqas Part of KQVC **Approaches to Analysing Representation**

Key representation questions to ask about any product

- How are the representations constructed through media language? Consider how visual, technical and audio codes contribute to the construction of representations of individuals, social groups, issues or events.
- Do the products studied reinforce or challenge stereotypes?
- Do the representations reflect inequalities of power between different social groups?
- Is there evidence in the set products that social groups are misrepresented or under-represented?
- How do the representations reflect the ideology of the producers?
- How do the media products present versions of reality?

These questions can be used as an independent/blended activity for analysis of set or additional products

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eduqas Part of KQVC **Approaches to Analysing Representation**

Key Terminology

Learners need to have a 'Toolkit' of analytical terminology as well as terminology related to the media form. This will enhance their responses in the examination.

Term	Definition
A	6
B	1
C	9
D	7
E	4
F	2
G	3
H	5
I	8

Q: Match the representation terminology to the definition.

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eduqas Part of KQVC **Approaches to Analysing Representation**

Summary


- At this level learners need to understand the complexities of the concept to avoid making simple judgments about representations
- Learners need to be aware of where and how representation is assessed across the components
- Understanding of the specification statements related to representation and how they can be applied to the set and additional products is essential in considering the focus of examination questions
- The use of subject-specific terminology serves to demonstrate knowledge and understanding and enhances analytical responses.

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Component 1: Constructing a comparative analysis



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Component 1: Comparative Analysis

Representation

Aim: to explore strategies to help learners to construct an extended comparative analysis response

Assessment: Component 1 Section A. Learners are required to compare an unseen product with a set product in the same or a different form.

Assessment Objectives:

AO2 1: Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories

AO2 3: Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions

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Component 1: Comparative Analysis

Representation

Give an example from a set or additional product you have studied to support or challenge one of the statements

1. All media products are constructed and re-present reality which may then be accepted as truth by an audience. However, this construction is selective, encodes the ideology of the producer and positions audiences.
2. Some media products function as opinion leaders due to the way in which they choose to represent issues and events.
3. The way in which representations are constructed changes according to the context and purpose of the product. Some products have more than one purpose, for example as promotional tools and to raise awareness of pertinent issues.



<https://www.youtube.com/watch?v=5y3J8TzPQg>

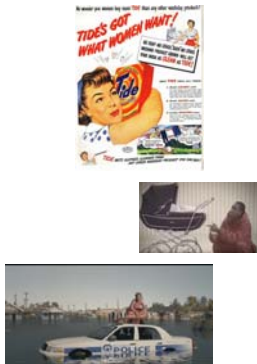
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eduqas Component 1: Comparative Analysis

Representation

Give an example from a set or additional product you have studied to support or challenge one of the statements

- Stereotypes are rapid ways of communicating messages to an audience, reducing social groups to a set of simple, recognisable traits. They can be both negative and positive and may have ideological significance.
- The producers of media products use media language to construct representations which encode ideological messages to be decoded audiences.
- Audience responses to representations will be affected by a range of aspects including age, gender, ethnicity and culture.




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eduqas Component 1: Comparative Analysis

All media products are constructed and re-present reality which may then be accepted as truth by an audience. However, this construction is selective, encodes the ideology of the producer and positions audiences. Consider:

- How the event has been re-presented differently in the two newspapers to reflect the dominant ideology of the producer.
- The paradigmatic choices that have been made regarding images and language to construct a version of reality
- How the selection and combination of elements positions the audience to accept the point of view
- How the representation may be accepted by audiences who share the ideology of the paper but challenged by those who do not.



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eduqas Component 1: Comparative Analysis

Deconstructing the question

What are the requirements for this question?

The command words link to the AO triggering the requirements to analyse through comparison.

The bullet points are included to help to structure the response. All of them must be addressed in the answer, although not necessarily equally. They relate directly to the Representation statements from the A Level specification

Compare how these pages from the *Daily Mail* and *Daily Mirror* construct versions of reality (2019). In your answer you must:

- consider the choices media producers make when constructing versions of reality
- Consider the similarities and differences in the representations
- Make judgements and draw conclusions about how far the representations relate to relevant media contexts [30]

This is a representation question; the focus is on how these newspapers re-present reality. Learners should carefully consider what this means in relation to the products before starting to write. Making notes/annotating will help to structure the response.

The command words 'how far' in the last bullet point reinforce the requirement in this response to make judgements and draw conclusions, in this case in relation to contexts, for example political/social and cultural.

The higher mark tariff indicates that this is an extended response question assessing the ability to construct and develop a sustained line of reasoning. Time will be needed to study the unseen product and plan the response.

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Component 1: Comparative Analysis

Language of comparison

Using the appropriate terminology related to making comparisons in the representation question will help you to structure your response more effectively. These terms can be used as **connectives** or as **sentence/paragraph starters**. In the table below decide which words or phrases would be used for similarities, which for differences and which are more general:

Key Terms	Similarity/ Difference? Connective/starter?	Key Terms
Just as		In the same way
On the contrary		Conversely
Similarly		On the other hand
Alternatively		In a similar fashion
Equally		Furthermore
Just asso too		Likewise
Whereas		In contrast to

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Component 1: Comparative Analysis

Constructing a comparison question: newspapers

Question Focus	Points to consider
How the newspaper pages construct versions of reality	In the introductory paragraph: <ul style="list-style-type: none"> show your understanding of the question show understanding of the specific representation focus in relation to the set form, for example how representations in newspapers invoke ideologies and position audiences
Consider the choices media producers make when constructing versions of reality	<ul style="list-style-type: none"> the process of mediation in relation to the paradigmatic choices made the choice of specific features e.g. central image, headlines the encoding of meanings through the layout and design how language and mode of address contributes to the version of reality constructed
Consider the similarities in the representations	Discuss a range of similarities across both products e.g. <ul style="list-style-type: none"> similarity of codes and conventions of the form use of visual codes, copy and language how the event reflects newspapers' ideology and political context

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Component 1: Comparative Analysis

Constructing a comparison question: newspapers

Consider the differences in the representations	Discuss a range of differences across both products e.g. <ul style="list-style-type: none"> difference in events/issues chosen use of images, copy and language reflecting different ideology and political allegiance different reader expectation and response
Make judgements and draw conclusions about how far the representations relate to relevant media contexts	<ul style="list-style-type: none"> use of cultural references through iconography evidence of political allegiance of the newspapers possible audience responses linked to social and cultural contexts
Conclusion	Refer back to the question briefly summing up how you have answered it in relation to the two products.


Which theory/theoretical perspective could be used to support this analysis?

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Component 1: Comparative Analysis

Comparison Task

Give three similarities **or** three differences in the way in which representations are constructed in the music video *Land of The Free* (The Killers 2019) and the *WaterAid* advertisement.



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Component 1: Comparative Analysis

Constructing a comparison

Similarities	Differences
<ul style="list-style-type: none"> • Representations of real issues/events • Use of personalisation to construct representations and engage audience • Use of media language elements to construct representations: clothing, expression, technical codes • Purpose of both products to raise awareness through the construction of representations • Both construct versions of reality • Both invoke discourses and ideologies and position audiences • Use of iconography to encode meaning • Use of stylised filming and editing in the construction of representations 	<ul style="list-style-type: none"> • People are represented as 'other' in <i>LotF</i> to reinforce mis-representation due to ethnicity • <i>WaterAid</i> uses representations to convey a positive, uplifting message, <i>LotF</i> is negative and exposes inequalities • Positioning – uncomfortable in <i>LotF</i>, makes audience feel responsible. More positive and uplifting in <i>WA</i> • <i>WA</i> challenges beliefs and stereotypical representations of the the developing world • Use of documentary footage in <i>LotF</i> to construct verisimilitude. <i>WA</i> is fictional representation • Purpose: to encourage involvement and donations in <i>WA</i>, to establish identity of <i>band</i> in <i>LotF</i>

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Component 1: Comparative Analysis

Independent/blended learning activity

Use this grid to enable learners to design questions and Indicative Content. Consider:

- the appropriate wording of the question using:
 - relevant command words (Guidance for Teaching page 70)
 - subject-specific terminology and the statements from the Specification
- the form and product to be used
- how the appropriate Assessment Objectives will be addressed
- the marks to be awarded
- if the question can be answered – writing the Indicative Content will help with this

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Component 2: Applying and Evaluating Representation Theories



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Applying and Evaluating Representation Theories

Component 2

In Component 2 there is a requirement to:

- Study the set forms and products in **depth**
- **Apply** relevant and advanced theories
- **Use and reflect critically** upon a range of complex theories and theoretical perspectives
- Reflecting critically upon theories and theoretical perspectives is specific to Component 2

Q: What does it mean to reflect critically/evaluate rather than use/apply theories and theoretical perspectives?

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Component 2: Applying and Evaluating Representation Theories

Understanding the Assessment Objectives

AO2: Requires the learner to apply knowledge and understanding of the theoretical framework of media.

The assessment objective is further sub-divided:

AO2 1	Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories.
AO2 2	Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories.
AO2 3	Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions.

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Component 2: Applying and Evaluating Representation Theories

Examiner's Report 2019

Key areas to consider regarding theory:

- Learners need practice in the advanced skill of evaluating theory in relation to the relevant set forms and products. AO2 2 will be assessed specifically in Component 2
- Many candidates simply applied or described theory rather than evaluating its validity, usefulness and relevance
- There was a lack of understanding of theories *'it is important to treat theory as a set of ideas to be engaged with rather than as a series of facts to be learnt and reproduced'* (2019 report).

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Component 2: Applying and Evaluating Representation Theories

Representation theories

- Theories of representation (including Hall)
- Theories of identity (including Gauntlett)
- Feminist theories (including bell hooks and Van Zoonen)
- Theories of gender performativity (including Butler)
- Theories around ethnicity and postcolonial theory (including Gilroy)

It is important to be aware of which theories need to be studied in relation to which forms and products


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Component 2: Applying and Evaluating Representation Theories

Who said this?

The display of women's bodies as objects to be looked at is a core element of western patriarchal culture

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 **Component 2: Applying and Evaluating Representation Theories**

Who said this?

Civilisationalism constructs racial hierarchies and sets up binary oppositions based on notions of otherness

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 **Component 2: Applying and Evaluating Representation Theories**

Who said this?

Stereotyping tends to occur where there are inequalities of power, as subordinated or excluded groups are constructed as different or 'other'

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 **Component 2: Applying and Evaluating Representation Theories**

Who said this?

Feminism is a political commitment rather than a lifestyle choice

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Component 2: Applying and Evaluating Representation Theories

Who said this?

The media provide us with 'tools' or resources that we use to construct our identities

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Component 2: Applying and Evaluating Representation Theories

Who said this?

Identity is performatively constructed by the very 'expressions' that are said to be its results

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Component 2: Applying and Evaluating Representation Theories

Feminist theories: Van Zoonen

Van Zoonen

In media products, the male gaze is invited through visual and technical codes and presents women as objects to be looked at.

Female audiences are offered a restricted representation defined by, for example, the beauty myth.

The representation of gender in the media is influenced by and reflects social, cultural and historical contexts.

Audiences learn about gender through the discourses evident in media products.

The patriarchal cultural representations of men and women are different. The male body is constructed as 'spectacle', strong and powerful, whilst the woman is an object to be looked at.

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Component 2: Applying and Evaluating Representation Theories

Feminist theories: bell hooks

Feminism is a struggle to end patriarchal oppression and the ideology of domination across society.

Feminism is not a label you can assume, or a lifestyle choice, it must be combined by political action and activism.

bell hooks

Stereotypical negative representations of black females still exist in modern society. Black women also continue to be under and misrepresented in media products, or are in fact absent altogether.

The discrimination, exploitation and oppression of women is closely related to race and class. Not all women are discriminated against in the same way. In particular, the representation of black women reflects a historical context.

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Component 2: Applying and Evaluating Representation Theories

Applying theory

Online resources: Television Products





- Example: [Humans](#)
 - [Applying Van Zoonen](#)
 - [Applying hooks](#)

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Component 2: Applying and Evaluating Representation Theories

Evaluating theory

- ❖ Choose one of the Television or Magazine Component 2 products
- ❖ Select one of the feminist theorists
- ❖ Write 3 points evaluating the theory in relation to the set product

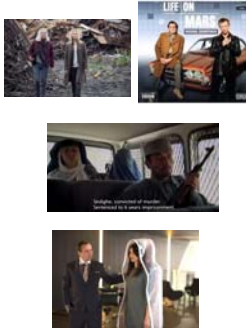


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Evaluating Van Zoonen: Television

- How does *Life on Mars* and the dual time frames of the narrative validate Van Zoonen's theory that the meaning of gender varies according to historical context?
- How do the representations constructed in the programme demonstrate changing understanding of gender?
- Can the way in which Saga in *The Bridge* challenges typical representations of gender be used to challenge this theory?
- How useful is this theory in exploring the contradictions in gender evident in *Humans*?
- Van Zoonen also claims that the representation of gender reflects social and cultural contexts. How can this aspect of her theory help to analyse *The Jinx* and *No Burqas Behind Bars*?




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Component 2: Applying and Evaluating Representation Theories

Evaluating Van Zoonen: Magazines


- Consider the ideas the magazines present about what it means to be a man or a woman? How do they construct representations of gender?
- Do the magazines empower or repress women through their discourse? Do they challenge or support typical representations of masculinity?
- How far do audience responses to magazines support Zoonen's idea that feminist analysis must consider why women get pleasure from magazines.
- How far are the representations of gender in the magazines historically and culturally specific? How do they reflect the time in which they were produced



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Constructing Representations in the NEA



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eduqas Part of WJEC **Constructing Representations in the NEA**

NEA Requirements

- Create a cross-media production that uses media language to communicate meanings and construct representations [30]
- **Band 5:** An excellent, sustained use of media language in the products to construct insightful, appropriate representations.

'Some candidates created few, if any, images of people in their work, which inevitably limited their ability to construct purposeful representations. This was most notable in some responses to Brief 2, Magazines, and Brief 3, Film Marketing. The construction of representations of social groups is one of the key ways in which candidates should apply their understanding of the theoretical framework and some candidates had been assessed generously if their work did not include images of people.' (PE Report 2019)

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Using the theoretical framework to construct representations

'This component synthesises knowledge and understanding of the media theoretical framework gained throughout the course by requiring learners to apply their knowledge and understanding of the media synoptically to a practical production.' (P47 of specification)

- **Research** - consider how representations of relevant social groups are constructed in similar existing products
- **Component 1 and 2 products** – transfer understanding of how representations are constructed

Use elements of media language:

- Visual codes – clothing, expression, gesture, iconography, colour
- Technical codes – shots, audio, editing, layout and design
- Language and mode of address

Use all elements of the production to construct representations

- Coverlines, article topics, font styles, thumbnails, blurb

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Using Research

- Suggest 2 ways in which media language has been used on the magazine cover to construct representations of a social group.
- Suggest a further cover line for the magazine that would construct a representation.




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Using knowledge and understanding of set products

- Which of the elements on a DVD cover do learners generally fail to consider when constructing representations?
- Identify one way in which representations have been constructed on this DVD cover.



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Using knowledge and understanding of set products

- Muted colour palette suggesting the portrayal of reality
- Blurb conveying sense of social realist film through language and narrative clues
- Use of thumbnails to reinforce representations
- Real locations
- Codes of clothing reflecting social group
- Codes of expression and gesture
- Iconography encoding character roles



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Blended/Independent Learning Activity

- **Choose an existing cross-media product similar to the one to be produced**
- Use the grid to conduct a detailed analysis of the products specifically considering:
 - ✓ How media language has been used to construct representations
 - ✓ How this will be applied to your production

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CONSTRUCTING REPRESENTATIONS: ANALYSING EXISTING EXAMPLES

	Elements of Media Language	Existing Product: how are representations constructed?	How can I use this?
EXISTING PRODUCT:	Visual Codes e.g. Clothing Gesture Expression Colour Iconography		
	Technical Codes e.g. Shots Movement Editing Audio Layout and Design		
	Language and Mode of Address		
	Key conventions e.g. Coverlines Font styles Blurb Thumbnails Settings		

INDEPENDENT/BLENDED LEARNING ACTIVITY: DESIGNING QUESTIONS

1. **Write and label your question** here

2. **Label your question** with

- Command word (s)
- Assessment Objective to be assessed
- Concept being assessed
- Product(s) to be discussed
- Tariff- what does this indicate that the learner is being asked to do?

3. **Indicative Content**

What key points may be included in a response to this question? It is not expected that responses will include all of the points listed.

4. **Evaluate**

Share your question with someone else in your class and ask for feedback on:

Strengths

Weaknesses

Areas for improvement

5. **Practice**

Write a response to the question you have designed aiming to address the AOs and some of the points from the Indicative Content.

REPRESENTATION TERMINOLOGY

In the table below match the correct definition to the correct term.

Term	Definition
A. Stereotypes	1. The way in which the representation has been put together by the product's creators in order to give an illusion of reality that will be accepted by the audience as the truth.
B. Construction	2. The choices available to individuals, through technological developments, about how to construct representations of themselves.
C. Dominant groups	3. Representations and the way in which audiences may respond will change according to where the representations appear and the desired effect upon the audience.
D. Mediation	4. How those in positions of power re-present, repeat and reiterate a particular viewpoint that then appears to be the norm. This is then accepted by the audience due to repetition over time.
E. Dominant ideology	5. A group that is disadvantaged compared with other groups and may face unequal treatment or discrimination. They may be perceived as different or 'other'.
F. Self-representation	6. A construction whereby the traits of a social group are exaggerated in order to be easily recognised by an audience, thus communicating messages and meanings more rapidly.
G. Context and Purpose	7. The process a product may go through before it appears to an audience including the encoding of meanings through selection and construction.
H. Subordinate groups	8. The paradigmatic choices that are made in constructing a representation regarding what to include and what to leave out. The combination of these elements creates the syntagm.
I. Selection	9. These groups have control and access to power. They make the rules and define how society is organised. They have very little experience of being treated differently.

Answers:

Term	Definition
A	6
B	1
C	9
D	7
E	4
F	2
G	3
H	5
I	8

THE LANGUAGE OF COMPARISON

Using the appropriate terminology related to making comparisons in the representation question will help you to structure your response more effectively. These terms can be used as connectives or as sentence/paragraph starters. In the table below decide which words or phrases would be used for similarities, which for differences and which are more general:

Key Terminology	Similarity/Difference? Connective/Starter?	Key Terminology
Just as		In the same way
On the contrary		Conversely
Similarly		On the other hand
Alternatively		In a similar fashion
Equally		Furthermore
Just as so too		Likewise
Whereas		In contrast to

UNDERSTANDING THE EXAMINATION TERMINOLOGY

Term	What does it mean?	How can I demonstrate this?
Coherent	This refers to how the way in which you structure your extended examination response effectively communicates meaning	<ul style="list-style-type: none"> • By carefully structuring your sentences and paragraphs. • Consider how to connect ideas within sentences and paragraphs.
Relevant	Understanding what is important to discuss in response to the question. You will never be asked to 'write all you know about' a particular aspect of the subject. You will be expected to select appropriate aspects of what you have learned that will allow you to answer the question.	<ul style="list-style-type: none"> • Show that you understand the question in your opening paragraph. • Make clear connections between your response and the question by regularly referring back to the question. • Avoid drifting away from the focus of the question, this will be helped by good planning.
Substantiated	Supported by evidence and/or examples to validate your points and assertions.	<ul style="list-style-type: none"> • Support your points and claims with specific examples e.g. close reference to the set products • Refer to elements of the set or unseen products and avoid discussing them in a more general manner. For example, do not just refer to <i>The Times</i> in general but select a specific example to illustrate your point.
Logically structured	Having a clear idea of your argument which then flows easily from one paragraph to the next.	<ul style="list-style-type: none"> • Include a clear introduction and a conclusion summing up your argument and showing that you have answered the question • Each paragraph should be like a mini essay making a clear and relevant point and including starting and ending sentences related to the question.