Reference Material

Applied GCE in Media: Communication and Production

6973 – Unit 1: Industries, Texts and Audiences

6974 – Unit 2: Skills for Media Production

Issued: 2014/15

PREFACE

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Authentication Form

Specification Title GCE IN MEDIA

Specification and paper number 8771

Centre Name (Block Capitals)

Centre Number

Candidate Name (Block Capitals)

Candidate Number

Examination series JUNE 2014

Declaration of Authentication:

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.

Signed (candidate)

Date 15/5/14

Signed (teacher-examiner)

Date 15/5/2014

Please attach this form to the candidate's submission

Assessment criteria and evidence

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (AO1)	Demonstrates limited knowledge and understanding of the macro-organisation of an area of the media industry and makes some attempt to show how this affects the industry's products. (0-5)	Demonstrates adequate knowledge and understanding of the macro-organisation of an area of the media industry and makes an adequate attempt to show how this affects the industry's products. (6-10)	Demonstrates good knowledge and understanding of the macro-organisation of an area of the media industry and shows with examples how this affects the industry's products. (11-15)	Demonstrates a thorough knowledge and understanding of the macro-organisation of an area of the media industry and demonstrates through analysis of well-chosen examples how this affects the industry's products. (16-20)	15

This response fully meets the Mark band 2 assessment criteria, revealing a good knowledge and understanding of how ownership affects production in the UK print industry. However, analysis of a greater range of well-chosen examples is required to meet the Mark band 3 assessment criteria.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) (AO1)	Demonstrates limited knowledge of a media company, with brief descriptions of only some of the following: what kind of work is done; the job roles; conditions of employment; and possible career pathways within that company. (0-4)	Demonstrates adequate knowledge of a media company, with adequate descriptions of: what kind of work is done; the job roles; conditions of responsibilities, conditions of employment, and possible career pathways within that company. (5-8)	Demonstrates good knowledge of a media company, describing clearly what kind of work is done, job roles and responsibilities, conditions of employment, and possible career pathways within that company. (9-12)	Demonstrates a thorough knowledge of a media company, defining roles and responsibilities and describing their inter-relationship. Shows a thorough understanding of conditions of employment, and of possible career pathways within that company. (13-16)	15

This response demonstrates a thorough knowledge of all aspects of Studio Output, including the inter-relationship between job roles, which is part of the Mark band 3 assessment criteria and an insightful depiction of possible career pathways within, and outside of, the company.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (AO4)	Demonstrates limited knowledge and understanding of how media industries think about their audiences and of how they construct their products in order to appeal to their target audiences. Demonstrates understanding of how they represent their audience, other social groups, or social issues. (0-3)	Demonstrates adequate knowledge and understanding of how media industries think about their audiences and of how they construct their products in order to appeal to their target audiences. Demonstrates an adequate understanding of how they represent their audience, other social groups, or social issues. (4-6)	Demonstrates, with examples, good knowledge and understanding of how media industries think about their audiences and of how they construct their products in order to appeal to their target audiences. Demonstrates, with examples, how they represent their audience, other social groups, or social issues. (7-9)	Demonstrates, through analysis of well-chosen examples, a thorough knowledge and a sophisticated understanding of how media industries think about their audiences and of how they construct their products in order to appeal to their target audiences. Demonstrates, through analysis of well-chosen examples, how they represent their audience, other social groups, or social issues. (10-12)	10

The audiences for the two films are defined in detail, demonstrating a thorough understanding of the ways in which media industries think about their audiences and create products to appeal to those audiences. Issues of representation are analysed thoroughly.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4) QWC (i-iii)	Demonstrates limited understanding of how media texts can be understood and interpreted. Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (0-3)	Demonstrates adequate understanding of how media texts can be understood and interpreted. Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy. (4-6)	Demonstrates, with examples, good understanding of how media texts can be understood and interpreted. Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (7-9)	Demonstrates, through analysis of well-chosen examples, a sophisticated understanding of how media texts can be understood and interpreted. Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (10-12)	10

The analysis of the two films is detailed, sophisticated and insightful and fully supported by detailed textual reference (Mark band 3). The Mark band 3 criteria relating to QWC are fully met.

	Total marks	50

UNIT 1

Unit: 1 Industries, Texts, and Audiences

10.02.2014

Project Title:
How does the macro organisation of the UK print industry affect production?

Introduction

The aim of this project is to investigate the UK print industry with a focus on how the ownership of a company can affect production, for example different companies produce different magazines and newspapers depending on the people they want to target.

The UK print industry includes anything in which is printed this includes brochures, magazines, posters, direct mail and newspapers. I will be focusing on newspapers and magazines throughout this project because they are the most significant part of the industry; this is evident by the fact that the UK magazine industry is worth a massive £5 billion to the economy, with over 80% of the UK population (that's around 40 million people) enjoying their content annually, this shows that print based media such as this really does reach nearly everyone in the country. Newspapers are also a large part of the industry with 41.6 million adults reading them monthly and 21.6 million reading them every single day of the year.

Total Newsbrand Reach
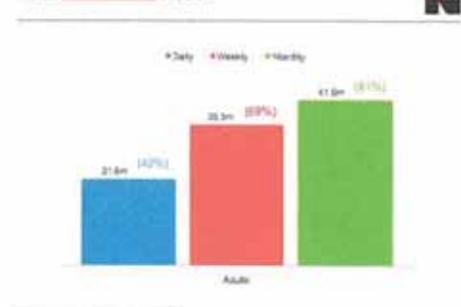
Types of organisation

There are four different types of company that I am going to be focusing on for this project; these are Multi-National Media Conglomerates, National Companies, Public Service Broadcasters and Small-Scale Independent Media Companies.

Multi-National Media Conglomerate

> **Conglomerate:** a large company composed of a number of smaller companies engaged in seemingly unrelated businesses.

This is a company who own a large number of companies in various mass media such as, radio, publishing, television, movies and the internet. Media Conglomerates strive for policies that facilitate their control of the markets around the world. News Corporation is a global media giant who has interests in various media sectors; they own lots of different companies all over the world. This includes The Sun and The Times newspaper in the UK, Fox TV station, many newspapers in the US including New York Post and Wall Street Journal. They have vertically integrated into other media sectors in order to grow their profit in which they are majorly driven by. These types of companies are mainly interested in making profit, for them to make this money their key interest is in making their products popular and in order for them to do this, they have to be respected and trusted among people in order for them to invest.

News Corporation

National Companies
Big national companies have the same interests as Multi-National companies however on a much smaller scale. Northern and Shell is an example of a National Company, they produce the 'Daily Express and the 'Daily Star' newspapers, as well as OK! Magazine, they have also branched into TV and now

FORTI NIHIL DIFFICILE
Northern & Shell

own Channel 5. These type of companies are motivated by profit, and alike Multi-National companies also own lots of different companies; but they are only working on a national scale.

Public Service Broadcaster

The BBC is a Public Service Broadcaster, but although it doesn't have much to do with magazines or newspapers, it is given money by us through our TV license fees, to broadcast a vast range of different shows to cover all genres and

genders, this is one of the major problems as they have to serve everyone, so they have so many different channels, even minority audiences have to be catered for.

So they don't do this for profit they spend the money to benefit us, through TV Channels, Radio Stations, and Websites that serve the public. The BBC values are to inform, educate and entertain, that means throughout their many channels they aim to do that exactly.

Part of the BBC that produces the magazines is called BBC worldwide, they are the commercial arm the BBC. They are the part that sells DVD's and magazines for its most popular programmes, for example, 'Top Gear', 'Good Food', and 'Match of the Day.'

Small - Scale Independent Media Companies

Not all small-scale companies aim to be alternative, some are just generally small. However, the ones I am writing about choose to produce alternative kinds of magazines to those that large media companies produce. Their main aim isn't to make money but to just put something out on the market that is different.

In this specific example, Karen isn't happy with gossip and celebrities, so made her own magazines which is about her life, she's not doing it for money, but to have her voice heard because there is no place for her in big company magazines. She wants to be heard by doing something different and if she makes money then that's a bonus. For example, her friend Judy is not going to be seen in your average gossip magazine, Karen just wants to make a statement.

## Multi-National and National Media Companies

I have noticed that the companies that own the UK's national newspaper titles tend to own more than one daily newspaper, for example northern and Shell own the Daily Express and the Daily Star, News UK (formally known as News Corporation) own The Times and The Sun and Independent News Limited own The Independent, The i, and The Evening Standard.

The reason for this is that the company will get more money through increased sales, as they are appealing to a wider audience. For example, News UK has The Times, which is predominantly targeted at social groups, A, B and C1. The Sun is mainly read by C1, C2, D and E's.

As you can see by the Newspapers published on 06.03.2014, that they comprise of two totally different subjects. While the one on the left concentrates on serious political world news such as 'Stop ritual slaughter of animals, says top vet', the layout is predominantly words with two or three images. The other newspaper (The Sun) is more crammed layout with very few bold words accompanied by large pictures, this newspaper usually publishes celebrity gossip, entertainment and sport, this appeals the lower social groups because of its news values, as they are prioritised in favour of celebrity gossip.
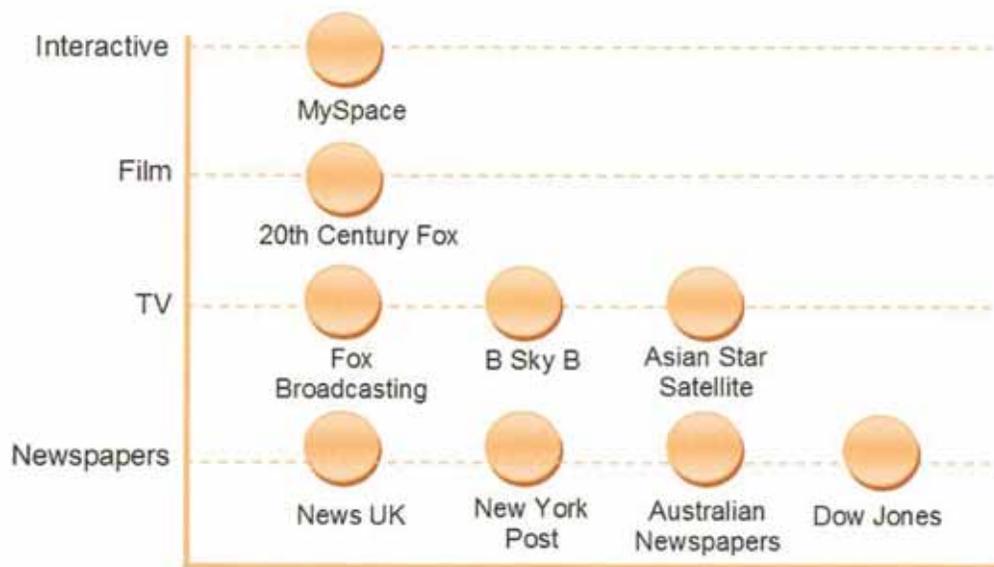
Horizontal and Vertical Integration

Horizontal Integration is when a company buys more than one of the same types of company, drawn from the same media sector.
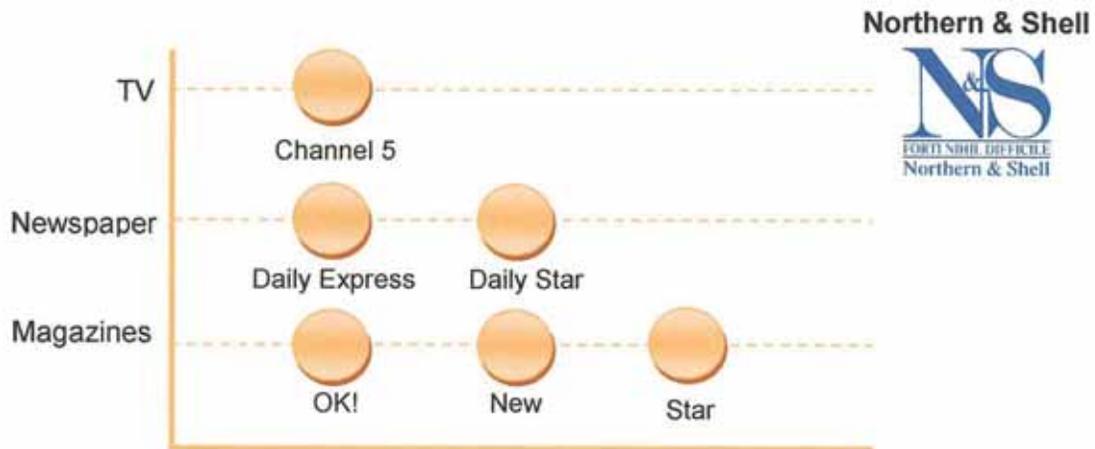
For example, Northern and Shell own OK! Magazine however, instead of just owning this magazine and bringing the same amount of revenue each month as it only appeals to a certain amount of people, so in order to boost sales they bought into Star and New to boost revenue. The benefits of horizontal integration are that it is open to a larger market share and allows the companies to gain more profit. It also eliminates competition in the market, as the same company owns more prints. Another benefit is that it allows companies to gain more/new readers and from this the company will therefore gain more profit and more control in the industry.

Vertical integration is another way of boosting a company's revenue. When a company expands its business into areas that are at different points on the same production path, such as when a manufacturer owns its supplier and/or distributor. Vertical integration can help companies reduce costs and improve efficiency by decreasing transportation expenses and reducing turnaround time, among other advantages. (www.investopedia.com). Another advantage of vertical integration is that the company has more control over the value chain. As when retailers decide to acquire or develop a manufacturing business, they get more control over the production part of the distribution process. Another main advantage is differentiation, as vertical integration gives companies access to more production inputs, distribution resources and process and retail channels. Each of these offers opportunities for the company to distinguish itself from competitors through effective marketing. An company who have used vertical integration to grow is News Corporation; they decided that Newspapers weren't getting them enough profit so decided to delve into other areas in the media, so bought into TV stations such as BskyB and Fox Broadcasting, they then decided to grow their company even more by buying into the Film market by owning 20th Century Fox and finally they bought into the interactive market in 2008 by owning the rights to MySpace. The reason that News Corporation purchased MySpace was so that they could gain access to a young audience who were the pioneers of social networking.

Interactive	MySpace		
Film	20th Century Fox		
TV	Fox Broadcasting	B Sky B	Asian Star Satellite
Newspapers	News UK	New York Post	Australian Newspapers	Dow Jones

However, News Corporation began to change the nature of MySpace by including advertising and promotions for their other broadcasting ventures, the result of this was that the media-savvy audience left MySpace in droves. One of the drawbacks of vertical integration is that companies can over extend themselves into areas where they have no experience or expertise, in the MySpace example the News Corporation executives had no understanding of the dynamics of social networking.

Since 2011 News Corporation has been reducing as a company rather than expanding, having sold MySpace for a fraction of the 580 million dollars they bought it for and in 2013 they divided the company in half into broadcasting and publishing. News Corp is now only the publishing companies such as 'News UK' which publishes the Sun and The Times and Twentieth Century Fox which is the broadcasting companies such as; Fox Broadcasting. The reason behind this is to distance the 'toxic' publishing side of the business from the more profitable and reputable side, in 2012 the broadcasting side of the business made $3.7bn and publishing made $0.5bn. The damage to the reputation of the publishing part of the business is a result of the phone hacking scandal which resulted in the closure of the newspaper 'News of the World' and the arrest of several of the companies top executives.

Regulation

There are many rules and regulations that govern cross-media ownership. These are set in place to protect media plurality, so that one company cannot have too many media interests if they did this then there wouldn't be a range of voices being broadcasted and printed, which would mean the national news would be biased, it is also done to ensure competition, owners and choice.

In 2002 the 'Communications Act' came into force. This stopped one company from dominating the market; it stated that if you own 20% of national newspaper circulation then you are not able to own Channel 5 or ITV. This is because they would have too much control and influence over the national press as ITV is the biggest independent channel in the country and Channel 5 is a significant TV channel in which a lot of people tune into.

In 2002 the government were worried about the power and influence of media moguls such as Rupert Murdoch, so this law was initially put in place to stop him from owning a large part of this industry, as he had a close relationship with politicians such as Tony Blair and Margret Thatcher, who wanted his support through his support for their policies through his newspapers.

However, this is now seen as out of date and no longer relevant to the press/media industry because lots of things have changed, such as what influences each generation, this being the

internet. Internet popularity is becoming larger and larger, for example 'Facebook' recently purchased 'WhatsApp' for $19 billion and 'Instagram' for $1 billion. Another large company which is growing is 'Google' who have also recently bought into a large company with the name of 'YouTube' for $1.65 billion. These companies are apparent in our day to day lives, this shows that online media companies are constantly growing in size and newspapers and TV have less influence over us.

Newspaper Regulation

Newspaper regulation is currently in a state of flux, as no one currently knows what is going to happen in the future. OFCOM is a very strict regulatory body, which controls TV, Radio, and Telecommunications. They make sure that people in the UK get the best from their communications services and are protected from scams and sharp practices, while ensuring that competition can thrive. If you want a license to broadcast you have to contact OFCOM in which they set you rules to follow, if you do not follow these rules they can fine you and even revoke your license to take you off the air. This is because they operate under the 'Communications Act 2003' and are very strict with their duties to serve the public and to protect them from harmful or offensive material.

However, Newspapers and Magazines are not part of this regulatory body and regulated by the PCC (Press Complaints Commission), this is a voluntary regulatory body for British printed industry. This is to protect the 'Freedom of the Press', this means they continue to have a high notion to investigate what they want. They have a 'code of practice, an example of one of their rules is Clause 1: Newspapers must take care not to publish inaccurate, misleading or distorted material.

Nevertheless, certain sections of the newspaper industry i.e. tabloid newspapers regularly ignored these rules and indulged in off-limits information and behaved in an immoral and illegal way. The PCC received extensive criticism for its lack of action in the 'News of the World' phone hacking affair, including from MPs and Prime Minister David Cameron, who called for it to be replaced with a new system in July 2011.

The 'News of the World' illegally targeted the missing schoolgirl Milly Dowler and her family in March 2002, interfering with police inquiries into her disappearance, this phone hacking scandal was the final straw and led to an unveiling of many phone hacking indignities. Not only had reporters apparently listened to her voicemails and messages, but they had also deleted messages out of the inbox to allow further messages to be left, thus cruelly allowing her family and friends to believe that Milly was still alive. Because of this there was a public outcry in which generated a response

From this point on there were further revelations including the victims of July 7th bombings in London, the scandals had become fast paced and drama had increased generating public involvement on a large scale. Following months of revelations on July 7th 2011 Rupert Murdoch decided to shut down the 'News of the World' in hope that the controversy would go away.

Another example of press immorality, were 'The Sun's' headline exclusive 'Swan Bake' in 2003 stated that 'Callous asylum seekers are barbecuing the queen's swans. East European poachers lure the protected Royal birds into baited traps, an official Metropolitan Police report says.' This story was found to be made up, which goes against the PCC's legislation, and later 'The Sun' is simply obliged to run a disclaimer that it confused conjecture with fact, this story also shows the PCC's laid back nature.

This led to the Leveson Inquiry being set up in November 2012 but there since has been deadlock over its proposals for self-regulation despite the establishment of a Royal Charter on self-regulation of the press.
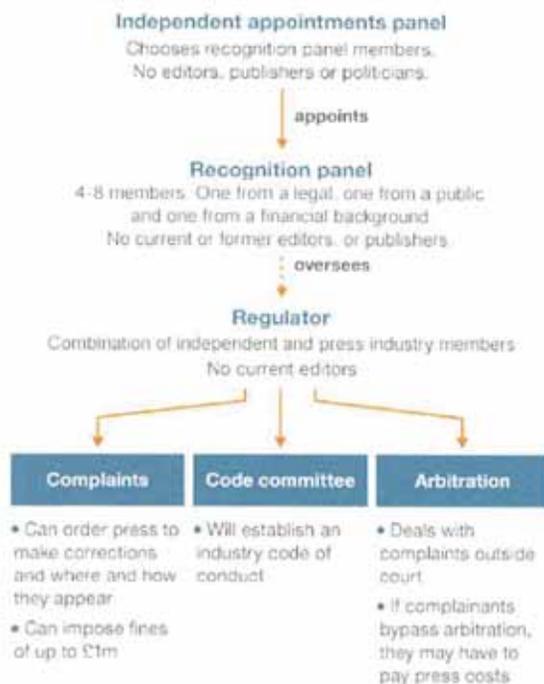
Leveson recommended that an independent regulatory body should statute should replace the PCC. But, this never happened as in November 2012 David Cameron rejects Leveson so to protect 'Freedom of the Press'.

The Future of Press Regulation

There are currently two proposals regarding the future of Press Regulations in the United Kingdom. The first proposal which is being considered is the Royal Charter, which is approved by the political parties and the other proposal is IPSO (Independent Press Standards Organisation) which is being proposed by the press industry.

The Royal Charter

How the royal charter system could work

Independent appointments panel
Chooses recognition panel members.
No editors, publishers or politicians.

appoints

Recognition panel
4-8 members. One from a legal, one from a public
and one from a financial background
No current or former editors, or publishers.

oversees

Regulator
Combination of independent and press industry members
No current editors

Complaints	Code committee	Arbitration
• Can order press to make corrections and where and how they appear • Can impose fines of up to £1m	• Will establish an industry code of conduct	• Deals with complaints outside court • If complainants bypass arbitration, they may have to pay press costs

Under the royal charter, the PCC will be replaced by a new regulator with greater powers, the recognition panel, which will check the regulator remains independent. The Royal Charter would allow the press industry to have strong connections with the government, who would oversee a new press regulator who would monitor what the press are publishing and set new regulations.

Both politicians and press agreed there should be a 'recognition panel' to impose the regulations will be made up of between four and eight members, none of whom can be journalists, civil servants or MPs. Newspapers and magazines can chose whether to sign up to the new system of regulation, but those who do not, risk exemplary damages if they lose a libel case and may also be liable to pay the complainant's costs, whether they win or lose. By contrast, under the royal charter system, news organisations will first go through an arbitration system with any complainant. Any complainants who want to go to court without arbitration may be expected to pay the media organisation's costs.

This proposal has not seemed popular as many newspaper corporations have already pulled out, Tony Gallagher tweeted 'Chances of us signing up for state interference is zero'.

IPSO

Publishers of Britain's major national and regional newspapers met to establish the "tough and effective" Independent Press Standards Organisation. With IPSO Parliament cannot block or approve any future changes to regulation. Instead the regulator, trade bodies and the regulator's panel would have to agree to changes. Former editors would be allowed to serve and there would be a requirement for at least one member to have newspaper industry experience. Regulators are to have the power to ensure "up-front corrections, with inaccuracies corrected fully and prominently" and to impose £1m fines for "systematic wrongdoing". However, the board would "require" rather than "direct" in relation to apologies. An arbitration service would offer "a speedy

and inexpensive alternative to the libel courts, subject to the successful conclusion of a pilot scheme". Papers had been concerned a free service could lead to a surge of claims for damages.

In my opinion there definitely needs to be a change in the press regulations service, and that the PCC needs to be stricter or make way for a new regulator, I personally feel that the way forward is with the Royal Charter, because this still protects the 'freedom of the press' without government involvement, however a stricter model of regulation will be proposed so that newspapers don't do anything immoral.

Small-Scale Independent Media Companies

Small-Scale Independent Media companies aren't driven by the desire to make profit, but are producing media products such as magazines for a different reason, which results in some very diverse products. An example of a small-scale media producer is KB magazine.
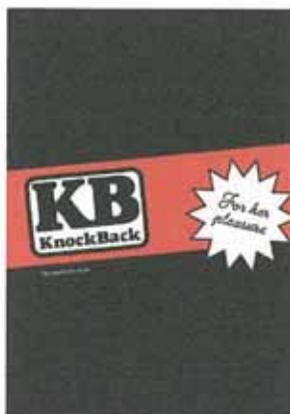
This magazine is made by a small group of people these are namely; Marie Berry, Sarah Lewis and Hilary Hazard. These women are purposely creating something alternative from the average fashion magazines such as Cosmopolitan, which is full of adverts for top fashion and cosmetic brands and stories about what women should wear and how they should behave. KB magazines slogan is 'No Diets, No Adverts, Loads of Jokes' this suggests a different approach to women's interests, and the resulting magazine has a radical form and content. As you can see from the examples above they are not typical of the genre, as there isn't a glamorous model dominating the page, and no vibrant coloured covers line to persuade you to but another fashion product, the magazines simply make fun of image obsessed women, for example one cover line states 'BAGS, carry your stuff so you don't have to', this is a satirical statement which pokes fun at the editors of well-known women's fashion magazines.
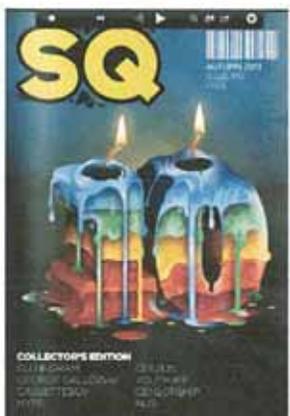
However, not all independent media companies produce alternative products, for example SQ magazine, this is produced by Lewis Scrafton and Corey Pellatt. They are making Student Quarterly a free magazine for students distributed on the south coast of England, they started the print magazine in 2009 and went online in 2011, however they aren't trying to de different to existing student magazines, and they're not trying to make money either, they are doing this to gain skills and experience for a degree in media. If you look at the fonts and the images used they are very much what you expect to see from a magazine aimed at this audience. As we can see from the examples above they include celebrities such as Nigella Lawson and the Mayor, Boris Johnson. The font is very much aimed at a young audience as it's a slanted angles and also clear to read (structured like any other magazine).

Unit 1: Industries, Text & Audiences

13.01.2014

Studio Output

<u>Section 1</u>

Studio Output are a creative agency who work with brands across a range of sectors, they aim to communicate their message to a young, youthful audiences. Ian Hambleton, Dan Moore and Rob Coke founded the company in Nottingham, and since have established itself as one of the most forward-thinking design businesses in the UK. However, it would be hard to believe that before this, Ian and Dan were originally going to start a T-shirt printing company, when they realised they could aim for something a lot bigger, and it's a good job they did, as they wouldn't be the success they are today.

The business maintains offices in both London and Nottingham, they employee around 30 staff over both locations. They set up their office in London in 2007 due to the huge success they have achieved in a short space of time, they felt they should expand into another a city to encounter more work prospects.

When the business was establishing itself, the trio took on whatever work they could this included working for the music industry creating club flyers, they did this in order to get the business financially stable, however there was always an overarching plan for what they wanted to achieve, and now they have found their feet and have landed contracts for a lot of bigger clients, such as Sony PlayStation, Cadburys and BBC. When they first starts designing it was about being good designers and things looking good, however now they are working for higher profile clients that it's a lot more about the 'the idea behind the visuals' which needs to work across different platforms.

The work they do is categorised by audience and not by brand. So by practicing this trade they have become specialists at work that is aimed at a young or youthful audience

Studio Outputs clients include Radio 1, Little Big Planet and Cher Lloyd. In 2005 the company got their big break, when they won the contract for the branding of Ministry of Sound. This was significant because it was the first major client they had attracted. This would be a major factor in increasing their reputation and the business would grow, as when they have one big company under their belt others will recognise their good work and ask Studio Output to design their branding.

<u>Ministry of Sound</u>

A turning point for the company way being asked to pitch for Ministry of Sound.

'At the time people saw the Ministry brand as quite cheesy and we were there to change that'. The first fold-out poster in the series shows the buildings waking from slumber – maybe after a hard night's work on the dance floor? The next one is where they, continued into the sunset, 'when the dry ice livens everyone up a bit and the friendly Elephant opens his eyes to contemplate the night ahead. The final installment shows the city at night; but a bit of darkness doesn't stop these little fellas from switching on the lights to enjoy a night out at the world's most famous nightclub.'
Studio output wanted to take the brand away from the corporate monster that some people saw it as, and believe this design helped achieve that.

Cher Lloyd

Studio Outputs ability to get under a younger audience's skin was put to the test in 2011, when Syco wanted to create a brand for former X-Factor contestant Cher Lloyd's solo career. The project included a branding device and visual assets, single artwork, mobile app, website, interactive digital media, fly posters, press shots and even her music video – which has had more than 10 million views.

The campaign builds upon the label's positioning for the artist as 'The Princess of Swag Pop' and reflects a musical direction which has one foot in urban, one foot in pop. We created Cher's 'Urban Wonderland' – where real life meets illustration, quirky props and fantastical special effects.

Syco were keen to present Cher as a credible artist, so they devised a strategy based on collaboration; working with only the coolest up & coming creative talent. Research was a key factor to getting the visuals right, they had to understand what their motivations and drives were.

The company's philosophy is that they have an honest approach, direct communication when communicating with the clients you've got to be straight forward reliable and imaginative. Because they are a creative agency, creativity is at the very heart of their business and to be successful they have to be constantly experiment, developing their skills, and expanding what they do, and creative thoughts work across different platforms, like phones and tablets.

Studio Output have created the branding for a new organisation called State of Mind – State of Mind is a social enterprise which is aimed at getting young people who are not in education, employment or training (NEETs) into the creative industries, so they can turn their lives around.

Studio Output have created a brand identity which reflects the way the organisation helps alter the mind-set of young people. They did this by producing a unique logo, with hand-crafted type and an optical illusion device. This was supposed to appeal to a younger target audience, so to help this process, bold, bright and positive colour palettes were used throughout.

The first stage of this creative process was coming up with the strategy and planning it out. The important part of this process, like any other is that it is a collaboration between client and agency and projects stand or fall based on the quality of the communication that the agency has with the client. The client in this project was Gareth Wakeham the founder of 'State of Mind'.

A Brand Workshop is where the client, agency and target audience get together (this is usually around 6 people). These workshops are very useful for obtaining a thorough understanding of the requirements of the project and they also help acquire ideas on other successful brands/campaigns, such as North face and Your Game, who produce ideas which communicate with a young audience, Studio Output can take aspects of this to help mould their project and establish the creative brief.

"The workshop was crucial in getting direct feedback from the kind of people who'll be able to access the State of Mind project." (Client, Gareth Wakeham – State of Mind Founder). As this project provides young people with the opportunity to realise their potential, and to change the way they are perceived by the general public.

The key message that the State of Mind project projects is that if young people change the way they perceive themselves then they can help challenge the stereotypical view that the community has upon them. It's all about young people thinking for themselves and refusing to become a cliché.

The Brainstorming meeting they held was very useful to them and revealed that the project must challenge perception, therefore becoming a credible brand. The meeting also uncovered that State of Mind should have an independent spirit, for example 1Xtra which has no graffiti or street language involved or associated with it. The main point here is that the project shouldn't be condescending towards young people.

The biggest challenge Studio output faced when creating the brand was how they would represent this idea visually, so they asked themselves 'what makes a movement feel revolutionary or underground?' and answered this through lots of logo ideas. So while sketching through possible ideas, they found something in which they liked the look off this was the idea of 'impossible arrows' which demonstrate a change in perception of young people, they also thought it represented a puzzle as with arrows pointing both upwards and downwards this could signify young people's lives moving forwards and upwards, away from their past.

After designing a strong final logo, they started brand development. This is where the designers focus on the colour, typography, messaging and graphics. The colours they decided, must be bold and vibrant so this why they chose a bright blue, a strong dark purple and a neutral colour of which was grey, they thought this gave a sense of energy and creates a positive response to the brief.

Aa   Aa

We use this typeface.
It called Schulbuch Nord
It's neutral, open and friendly.

Once the colour and design was complete a tag line was introduced, which was 'Think. Again'. They wanted people to stop being so negative about young people and this is evident in the pause in the slogan, which encourages the idea of a shift in perception.

One logos and slogans were made, a photo-shoot was constructed so that they could show State of Mind is aimed at young 'real' people. The idea of the photo-shoot was to get the models to interact with the graphic puzzle illustrations, which create a dynamic scene with depth and tension. The photography was of key importance in this project as it puts the target market directly into the graphic scene. Studio Output insisted on having real looking people in the shoots and not air-brushed models as this isolated the people in whom they are targeting and makes them feel uncomfortable to be a part of the project

The studio employed Nick Eagle - a freelance photographer to do the shoot. "Nick has a keen eye for capturing personality and attitude in his portraits." In which they felt he would be the perfect man for the job as he would captured the fun and youthful side of this project.
When the photo-shoot was complete Photoshop was used to retouch the photos and add in the graphic effects. They didn't want to edit them to much as they felt a 'natural and realistic' element should be kept. "Using a bit of Photoshop magic results in better cut-outs, and keeps the high impact required for the final piece." James Gilmore, Designer.

Once the designers had finished designing logos and creating the brand, there was a presentation to the client in which the work they had done was introduced and the brand 'State of Mind' was presented as a modern, youthful brand.
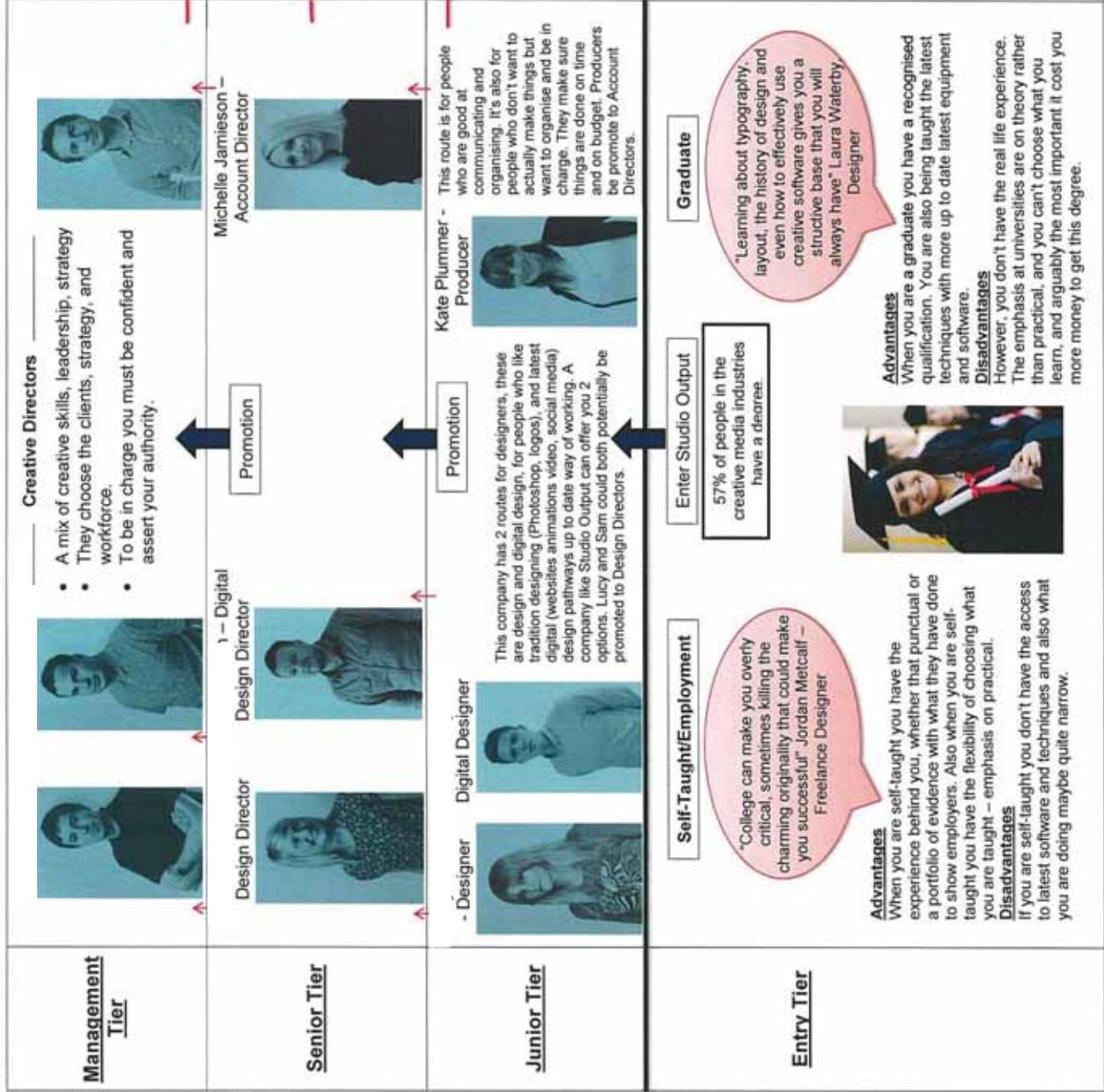
Job Roles & Responsibilities at Studio Output

Role: Creative Director
Name

Qualifications& Career Pathways:

There are no specific qualifications need to become a creative director, however most creative directors such as Rob have a Bachelor's Degree, usually in a management or business area, although any subject that demonstrates analytical capability is often acceptable. There are also professional project management qualifications available and some Master's Degree courses in project management for interactive media are beginning to emerge.

Interactive media Creative Directors often come from a background in business or management and will have gained several years of experience in another industry. It is essential to understand the interactive media production process, so some Creative Directors will have previously worked in more hands-on roles, Rob has developed identities and campaigns for organisations as diverse as BBC Sport and Sony PlayStation.

Main Responsibilities

Rob is a founding partner of Studio Output and a Creative Director. He has fifteen year experience in design an branding, so is very capable of completing any job he is challenged with.

The role of Creative Director is to plan, schedule and co-ordinate interactive media development projects, ensuring they run smoothly, on time and within budget. It is common that this role overlaps with that of the Producer because they both ensure business objectives and creative visions are grasped and sustained, but generally the Creative Director focuses more on the mechanics of running projects than its creative requirements. Rob is accountable for the successful planning and execution of projects. He decides what work needs to be done, who will do what job, and when it must be finished. This process is usually split into a number of stages that are often dependent on each other; Rob works out schedules and ensures that the right people are available when needed so that each stage is completed on time and does not hold up any of the others. A large part of Rob's job involves identifying risks that may hinder the chance of the project being achievable, he must also find ways of solving them to ensure everything runs smoothly, for example Rob regularly makes contingency plans and is rigorous in ensuring the requirements and deliverables are properly documented.

Rob loves getting involved with the creative side of the business but is mainly responsible for overseeing the team and ensuring that activities are carried out correctly and on-time. Communication is key especially with clients, so he provides them with progress reports throughout the project, and deals with any problems or issues that may crop up.

Skills Required:

- Financial awareness with the ability to manage budgets
- Good written, verbal and interpersonal communication
- Ability to manage time, prioritise tasks and work under pressure whilst completing task simultaneously
- Knowledge of the requirements of the relevant Health and Safety legislation and procedures
- Ability to apply attention to detail and plan effectively
- Good people and client management
- A strong awareness of the interactive media production process.

Conditions of Employment:

Rob Coke, Dan Moore and Ian Hambleton are the founding partners of Studio Output. All three of them are employed on a permanent, full time contract. The reason for this is that in order to ensure consistency, clear direction and continuity the creative directors need to be stable appointments, for example if the creative directors kept changing every six months the identity of the company and what it standards for would become confused and less focused.

Role: Producer

Name: Kate Plummer

Qualifications & Career Pathways:

Producers usually work their way up through Designer, Developer or Information Architect roles within the interactive media industry. Some may enter the role directly from another industry, such as television or publishing – however, a solid understanding of the interactive medium and its production processes is essential.

Kate for example graduated De Monfort University and started out as a video editor, however this then led to her moving into Project Management working alongside clients such as Boots and Disney. This shows Kate had a lot of experience in the industry before become a Producer for Studio Output. She had around three years' experience, and this is typical of a person looking to become a Producer.

There aren't many specialist qualifications for interactive media Producers, but most will have at least a Bachelor's Degree and many will have a Master's Degree. Experience tends to be valued more highly than specific qualifications, and being able to provide case studies of previous interactive media work is essential.

Main Responsibilities

Kate is a Producer at Studio Output and has a wealth of experience delivering projects for big named brands.

She works with clients to identify what the product's intended purpose, objectives and audiences and also define the parameters within which it must be designed. To help move this process forward she frequently holds workshops and meeting with people at all levels in the organisation. After this process she develops conceptual ideas, which in turn broadly determines what the product will be.

Her main responsibilities included identifying and specifying interactive media products with high-level requirements or purpose. Kate ensures that Studio Outputs objectives and creative vision are understood and maintained by everyone involved in the project and business. Being a producer is senior role, which requires talking with clients to understand their vision, this combines expertise in lots of different things such as, business, management, content, design and technical disciplines.

Kate (Producer) and Rob (Creative Designer) have a close relationship within the business, as they have to work together to make sure aims are met, to keep the business on track, however the producer focuses more on the project's creative requirements rather than the mechanics of running it.

Throughout the design and development process of creating a product, Kate is responsible for making sure team members and specialists are working well also ensuring their work is at the required standard and is suitable for its intended purpose. She is also responsible for overseeing usability testing and ensuring any issues that arise are communicated back to the Information Architect, Designer and Developer.

Kate lives by the rule 'try anything once'.

Skills Required:

- Extremely strong analytical, organisation, communication, presentation and leadership skills
- Diplomatic and comfortable dealing with clients at all levels of seniority
- Problem solving skills, technical understanding, creative flair and an ability to conceive original ideas are essential. They must fully appreciate the inter-relations between content, design and technology, and must have a solid understanding of users and usability
- Project management skills are often useful and sometimes essential

Conditions of Employment:

The role of producer is commonly a permanent role, for example Kate Plummer is employed at Studio Output on a permanent, full time contract, this is because the job involves regular contact with clients. So if the role of the producer were constantly changing then it would undermine the relationship between client and company, which many hinder the chances of a good project being completed.

Role: Designer
Name:

Qualifications& Career Pathways:

Almost all interactive media Designers have Bachelor's Degrees, and some have Master's Degrees. Although there are now various specialist interactive media courses available, many Designers' qualifications are in more traditional art-related subjects. Experience is generally valued most, however, and a good portfolio of interactive media work is essential. Lucy is a Designer originally for Bedford and started out studying Graphic Design and Leeds College of Art, this then led to numerous opportunities, which she grasped, one job she has done is work for the agency Bleed in Norway, and she says it was an amazing experience.

There are no typical career routes, but many interactive media Designers come from a traditional design background such as graphics (like Lucy), print or information design. Sometimes they combine this with experience or study in a more technical subject, such as computer science, engineering, mathematics or psychology.

Main Responsibilities

Lucy is a Designer at Studio Output and is responsible for creating the "look and feel' of an interactive media product.

She combines her creative imagination with a strong awareness of the tools and technologies that will be used to build the product, and an understanding of what these can and cannot do. Lucy produces visuals of user interfaces, using software such as Adobe Photoshop or Illustrator. They often follow a design brief that may be given as verbal instructions, a written specification or 'wire–frame' diagrams. She produces a separate visual for each type of screen within the product – for example, different sections of a CD–Rom, or the home page.

She turns these on screen designs in visual print outs which show the screens' layout, colour scheme, typography and any conventions for presenting images or other assets. For example, this might include specifying colour or style changes for hypertext links that are clicked or rolled over, or designing animated buttons or menus. Depending on the type of product being created, she has to specify how, where and what sound effects or background music should be used.

Lucy also prepares designs in a way that allows them to be easily implemented by Developers. This means designs must be appropriate for their intended purpose and visuals must be provided in the right format and at the correct size and resolution.

Skills Required:

- Knowledge of relevant design, image manipulation, and asset optimisation software
- Designers need creativity and artistic flair but also a certain amount of technical understanding
- Be able to design to a high creativity standard
- Good drawing and diagramming ability
- Good interpersonal communication skills, especially when dealing with specialists in other disciplines
- The nature of interactive media means that they must often design within many unknown or variable parameters.

Conditions of Employment:

The role of a designer is a flexible role in relation to their conditions of employment. Although Lucy Gibson is on a permanent contract many designers are employed on temporary contract, which commonly last for 3 months, 6 months and 12 months. This is useful when a company wins a big contract and needs extra design staff for that one job and purpose. Its also a role which could be undertaken on a part-time/full-time basis due to the fact they are not a key role in the overall running of the business only on projects.

Skills Required:

- Able to listen to clients and quickly understand their business and needs, and suggest appropriate products or services for them
- A good understanding of different interactive media technologies, their strengths and weaknesses
- They must be comfortable and confident talking with clients and giving presentations
- Strong problem solving skills and diplomacy are important
- Excellent Customer service skills
- Good verbal, written and interpersonal communication
- Knowledge of the requirements of the relevant Health and Safety legislation and procedures.

Conditions of Employment:

Michelle works for Studio Output on a permanent, full time contract. This is due to the fact that Michelle has a wide span of control in the business and needs to be in the office on a regular basis. It is also better for the business to employ Michelle on a permanent basis so that the client's relations are kept to a high standard, as well as relationships within the business.

Main Responsibilities

The role of the Account Manager is to develop, maintain and improve relationships with clients, ensuring their needs are met, and obtaining repeat business from them. Michelle works closely with Project Managers and Producers at Studio Output to ensure each and every project is as successful as it can be. They do this by maintaining day-to-day contact with the client.

She has a wealth of print and production experience and advises the team and suppliers. As well as being responsible for the smooth day-to-day running of the Nottingham studio, key accounts and finances, she ensures all projects are completed on time and on budget.

Account Managers such like Michelle are proactive in looking for opportunities to sell further products or services to their clients. They will usually be given sales targets that they are expected to meet and exceed which can lead to this being a very high-pressure job.

Account Managers will usually be responsible for several client relationships, and will be involved in all of the projects being undertaken for those clients (whereas a Project Manager might only work on one project at a time). In more senior roles, Account Director may be overseeing a team of account handlers, other account managers and their customer relationships.

Role: Account Director

Name:

Qualifications & Career Pathways:

Many Account Managers such as Michelle are educated at university level, although this is not always necessary, many Account Directors learn their trade on the job, however, a qualification in business, marketing, sales, management may be useful.

Michelle studied Design Futures at Scotland University, she also worked at Studio LR in Edinburgh where she was responsible for delivering projects for a host of well known clients including; the BBC, Thomas Cook and Westfield organising production partners and liaising with multiple stakeholder clients.

Experience and a thorough understanding of interactive media are essential, so a good portfolio that demonstrates ability and results is important.

Career Progression at Studio Output

Options Outside Studio Output

CEO Of Your Own Company
(Chief Executive Officer)

Being in charge of your own company is a risky but also beneficial job. You either succeed to the highest standard, or on the other end of the spectrum, you're left with nothing.

Risks – there is unlimited liability, and you can lose everything if something goes wrong.

Benefits – you can be your own boss, and be fully in charge of every situation.

24% of people in the creative media industry are freelance.

Freelance

Freelancers aren't employed by any particular business, and they go for numerous businesses. They work for themselves.

Advantages to this way of working:
- Is that they have flexible working hours
- The opportunity to make more money
- They can chose the work they do
- They have independence and can work around their family life
- They can get a good reputation and with this charge higher prices
- They can see a project through to the end
- They can do things their own way.

Disadvantages to this way of working:
- Sometimes there can be no work
- No job security
- Organisation skills are essential to making this way of working work, as a social life and work life must be kept balanced
- They need to be self-motivated,
- There is no one to share ideas with (no support system).

Management Tier

Creative Directors
- A mix of creative skills, leadership, strategy
- They choose the clients, strategy, and workforce.
- To be in charge you must be confident and assert your authority.

Design Director

Design Director

Michelle Jamieson – Account Director

Promotion

Senior Tier

– Digital

Design Director

Kate Plummer – Producer

This route is for people who are good at communicating and organising. It's also for people who don't want to actually make things but want to organise and be in charge. They make sure things are done on time and on budget. Producers be promote to Account Directors.

Promotion

Junior Tier

Digital Designer

– Designer

This company has 2 routes for designers, these are design and digital design, for people who like tradition designing (Photoshop, logos), and latest digital (websites animations video, social media) design pathways up to date way of working. A company like Studio Output can offer you 2 options. Lucy and Sam could both potentially be promoted to Design Directors.

Enter Studio Output

57% of people in the creative media industries have a degree.

Graduate

"Learning about typography, layout, the history of design and even how to effectively use creative software gives you a structive base that you will always have" Laura Waterby, Designer

Advantages
When you are a graduate you have a recognised qualification. You are also being taught the latest techniques with more up to date latest equipment and software.

Disadvantages
However, you don't have the real life experience. The emphasis at universities are on theory rather than practical, and you can't choose what you learn, and arguably the most important it cost you more money to get this degree.

Entry Tier

Self-Taught/Employment

"College can make you overly critical, sometimes killing the charming originality that could make you successful" Jordan Metcalf – Freelance Designer

Advantages
When you are self-taught you have the experience behind you, whether that punctual or a portfolio of evidence with what they have done to show employers. Also when you are self-taught you have the flexibility of choosing what you are taught – emphasis on practical.

Disadvantages
If you are self-taught you don't have the also access to latest software and techniques and also what you are doing maybe quite narrow.

Unit 1: Analysis of a Media Product

'Once Upon A Time In Mexico'

I am going to analyse the film 'Once upon a time in Mexico'. It's a Robert Rodriguez's film and was released in 2003. Rodriguez is noted for his slightly quirky directing style, this is evident in some of his other films such as, 'Spy Kids', 'Sin City' and 'Machete Kills', all these films have one common ground, in that they are very peculiar, but he has found a niche fan base who love his work, but admittedly his work is not to every ones taste, as it's not a conventional action storyline like other action movies such as 'Diehard'

In this film a Mexican drug lord pretends to overthrow the Mexican government, and is connected to a corrupt CIA agent who at the time, demands retribution from his worst enemy so he can carry out the drug lord's uprising against the government. The way that the film and storyline are constructed, indicates to me that this films target audience are males, aged between sixteen to mid-thirty's, they appeal to their respected audience because, it is crammed full with explosions, fighting, and beautiful women, all the things that men of this particular age group fantasize about.

The opening scene of 'Once upon a time in Mexico' commences with a medium shot of Agent Sands, this shot is held for a few seconds, so we get the sense that there is no threat of violence or action to be had. The character of Agent Sands is played by Johnny Depp, so even in the first moments of the film, without having watched any of it, the audience is aware that this character is going to be slightly bizarre and odd purely for the reason of how we perceive Johnny Depp's characters to be, which is marginally quirky, such as, the insane Mr Wonka in 'Charlie and the Chocolate Factory, Edward in 'Edward Scissorhands' and the dicey protagonist Captain Jack Sparrow in the 'Pirates on the Caribbean' film series, he is an attractive white American so we place his character somewhere between the hero and the villain: you could say some sort of anti-hero. The anti- hero is a leading character in a film, book or play who lacks some or all of the traditional heroic qualities, these could be; courage, nobility and moral goodness. Whereas the classical hero is larger than life, antiheros are typically inferior to the reader in intelligence and social purpose. Rodriguez uses the character of the anti-hero in lots of his movies, for example Seth played by George Clooney in 'Duck Till Dawn', the character has the power to inspire its audience to great heights...only to alienate them three frames later. This character defies conventional laws of society and can sidestep rules of morality at any time, living by their own code.

This concept is supported by the fact that he is very professional looking and business like, but projecting some kind of secrecy, he is wearing dark clothing, which consists of; a black jacket and black leather gloves, despite the fact the scene appears to be in a warm climate, and is wearing black out shades to hide his identity/features. He wears a white shirt but doesn't appear to have an everyday nine to five job, we may think this because the shirt is open at the collar, and not fastened with a tie.

The fact that the restaurant they are in appears to be reasonably upmarket supports the assumption that there is little if any action that will take place in this scene of the film. It is very civilised, as placed on the table we find a small glass of water, flowers, silver utensils carefully wrapped in a white napkin and rustic looking furnishings give the ambiance of civility. We can vaguely see the weather outside, it seems to be warm and sunny and we know as part of pathetic fallacy that nothing bad happens in these circumstances. The walls are painted red, which gives the connotation of love and warmth, but it also has the stigma of danger, but in this particular case its warmth, as we see the people calmly walking. This all sets to change as Belini enters.

Belini who is played by Cheech Marin is a low level criminal/ conman, he enters the situation, we now know Depp character was waiting for someone, for a planned meeting. He looks weary and seems to look around his to see if he was being followed and the meeting was a setup, there is no formal greeting between the characters, before Belini commences his story. The fact that Cheech plays this character will already lead to some expectations among the older generation, they will already know that he was most famous for playing the role of 'Cheech' from the subversive 'Cheech and Chong' films. For others who have never heard of him, we can make assumptions from the way he presents himself; he is dressed in scruffy clothes, and compared to Agent Sands he looks unprofessional. He wears an eye patch on his right eye, which you would say is stereotypical of a pirate and also a villain and also wears fake, tacky jewellery, messy hair and un-presentable clothes on. The neutral shot of Belini suggests his strengths and weaknesses are yet to be revealed.

An audience may anticipate an element of comedy, because Rodriguez's movies are often off-beat. They have moments of slight comedy and never take themselves too seriously. Also the actors Depp and Marin often inject a sense of comedy into their roles. For example, Depp has played many comedic characters in the past, such as the Mad Hatter in 'Alice in Wonderland', and also Cheech Marin plays the fake funny uncle in 'Spy Kids.

The lightening dims as soon as he enters and the camera angles start to change, it lowers to look up onto him, this shows that Belini is possibly in more trouble than Agent Sands, this is shown by the how the lightening hits his face and body, it leaves shadows behind him. The music becomes dramatic and the atmosphere changes, now the audience can expect trouble. As the camera is getting increasingly close to Belini's face, this could lead to a possible sign of action. The background of four tiers of wine all lined up shows that the place in which they are sat is calm and civilised, to contrast this the characters are involved in something different.
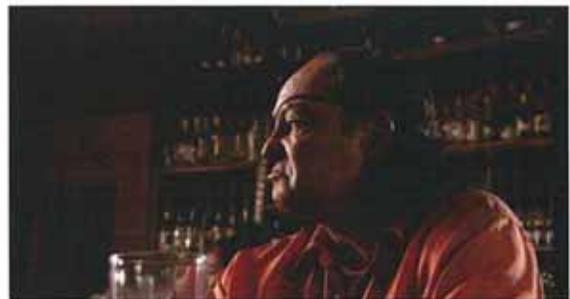
Belini starts his story; meanwhile a montage occurs on the screen to introduce the audience to the villain who goes by the name of Marques. The shots fade and dissolve into each other, if you look closely you can see the top right hand corner of the image above (image of Marques) there emerges the light in the next shot of the western pub. Props in this scene include helicopters and a dictator style uniform, the camera angles are low and the dark lightening tells you that this character is trouble from the offset and is a villain.

This is an overly stereotypical hideout; this kind of western hideout has been used for years and is cliché for this type of movie, people who are trouble in the western world generally use places like this to hide in. The scene is dark and possesses lots of shadows and boxes in the background. Belini states at this point, 'These stories are well- travelled. Read between the lines'. The boxes, we assume are a sign of problems

to come, we gather this assumption as this is overly stereotypical, equalling a cliche, as it has been used many times before where boxes with unknown contents are stacked on top of one another, maybe they're used to make weapons, or maybe contain dynamite, we are yet to see.

Antonio Banderas portrays the character of El Mariachi is now introduced. Antonio Bandera plays varies different character in lots of other films, including 'Spy Kids', 'Zorro' and Puss in Boots in 'Shrek'. From this shot we get the impression that this character is going to mysterious and dangerous character, we never seen his face only in dark lighting with shadows, this might suggest he's the villain. The lighting on this shot makes him appear superior and god like it gives a halo affect; he is deliberately shot like this in the nature of the story (not detailed). He firmly clutches a guitar in his right hand, this shot is very close suggesting this one object plays a vital role in the story, we later find out that it is a fully loaded machine gun, ready to be put into action. He plays it skilfully, making the audience assume he is knows how to work it and isn't afraid to either. The music is slowly creeping up faster and tenser, like a heartbeat with the adrenalin rushing round, will something happen?

With no realism intended by Rodriguez, the guitar changes from a grenade launcher into machine guns, and Mariachi begins to dance through the bullets aimed to shot him to his death like a matador. We hear a Latin-American dance beat, which compliments the action happening. He continues to show off his skill and plays with his weapons.

This shot is very conventional, as an attractive woman appears who is with the hero. Her sexuality is exaggerated by revealing close up shots of her right leg panning upwards, this is predictable as in western movies these kinds of shots of women with minimal clothing on are used to attract and gain attention from their target audience, of whom are men. The god like lighting shows she is a hero and it on hand to help the hero. Women are seen as the weaker sex so should typically be screaming for help, however Rodriguez shows the woman fighting off the men in glass bottle fights and savagely beating up her assailants.
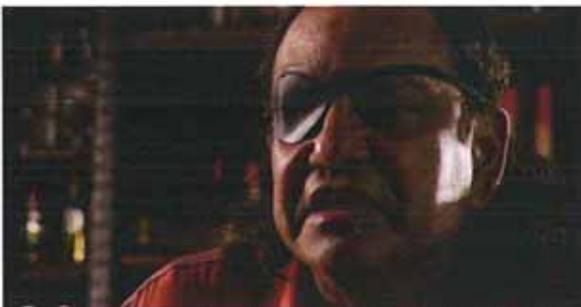
Belini has just finished telling his story; this extreme close up suggests Agent Sands has been listening intensely. The story finishes by Marquez having been shot through the heart, but bizarrely is still alive, Rodriguez doesn't like being realistic in his films. The music turns tense and eerie at this given moment; this is convention of horror genre movies. Agent Sands has heard enough and sarcastically remarks 'well that is truly unbelievable', however sticking to the deal he pays Belini for his time and information about El Mariachi, this payment is given in a comically small lunch box. Belini gets up and leaves swiftly with his money, the music get threatening and the lighting appears dull, the threat is over. Sands who we assume was going to shot Belini if the situation got out of hand, forces his false arm he used as a cover up into his bag, this reveals Sands had Belini at gunpoint the whole entire time.

Audience Profile

Name:
Age: 24
Occupation: Checkout Operator

Place of Birth: Queen Elizabeth Hospital Birmingham
Currently living with his parents, as his own flat is being refurbished due to water damage from a bath over flow. His 12 year old Alfred also lives in the three bedroom house on the outskirts of Solihull, and usually Jesse only pops round to play a few video games with him, Call of Duty 2 is his all-time favorite. Him and Alfred are the best of friends and tell each other everything, including cars and the main topic of conversation, girls.

Qualifications: With only 5 A*-C GCSE's, including a C in English and Maths. Jesse wasn't able to pursue his dreams of being a drum technician because of this, so was forced into work instead of claiming benefits, this resulted in him working in a 9am – 7pm job at the Co-Operative.

Relationships: Jesse has been unlucky in love recently, his last girlfriend blew him off for his best friend, so he turned to fictional characters as a means of happiness throughout the break up, and he now doesn't speak to either of them and refuses to accept any apology's given as he'd rather live happy alone, than in an unhappy relationship. Since the breakup 18 months ago Jesse hasn't found 'the one' he's looking for, so has planned a trip to Wales to go to the comic con convention to see if he can find someone with the same interests as him, and see where it goes from there.

Hobbies/Interests: Jesse has a love for collecting 1990's video games, and prides himself on his ongoing collection. With a love of table tennis Jesse often goes to the social club just down the road, to fill his cravings to play the game, he is 3rd best at the club and often plays against his mates to win the top spot.

Typical Day in the Life: Starting his day like any other 24 year old man, he has a shower, brushes his teeth, and burns his toast while being preoccupied with thoughts of his childhood crush. After his 'exciting' morning he reluctantly takes the bus to work, after his two unsuccessful attempts at passing his driving test. When he gets to Rubery he hops of the bus and starts his day at work, on his lunch break he keeps himself to himself and reads *Video Game Weekly* 100 times over if he has to until the hour is over. The end of the day comes at 7pm where he puts his coat on and goes home. Microwave meals for tea normally, lasagna is his favorite, however since water damage at his own flat, his mum cooks his tea, after a few family arguments he resorts to his childhood room in which he barely fits in the 4ft poster bed.

Friendship Groups: After losing his best friend to his ex-girlfriend 18 months ago Jesse has become closer to his other mates imparticular Nick. They work together in the day and have a laugh at other peoples expense, April Fool's Day recently is when they really came into their own. Cling film over doors and buckets full of water on top of doors, however this wasn't a good idea when the boss came to open the door, this led to a written warning.

Audience Breakdown

Social Demographics

Social demographics are a way in which producers define their audiences; they categorize people according to their social groups. They are based on a scale of A-E (with C1 and C2 being subdivided) producers use this scale to divide audiences in terms of likely preferences and spending habits.

Those in social group 'A' are likely to be chairmen of multi-national companies, royalty, MPs and top-ranking officers. They have lots of responsibility and influence over things, they represent as little as 1% of the country. Proceeding lower down the scale, we come to group 'B' this is represented roughly be about 8% of the country. They are responsible for many people, and have careers such as being senior doctors, head teachers, and high –ranking officers represent the people that make up this group. As we move down the scale we get to group 'C1', these people have some influence in their respective communities and are generally skilled, their careers consist of teachers, nurses, fire-fighters etc. We then come to group 'C' which represents about 27% of the country, they are typically experienced, but not to influential, these people are mechanics, plumbers, electricians, IT specialists etc. Group 'D' consists of semi-skilled people; their jobs require some training, but not extensive study. They are often only responsible for doing their job, such like admin workers, till-operators, traffic wardens, librarians, etc. Lastly we have group 'E' at the bottom of the *Social Demographic* scale. These are unskilled workers, the unemployed and students, they mostly likely work in factories and warehouses doing repetitive jobs with supervision.

The film I am analyzing, 'Once Upon A Time In Mexico' is an action film. Stereotypically action films are designed for people in social group 'D'. In my opinion this particular film is aimed at people in social groups 'D' and 'E' this is due to the fact there are numerous explosions, shooting scenes, sexy women and car chases. This is what I expect an average person in this social group to enjoy watching. People in this group are usually students who enjoy the special effects the film uses and the easy to follow narrative of an action movie.

However, the story jumps back and forth, it does not follow a natural linear sequence. Although, this could become confusing for a typical unskilled and uneducated individual in social group 'E' to follow, as they would have to think about the films storyline and what is happening throughout, which is difficult for these people to do.

Conversely it could be argued that 'Once Upon A time In Mexico' is aimed at high social demographic groups, possibly 'C2' and C1' because the character Cheech Marin was very popular in the 70's and starred in some of the biggest films. The older generation are normally higher up in the demographic scale because they have more experience and been in industries most their lives, they would therefore understand what Belini means when he says 'read between the lines', as this was a common line in the 70's.

The films MODE OF ADDRESS is aimed at an older audience because it seems to contain cultural references that only older people will understand, these people are more likely to belong to the higher groups, therefore they are more likely to understand 70's references.

Audience Breakdown

Social Demographics

Social demographics are a way in which producers define their audiences; they categorize people according to their social groups. They are based on a scale of A-E (with C1 and C2 being subdivided) producers use this scale to divide audiences in terms of likely preferences and spending habits.

Those in social group 'A' are likely to be chairmen of multi-national companies, royalty, MPs and top-ranking officers. They have lots of responsibility and influence over things, they represent as little as 1% of the country. Proceeding lower down the scale, we come to group 'B' this is represented roughly be about 8% of the country. They are responsible for many people, and have careers such as being senior doctors, head teachers, and high –ranking officers represent the people that make up this group. As we move down the scale we get to group 'C1', these people have some influence in their respective communities and are generally skilled, their careers consist of teachers, nurses, fire-fighters etc. We then come to group 'C' which represents about 27% of the country, they are typically experienced, but not to influential, these people are mechanics, plumbers, electricians, IT specialists etc. Group 'D' consists of semi-skilled people; their jobs require some training, but not extensive study. They are often only responsible for doing their job, such like admin workers, till-operators, traffic wardens, librarians, etc. Lastly we have group 'E' at the bottom of the *Social Demographic* scale. These are unskilled workers, the unemployed and students, they mostly likely work in factories and warehouses doing repetitive jobs with supervision.

The film I am analyzing, 'Once Upon A Time In Mexico' is an action film. Stereotypically action films are designed for people in social group 'D'. In my opinion this particular film is aimed at people in social groups 'D' and 'E' this is due to the fact there are numerous explosions, shooting scenes, sexy women and car chases. This is what I expect an average person in this social group to enjoy watching. People in this group are usually students who enjoy the special effects the film uses and the easy to follow narrative of an action movie.

However, the story jumps back and forth, it does not follow a natural linear sequence. Although, this could become confusing for a typical unskilled and uneducated individual in social group 'E' to follow, as they would have to think about the films storyline and what is happening throughout, which is difficult for these people to do.

Conversely it could be argued that 'Once Upon A time In Mexico' is aimed at high social demographic groups, possibly 'C2' and C1' because the character Cheech Marin was very popular in the 70's and starred in some of the biggest films. The older generation are normally higher up in the demographic scale because they have more experience and been in industries most their lives, they would therefore understand what Belini means when he says 'read between the lines', as this was a common line in the 70's.

Audience Breakdown

Psychological Groups

Media producers sometimes categorise their audiences according to their psychological needs. The majority of people are classed as *Survivors*; these people do what they need to simply get by in life without drawing to much attention to themselves in their actions. Their media consumption allows them to 'fit in' as they often consume the most popular media products to be part of a crowd of people. Another psychological group is the *Aspirers;* these people want to be seen as belonging to the upper social groups. They are known for imitating their role models and people more influential by elevating themselves above others. They demonstrate this through their purchases and media consumption and think of themselves of being part of an 'elite' group. Representing about 7% of the population there are *Explorers*. These people are often single minded in their desire to find new things and try anything. They have little / no regard for the opinions of others and often avoid popular culture altogether. These people are individuals and not like anyone else. The psychological group that represents a growing 1% of the population are *Eco-Centric* consumers. These people have environmental issues at the heart of all their consumptions. They are interested in nothing more than the environment and keeping their carbon-footprint to the minimum level, the impact things have and the ethics of the producing company are considered in detail by these people.

The film 'Once Upon a time in Mexico' is generally aimed at survivors, this is due to the fact that it is an action film, with shooting scenes, explosions, and car chases, all the usual things you would expect from a generic action movie. When a film is conventional it is aimed at a majority audience, when you watch the particular film you become part of that, meaning you fit into society, just like *Survivors* try and do. By consuming mainstream culture you can be a part of mainstream society which allows people to mix with their peers and make conversation instead of being a minority and excluding yourself from them. This film is generally aimed at men and they might feel the need to take the Michael out of you if you haven't watched these so called films and this prevent your chances of being a of mainstream culture.

However, it could also be debated that this film could appeal to *Aspirers* because, it has a cast of mainstream actors and actresses, such as Salma Hyack, Johnny Depp and Antonio Banderas, which aspirers wish and desire to be as they can take notes and watch the ways in which their favorite celebrities act so they can copy and somewhat become them. It is also set in classy locations which would appeal to them as they want to be there. It could be suggested that *Explorers* would want to watch this movie in the hope to find something different, this is due to the fact it has a non-linear narrative, which people such as *Aspirers* may not understand, but *Explorers* watch it to be seen as different and quirky, they like it because it's different as the story jumps back and forth from the story and the one being told by Cheech. This film is not set in the typical choice of LA or New York in the busy city landscape, but in Mexico, this could appeal to *Explorers* because it is usual, which is exactly what they look for. The films cast are extremely quirky along with the director, as he films rather weird films compared to other leading blockbuster directors, this is worthy of an Explorers viewing time.

Personally, I don't feel like this film would interest *Eco-Centric* people as it's far from a film about saving the Earth and reducing carbon footprints.

Audience Breakdown

Audience Readings

Media producers are aware that the audience will read into a product in a different ways. Once they produce their product, they have an idea of how they want their product to be perceived. This varies depending on what the product is, for example a comedy film the producers would want you to think that it's hilariously funny and that you'd watch it 100 times over, whereas in a sad film the producers would want you to laugh they'd want you to get a box of tissues out and cry over and over again. This is called a preferred reading where you think what they want you to think about a product. A negotiated reading is a view on the product that the producers don't mind you thinking, whereas a oppositional reading is what the producers really don't want you to think under any circumstances.

These audience readings also apply to the film I am analysing 'Once Upon A Time In Mexico'.

Preferred Reading
The preferred reading of 'Once Upon A Time In Mexico' is that the film is a quality production and is there to impress its audience. The producer wants the film to be unpredictable, different and a quality production. The producer has purposely picked A-list actors to draw in fanbases of those particular actors and this in turn will make the production bigger and in theory more popular, these actors are quirky, slightly off centre and weird, they feel this makes the film appeal to younger, middle aged people who are looking for a laugh, instead of it being serious and boring. The narrative of the story line jumps around this is intended to confuse the audience and keep them interested in the film.

Negotiated Reading
The negotiated reading of this film is what the producers find acceptable for you to think, this includes views such as, it's not bad, but it's not great either. In this imparticular film the producers would be willing to accept that women will think it's a bit boring and possibly to violent, I so therefore isn't for them and this is acceptable as the films primary audience is men. Some people may feel that the story is too confusing for the to keep up with, or even to much fighting and machine guns.

Oppositional Reading
The oppositional reading of this film is that you completely revolt it, and that you wouldn't ever chose to watch it once or even any times at all. The producers don't want people to be disappointed with the many aspects within the movie that may cause them to hate it; this could include the weird actors that they might not like such as Cheech Marin, who was a cult figure in the 70's. The film could also be perceived as boring and conventional, as it follows the typical conventions of a movie, as it uses a stereotypical structure.

Unit 1: Analysis of a Media Product

'Kick Ass'

I am going to analyse the film 'Kick Ass'. It's a Matthew Vaughn film and was released in 2010. Vaughn is noted for producing such films as Lock, Stock and Two Smoking Barrels (1998) and Snatch. (2000) and for directing the crime thriller, Layer Cake (2004), the fantasy epic, Stardust (2007), and most importantly the superhero comedy, Kick-Ass.

Kick-Ass is an action comedy, in which the main protagonist, Dave Lizewski, is an unnoticed high school student and a comic book fan with few friends. He lives with his father after his mother died of an aneurism. His life is not very difficult and his personal and his personal traits not that overwhelming. However, one day he makes the decision to become a superhero, even though he has no powers or training.

The opening scene of 'Kick Ass' commences in the clouds. The shot pans down from the bright sky like any other conventional superhero movie. The film is located in New York, a large city with high crime rates; the shot looking out over the city suggests this heroic figure is protecting his people by watching their backs for an evil, which may be just around the corner. The music is

dramatic and epic as the camera pans down to rest and focus on what we think is our superhero, on the edge of the tallest sky scraper ready to swoop down and catch evil. The bright lighting gives the effect of a happy and light-hearted scene. The low camera angles help reinforce this belief, because it suggests a god like figure, as there is nothing/no one above him, only the light to give the effect of a halo.

The camera slowly pans closer to the 'hero' as he spreads his-wing-like apparatus that we assume will aid him in his flight to fight crime. Throughout this scene the music continues to be dramatic, starting out very quiet, eventually fading into loud dramatic crashing symbols as the wings are spread and raised. The quick pace of this opening sequence suggest a sense of

tension and drama, as he looks like he has spotted evil in the city in which he needs to save people from.

The lightening continues to be bright even to a point where the shy is comically blue, this vivid colour contrasts well with the reds and yellows in the 'heroes' costume. The costume the man is wearing looks very conventional. However, on closer inspection we realise it's just a combination of ordinary everyday objects (goggles and a hat). The yellow and red colours of the overall

outfit may remind an older audience of the 1980's comedy superhero 'Condor Man' who was very hapless. When the Armenian superhero dives down the music become more dramatic, the shots are now shown at a quicker pace, and we expect him to swoop down and save someone, however, BANG. The moment the crash occurs; it tells you that this will be an unconventional film, far from anything the audience has seen before. The lightening becomes darker just after this, as it's revealed the 'hero' is an Armenian with mental health issues.

The time between shots starts to shorten as the man swoops down; we're misled into thinking he's off to battle crime, the lighting starts to darken as the man hits the car unexpectedly; this suggests a dark and brutal humour that will follow throughout the film. Dave, who has been narrating this opening from

the start, says 'that's not me by the way, that's some Armenian guy with a history of mental health problems'. It's exactly at this point in the movie is when we realise that this is not a conventional superhero movie, in fact the whole mood of the film changes: the music becomes more like that of a teen movie, the shots now focus on a teenage boy going to school.

The opening scene dissolves into a shot of the school. The dissolve signifies a move in time, this emphasises this shift in time more rather than just a cut shot; in this instance the time difference is 6 months in the future as it says in the top left of the scene in a comic strip style.

The location of this school is very typical of those in American. It looks fairly run down, we can tell this by the graffiti we see, bullet holes, and the different social groups of people standing outside the school. These props and people have been purposely placed here to put across the effect to the viewer that this is a run down school, where the average teenager attends. Dave is a cliché nerd, he wears wide brimmed glasses, scruffy clothes, a heavy back pack with all his school work in, and

because of his heart for learning this has caused him to have bad posture, we also know he cant play sport as when walking into school with his 'swagger' we soon realise how un-cool he is when he kicks the sports jocks football back to them and instead of a 'thank you' he hears a loud 'ASSHOLE', harsh words are purposely used here to show that this school isn't a very nice place to be.

After this shot the camera cuts to a close up of the school entrance with two security guards stood there, who make sure that no weapons are taken into the school to harm students, the directors have placed each individual item here to emphasise how run down this environment actually is.

Walking through school corridors the music is bouncy and fun showing that nothing significant is going to happen. The camera pans along the different types of people who attend there, the camera pauses on three girls, who we straightaway assume are the mean girls of the school and film. The meanest of the three girls is stood in the middle of the group, as she is the one the others aspire to be as intimidating as. She is touching up her make-up in the middle of the corridors suggesting to me that she wants everyone to know how pretty she is. Next to her we see a 'dumb blonde' girl who is portraying the Barbie character of the film, while the other has a sense of jealousy in her eyes. The camera angle is purposely close and zoomed in to emphasise how 'popular' they are. In conventional films like this a geek such as Dave will always try and talk to the popular, pretty girls who are way out of his league, they give him a dirty look.

Following on from this, we meet Dave's friends Tod and Marty. They are both evidently nerds as well with; long dark hair, glasses, scruffy clothes, backpacks, and bad posture. Dave and his friends walk into the school canteen the lightening is bright at this point we think this is to show nothing is going to happen, however being nerds who stereotypically are the social group in which get targeted, this is about the change, as Dave is cracking a rubbish joke he gets something thrown at him, we can see this very clearly as the geeks are the in the centre of the camera here.

The next shot shows Dave's bedroom, it is very dark and enclosed showing that he is a private person. He is sat on his laptop, while this shot is taking place Dave is narrating over this saying 'I usually play computer games, and talk to my friends on Skype'. This is very stereotypical and cliché of a teenage boy and especially geeks as they are too shy to talk to people in real life in fear of rejection. His bedroom consists quite simply of pin boards, computer, dark purple walls, a lot of mess and is covered with posters of all different geeky references, this signifies to the audience that Dave is a 'sad' and 'lonely' individual who spends a lot of his time cooped up in his bedroom.

After we see Dave commence his teenage boy duties we pan on to a scene where he is daydreaming about his teacher, this shows Dave has a lot of time on his hands to be doing this. We then see how his day dream becomes real when he bumps into a girl he likes, and how talking to girls in real life turns out for him. This is a classic 'teen movie' scene by the lockers. It is clear to the audience at this point that this girls is going to be the main love interest of the film because the shot lasts for a little longer than two seconds showing how beautiful she is and Dave is longing to be with her as he starts at her for a long amount of time. The awkwardness happens when Dave mistakenly thinks she was talking to him, this is cliché of a teen movie. The lightening appears to be very bright up until the point that Dave in embarrassed, as his heart is broken at this point.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) **(AO2)**	Identifies a limited range of research methods. Has employed a limited range of techniques and procedures. **(0-3)**	Has a clear understanding of a good range of different types of research techniques including an understanding of the differing purposes of these methods. Has employed a range of techniques and procedures. **(4-6)**	Has a thorough understanding of a wide range of the different types of research techniques including an understanding of the different purposes, strengths and limitations of each. Has employed a wide range of techniques and procedures. **(7-9)** **(10-12)**	**11**

The Candidate has employed a wide range of research techniques, evaluating each one thoroughly to reveal a sophisticated understanding of the different purposes, strengths and weaknesses of each one (Mark band 3).

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(b) **(AO2)** **QWC (i-iii)**	Employs limited research skills to gather some information for the content of a proposed media production. Produces a limited investigation into a media product. Is likely to require support and guidance at all stages. Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. **(0-4)**	Employs appropriate research skills to gather some information for the content of a proposed media production. Produces an adequate investigation into a media product. Is likely to require supported guidance at some stages. Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy. **(5-8)**	Employs sophisticated research skills to gather a substantial amount of highly focused information for the content of a proposed media production. Produces a thorough and well presented investigation into a media product. Is likely to work with increasing independence. Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. **(9-13)** **(14-18)**	**16**

A substantial amount of relevant information has been gathered regarding social networking (the topic for the Unit 3 Media Production Brief.) The Candidate worked independently throughout the research project and has produced a highly focused investigation (Mark band 3). The response is organised and accurate, making good use of appropriate specialist terminology.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (AO2)	Shows some understanding in limited areas of production equipment and technology. Is generally able to operate it within the limits of that understanding. Is likely to require support and guidance at all stages. (0-3)	Shows some understanding in a range of areas of production equipment and technology. Is generally able to operate it within the limits of that understanding. Is likely to require support and guidance at some stages. (4-6)	Shows a competent understanding of production equipment and technology, including knowledge of different versions of that equipment and technology. Is able to operate it competently. Is likely to require only limited support and guidance. (7-9)	Shows a thorough understanding of production equipment and technology, including an understanding of advantages and disadvantages of different versions of that equipment and technology. Is able to operate it with confidence and proficiency. Is likely to work with increasing independence. (10-12)	11

The extensive skills logs illustrate the Candidate's thorough understanding of print production processes and techniques, which she is able to use with confidence and proficiency (Mark band 3). She has worked independently throughout the course and has also provided a detailed comparison of the advantages and disadvantages of different versions of the technologies used throughout the course.

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO2)	Has, throughout the period of the course, made limited progress in improving skills levels. Has developed skills in a limited range of techniques. (0-4)	Has, throughout the period of the course, made adequate progress in improving skills levels. Has developed skills in an appropriate range of techniques. (5-8)	Has, throughout the period of the course, made recognisable progress in improving skills levels. Has developed skills in a wide range of techniques. (9-13)	Has, throughout the period of the course, made extensive progress in improving skills levels. Has developed skills in a substantial range of techniques, using them with confidence and creativity. (14-18)	17

From the initial skills audit to the final skills audit and all of the detailed skills development activities in-between, the Candidate has provided evidence of the development of a substantial range of techniques in print media production, which she has used confidently and creativity throughout - including the Unit 3 Media Production Brief.

Total marks	55

Research...

Research Methods for Media Production

	Primary	Secondary
Qualitative	**Focus Group** A small group of people (usually between 4 and 15, but typically 8) are brought together and asked about their perceptions, opinions, beliefs, and attitudes towards a certain topic. Questions are asked in an interactive group setting where participants are free to talk with other group members. Focus groups aim at a discussion instead of on individual responses to formal questions, this may or may not be representative of the general population. **Ethnographic Research** Ethnography is the observation of and interaction with persons or a group being studied in the group's own environment, often for long periods of time, this may entail you being a fly on the wall, observing a controlled environment. **Textual Analysis** A personal systematic analysis of the content rather than the structure of a communication, such as a written work, speech, or film.	**Internet Research** Internet research has had a profound impact on the way ideas are formed and knowledge is created. Common applications of *Internet research* include personal research on a particular subject (something mentioned on the news, a health problem, etc.), students doing research for academic projects and papers, and journalists and other writers researching stories. *Research* is a broad term. It includes any activity where a topic is identified, and an effort is made to actively gather information for the purpose of furthering understanding. **Book, Magazines & Journals** When information is collected by reading books, magazines and journals people have written. You are able to find out lots of information about specific points of interest. This is secondary because people have already found out the information for you, although you are looking in books yourself.
Quantitative	**Questionnaire** They consist of a series of questions and other prompts for the use of gathering information on a subject of your choice from respondents. Quantitative data is gained from a questionnaire, this is useful when converting the data into various graphs, which is easy to compare and contrast. For instance they are used for research work by scientists, businesses, and political parties, among others. **Media Diary** This is a diary you ask certain people/your sample to write out on a daily basis, it consists of their media habits, such as how many times a day they come	**Internet Research** See Above **Audience Research Bodies** This measures audience ratings of particular things in the media. There are different organisations which comply audience measurements. BARB (Broadcasters' Audience Research Board) This gives broadcasters, advertisers etc. a breakdown of viewing at regional and national levels. It's vital in assessing programmes and provides the basis for airtime advertising trading. Other organisations include, RAJAR, CAVIR, and ABC.

	in contact with a television, radio, computer etc. whatever you desire to find out. **Content Analysis** It collects data about media content such as topics or issues, volume of mentions, 'messages' determined by key words in context, circulation of the media and frequency. It works primarily with numbers and statistics.	

Definition of Research Terms

Primary Research

Also known as field research, you collect you own primary data. It is often undertaken after the researcher has gained some insight into the issue by reviewing secondary research or by analysing previously collected primary data. It can be accomplished through various methods, including questionnaires and telephone interviews in market research, or experiments and direct observations in the physical sciences, amongst others. There benefits and drawbacks to this though, such like, generally it is relatively quick to collect information using a questionnaire, but the potential is not often realised, as returns from questionnaires are usually low.

Secondary Research

Also known as desk research, this involves the summary, collation and/or synthesis of existing research rather than primary research, where data is collected from, for example, research subjects or experiment. Secondary sources consist of data that has already been produced and can be contemporary or historical, qualitative or quantitative. Sources include; Internet Research, Books, Magazines, Journals, and Audience Research Bodies. There are benefits and drawbacks to desk research, such as; saving time and money, however researchers must always be careful and consider the reliability and validity of these, also you can't always find information tailored to your needs.

Quantitative Research

The emphasis of Quantitative research is on collecting and analysing numerical data; it concentrates more on measuring the scale, range, and frequency. This type of research, although harder to design initially, it is usually very highly detailed, well-structured and results can be easily collated and presented statistically.

Qualitative Research

It is more subjective in nature than Quantitative research and involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Although this type of research can be easier to start, it can be often difficult to interpret and present the findings; the findings can also be challenged more easily. .

Unit 2: Skills for Media Research

14/10/2013

Research Plan
The Research Brief that I have been set by the examination board is:

Your Times, Your Life has commissioned you to produce content for a new magazine to celebrate **youth culture**. The target audience is young people aged 12-18 years. It should provide information and entertainment on a range of subjects for this audience.

The content can be on any topic that is appropriate for the target audience such as fashion, music, sport and social networking.

Prior to commencing the production of the magazine, I will need to conduct comprehensive research into my chosen topic.

I have chosen into the topic of social networking.

I have chosen to conduct the following research tasks:

Research Task	Context	Deadline
Questionnaire	I will distribute 20 copies of my questionnaire to both males and females aged between 12 – 18 in order to find out their knowledge of and attitude towards social networking sites such as twitter.	October 17th 2013
Focus Group	I will select a small group of people from my target audience (aged 12-18) to answer a series of questions about social networking sites, and for them to feed their attitudes back to me.	November 21st 2013
Internet Research	I will use the Internet and other secondary sources, to gain needed information about young people's attitudes towards the subject I have chosen, which is social networking.	December 12th 2013
Ethnographic Research	I will observe a group of young people in their natural environment of being in front of laptops/computers, and see what they do, whether that's do their homework or login to Facebook/ Twitter.	December 20th 2013

Questionnaire
on Social Networking

1. Do you use social networking sites? (Please Circle One)

   Yes   No

2. What do you use it for? (Please Tick All That Apply)

   [ ] Keeping in touch with friends
   [ ] Planning Events
   [ ] Making new friends
   [ ] Timewasting
   [ ] Sharing thoughts and interests
   [ ] Keeping up to date with the media

3. When did you start using social networking sites? (Please Circle One)

   >10   11-13   14-16   17-19

4. Roughly how many hours a week do you spend using them? (Please Circle One)

   0-10   11-20   21-30   31-40   41-50   51+

5. Who do you speak to most using social networking sites?

	Never	Rarely	Fairly Often	Nearly Always
Close Friends				
Co-Workers				
Family				
Friends				
People that live far away				
Strangers				

6. Rank in order your favourite social networking sites starting with 1 for your favourite and 8 as your least favourite.

   [ ] Facebook   [ ] Vine
   [ ] Twitter   [ ] Bebo
   [ ] Instagram   [ ] YouTube
   [ ] Tumblr   [ ] Pinternest

7. How does social networking affect your everyday life?
   ....
   ....

8. Which of these devices do you most frequently use to social network?

Computer/ Laptop   Phone/IPod   Tablet/eReader

9. Do you think social networking has led to an increase of cyber bullying?

Very Much So   A Little   I Don't Take Interest   Not Really   Not At All

10. Have you experienced cyber-bullying?

    Yes   No

If No, you have finished this Questionnaire thank you

11. Did you tell anyone about it so the situation could be sorted out?
    Yes   No

If yes, Who? (Please Tick All that Apply)

[ ] Parents
[ ] Siblings
[ ] Teachers
[ ] Reported it to the website
[ ] Friends

Thank you

Unit 2: Skills for Media Production
Analysis of Questionnaire Results
05.11.13

Context Aim: To gather information about young peoples views, attitudes and relationships with various social networking sites.

Context Sample: I produced 20 copies of my questionnaire and distributed these copies evenly throughout different year groups in my school; my vertical tutor group helped me to do this with ease. The students were in different years, ranging from year sevens to year thirteen's, this sampling technique helped me to get a wide range of responses from people of different ages, so that my results are more representative

Findings:

1. Do you use Social Networking sites?
As part of my selective sample I made sure that all people who filled out my questionnaire used social networking sites, else the questionnaire would be irrelevant and the answers wouldn't help me in my study.

2. What do you use social networking for?

The importance of this question was to understand what young people use social networking sites for. Within the results collected, you can see that the majority of people (26%) use the sites to keep in touch with friends, however quite worryingly 18% of people use them to waste time, these young people could be outside socializing with friends or doing homework, instead they are using technology to visit the sites, this is how the young people of today cope with time wasting. You can also see that 15% of young children asked, use the sites to make new friends, this has changed dramatically over the past years when people went places to meet new people.

- Keeping In Touch With Friends
- Planning Events
- Making New Friends
- Time Wasting
- Sharing Thoughts And Interests
- Keeping Up To Date with The Media
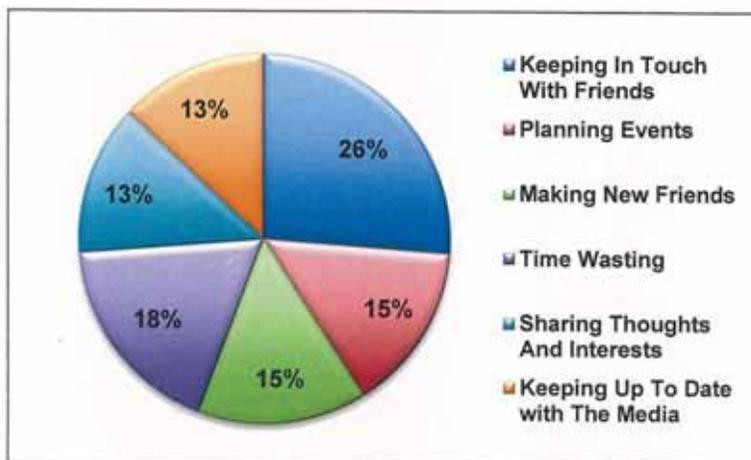
3. When did you start using Social Networking Sites?

The results collected for this particular question are shocking. Fifteen out of the twenty young children who filled out my questionnaire started using social networking sites before the legal age, that 75%. Peer pressure could be a possible reason for this as you may be considered uncool or not with the times if you weren't to have accounts on various websites. Although there is no harm in this, younger children could find themselves on the wrong things and could be influenced by what they find/see. Around the age of eleven is when children are just starting secondary school, and they may find by joining these sites, they feel more grown up and that it is an easy way to keep in touch with all the new friends they've made.
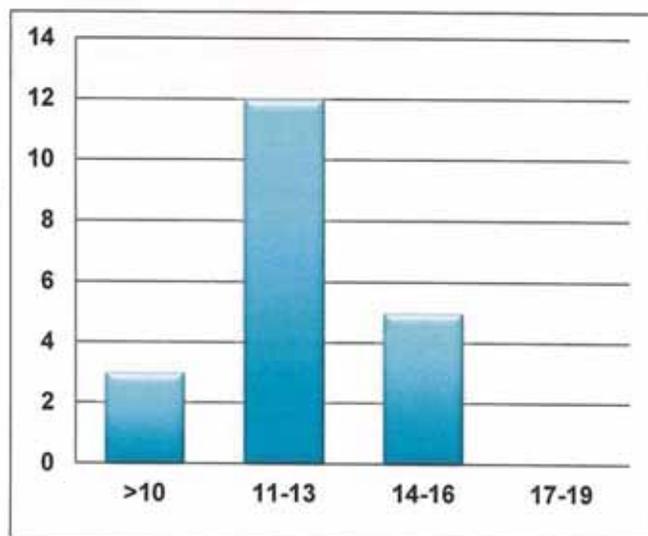
4. Roughly how many hours a week do you spend using them?

I find it quite outstanding that 60% of young people questioned spend 11-20 hours on social networking sites a week, that averages out to about three hours a day at the most, and even more shockingly a quarter of people answered 21-30 hours a week they spend on social networking sites, that's just over four hours. I think this could possibly be due to technology being everywhere, almost all children have phones that connect to the internet, so it's not easier than ever to tweet, watch a video, or like a photo on Facebook. However, despite this some children only spend up to 10 hours a week on these sites, that only just over an hour every day, I personally think that's a healthy amount of time.

Legend: 0-10, 11-20, 21-30, 31-40, 41-50, 51+

Pie chart: 15%, 60%, 25%
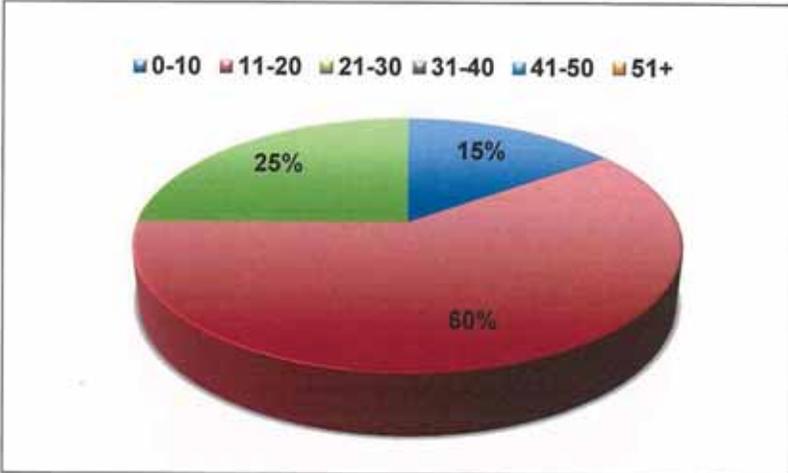
5. Who do you speak to the most using Social Networking Sites?

As you can see by asking this question I found out young people's habits of whom they talk to on social networking sites. I found that 14 out of the 20 people questioned always talk to their closest friends; I expected this as this is what I use it for. Another aspect I expected is that the majority of people don't talk to strangers on the sites, I am pleased this was the outcome as children have been bought up to never speak to strangers, although finding that 2 people do actually talk to strangers scares me slightly. This was a very helpful question as it has provided me with lots of information to analyze, such like Social networking sites are often used to talk to long distance friends, in which without these sites would be very difficult to do, as costs of phone calls abroad vary hugely.

Bar chart categories: Close Friends, Co-Workers, Family, Friends, Long Distance Friends, Strangers

Legend: Never, Rarely, Fairly Often, Nearly Always
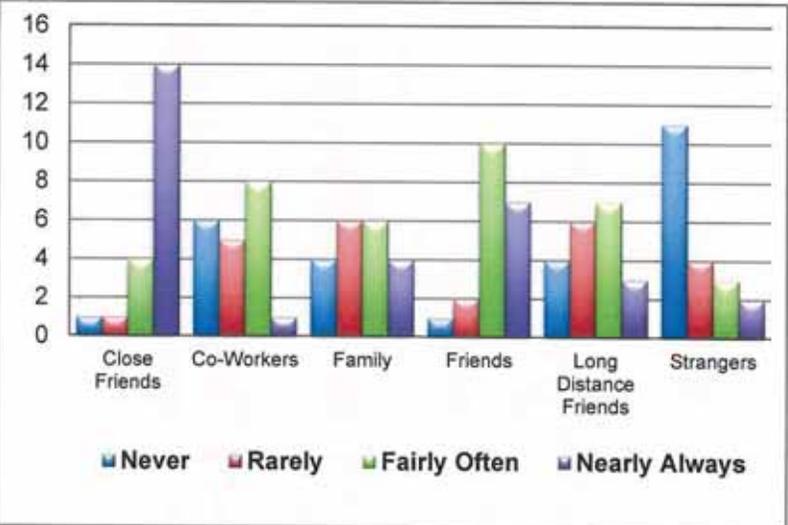
6. Rank in order your favorite Social Networking Sites.

By asking the young adults to take time to fill this question in with a little thought process, I have managed to gain some representable results. From this we can see that, Facebook is the outright most popular social networking site with teenagers of today, this is closely followed by twitter. These website allow children to do lots and lots of different things including, idolizing and keeping up to date with their favorite celebrities, talking to friends and even always them to talk to stranger scarily enough. These two websites have been around for a fair while, but now people are joining the Instagram craze, I think this is because as technology is evolving and getting stronger and more advanced each day, children feel the need to keep up to date with all of this, so find the newest things, before their mates.

Legend: Facebook, Twitter, Instagram, Tumblr, Vine, Bebo, YouTube, Pinterest

Pie chart: 5%, 11%, 5%, 26%, 9%, 11%, 16%, 17%
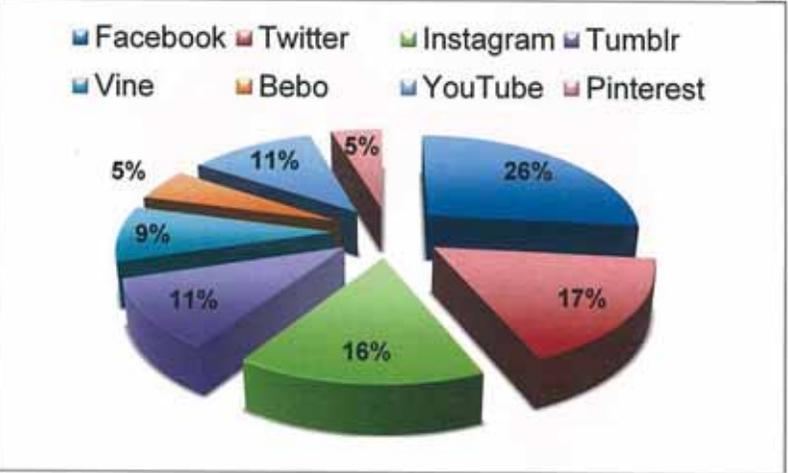
7. How does Social Networking affect your everyday life?

As this was an open question, the answers I received were varied, although a common theme I found was that people felt it stopped them from going out the house and socializing with their friends as much as they would like too, I feel this is because social networking sites can be quite addictive, and it's easier to talk to friends over the internet than arranging to go out. Another answer I noticed cropping up a lot was that, they find it stops them from doing their homework, not physically no, but in other ways such like, if you're doing your homework on a laptop, you can easily have another tab open on Facebook for example, I find this is becoming more of a normality with young children, as they are interested in what people are doing and what they're feeling, so they can talk about it (bitch) about other people when they get back to school the next day for example.

8. Which of these devices do you most frequently use to Social Network?

By asking this question I wished to gather information on young adults personal preference into what means of technology they use to login to their favorite social networking sites. I found that over half use their phones and iPods, this is because of advances in technology and having phones that are 3g enabled, this means its more convenient to them and don't have to wait a couple of minutes for their laptops to turn on, they can use their phones on the go to check their newsfeeds. Only 10% of the young people I asked use their Tablets and eReaders to visit social networking sites, I feel this is because they are expensive and not an everyday used necessity such as a phone which can be used to call and text, so are only used in the home, and as young people spend a lot of their time at school or out socializing, they don't have time to go on their eReaders and go on social networking sites inbetween reading books.

Legend: ■ Computer/Laptop ■ Phone/iPod ■ Tablet/eReader

- 10%
- 35%
- 55%
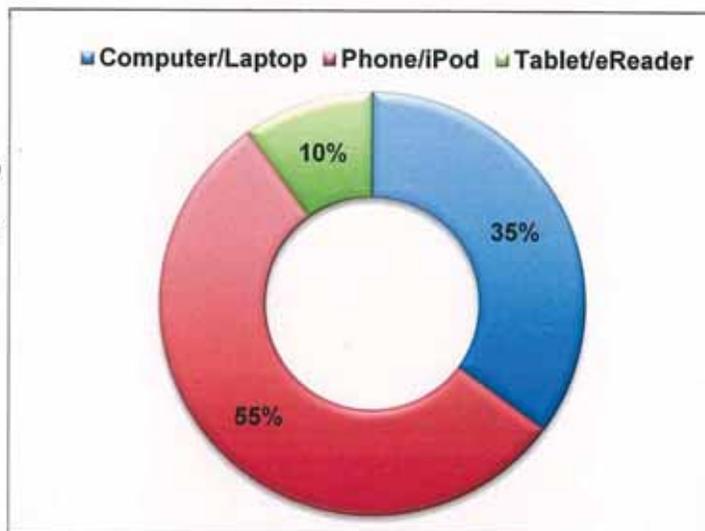
Unit 2: Skills for Media Production

07.11.2013

Questionnaire Evaluation

I distributed 20 questionnaires to a selective sample. I picked a selective sampling technique because; I wanted to represent all different possible age groups of people.
I could have used a different/better sampling technique to ensure more of a representative sample of young people, I could have done this by using factors such as, selecting people based on where they live, for example, cities and towns from all over the country from the north, south, east and west so I'm not just representing people between 12-18 in my town, I also could have handed my questionnaire to people from different religious backgrounds, such as, Muslims, Buddhists and Jews, so I'm not just representing and expressing a Christians viewpoint, as they could potentially be very different, and lastly the ethnicity of people, white/black Caribbean, Asian British, Indians as well as White/Black British are equally represented in my sample. I do think I could have handed out more questionnaires, because the bigger the sample the more reliable the findings would have been, however the down side to this would have been, it'd have taken me longer to distribute my questionnaires and collect my results, which would have in turn impacted upon the efficiency of the exercise

To make it easier for people to complete my questionnaire I could have used new technologies such as emails, this means I could have possibly created it on an online survey site such as survey monkey, and emailed people links, so that they could fill it in, in the comfort of their own home, and in their own time and not fell pressurized or influenced by the people around them. This would have allowed me to get my questionnaire to a range of young adults all over the country. However, I couldn't have put my questionnaire on social networking sites such as Facebook, as this would has made my answers biased towards certain answers and particular sites, although all the people who took answered my questionnaire did use social networking sites on a regular basis.

For my questionnaire I wanted to ask just over 10 questions, this is because if I were to have written anymore people would have got bored with it very quickly and would have found it very tedious, this would have led to inaccurate answers closer to the end of the questionnaire as people would have lost interest by then. On the flip side of this, if a were to have asked to few questions then it wouldn't have been worth my while doing one at all, as I'd of had no responses to collate and build an idea upon attitudes towards social networking. So I had to find a balance, between too few and too many, in which I came to the decision to do 11.

I feel I asked a good range of suitable questions throughout my questionnaire, as they weren't too personal so people would feel uncomfortable answering them, and by the possible chance they did I made sure they were anonymous and kept confidential, so that the person didn't feel judged and most importantly wasn't peer pressured to put certain answers down.

I devised 11 unique questions on one main subject so that people didn't feel like they were repeating themselves over and over and I had a range of different things to look at to compare attitudes to different aspects of social networking. Questions included open, closed, rank order, and Likert scales, by doing this it gave me more information on particular things I wanted to know, such as, 'Who do you speak to most using social networking', I used a Likert Scale type of question here, as I find by personal experience, people take more time to fill them out and their thought process more thorough.

Open questions were hard to summarize as they were endless / had unlimited answers to collate, however they are good for seeing people's views as they have to answer themselves and not just

randomly tick a box. Multiple choice, such as Closed questions were the easiest to collate, this is because it's just a case of adding up how many ticks are in each category, and then putting this into various graphs and charts.

When choosing graphs to represent my data/findings, I had to be careful that it was represented fully, so I used various different types, such as, pie, column, bar and doughnut charts. I found that pie charts and doughnut charts were the easiest when comparing percentages of answers given, while column, bar charts are easier to compare the exact amount of people chose each answer. When analyzing my rank order question, I found it hard as there was many coloums and it confused my eyes a little. So I should have possibility made 6 different bar charts for this one question so I could have analyzed it properly and to a higher standard.

I think the question which most helped my research aim was 'What do you use social networking for? Knowing this information benefitted me as it gave me a deeper understanding of young people's attitudes to Social Networking.

After having asked all of questions, I now realize I should have possibly asked a question along the lines of 'How do you manage your privacy settings on the social networking sites you use, by asking this I would have been able to understand, if people take care in their privacy settings, and really understand what this can potentially lead to, such as child pornography or strangers accessing personal information.

I was worried that people would lie and not take it seriously, just to get it out the way, so to reduce the chance of people lying during / not filling it in my questionnaire properly, I could have gave them an incentive, such as a chocolate bar to aid truthful responses, however this would have cost me 20 chocolate bars that possibly £10, so a cheaper alternative would have been a sticker perhaps, as personally I'd rather fill in a questionnaire truthfully if I knew I was going to get rewarded at the end. I definitely feel like the questionnaire was worthwhile, because I have collected lots of data, in which some I am surprised and wasn't expecting, for example I expected more people to have been cyber bullied as it's a growing issue. I think it's an easy topic to discuss and research as social networking effects almost everyone in different ways.

Strengths and Weaknesses of Questionnaires as a method of Research

Strengths
- Convenient; the researcher doesn't have to be present so respondent can ponder over their thoughts, and aren't rushed.
- Potentially information can be collected from a large portion of a group.
- We can ask people directly what we want to know by wording and choosing questions carefully.
- Answers are straight to the point (tick boxes) so the responses are gathered in a standardised way, so questionnaires are more objective, certainly more so than interviews.
- Results can be collated easily and compared through charts and graphs.
- We are able to distribute to a selective sample of people to fill out the questionnaire.

Weaknesses
- Sometimes difficult to collate open question data, as they tend to generate large amounts of data, so can take a long time to analyse.
- Sometimes people aren't serious and don't answer truthfully effecting results.

- Questions must be appropriately designed, so people don't get bored and make answers up
- They are standardized so it is not possible to explain any points in the questions that participants might misinterpret

Unit 2: Skills for Media Production

19/11/13

Primary Research – Focus Group

Context
Aim: To find out the habits, behaviours and attitudes towards social networking of a selected sample group.

Date: 19/11/13
Time: 14:00
Location: New Media Centre

Members of the Focus Group:

Maisie Goulsbra	16,	A-Level student at Monks' Dyke Tennyson College,	from Authorpe
Kieren Dales	17,	Hairdressing Apprentice in Louth	from Louth
Charlie Brum	14,	GCSE student at King Edwards VI Grammar	from Little Carlton

Key Questions to ask during the Focus Group

- Which Social Networking sites do you use the most? and Why?
- What do you use Social Networking sites for?
- What devices do you use to access Social Networking sites?
- What are your attitudes towards Social Networking sites?

Summary of the Focus Group Outcomes

- Question1: Which Social Networking sites do you use the most? and Why?

Maisie and Kieren stated that their favourite site was Twitter this is because they both like keep up to date with celebrity news and they have the opportunity to interact with their 'idols'. Harry Judd from 'Mcfly' is the celebrity whom Maisie adores and tweets on a regular basis, she also boasts about a tweet from Jameela Jamil. However, Charlies favourites social networking site is Facebook, he likes the fact he can control who he adds/accepts as a friend and that his privacy setting are set to his parents standards. He hates that on other social networking sites strangers can looks at his pictures and these people can get in contact with him.

- Question 2: What do you use Social Networking sites for?

Charlie uses social networking sites to keep in touch with his close friends that he sees at school, this is because he lives in the country side where signal is limited so his phone is near on useless to him. He also likes to be nosey into people's life's, but most of all his crush who in his words 'is beautiful' but doesn't recognise him. All participants shared one common factor in which they use these sites to waste time, when they could be doing more important things like A-level work and GCSE coursework. Kieren expressed her feelings for her love of Twitter and Vine, as they make her giggle to the extent of in her words 'needing a wee'. She speaks to other 'Directioners' and gossips about celebrities on a daily basis, to the extent of wanting to marry them. While Maisie follows fashion blogs to keep her self updated with fashion, as that's her passion in life, and what she wants to in the future.

- Question 3: What devices do you use to access Social Networking sites?

All participants stated that they use their smart phones to access their favourite Social Networking sites; this is because the devices are at hand to them and usually in their pockets. Children of today cannot go a day without their phones as Charlie said that when he leaves the house without his phone he feels like a piece of him is missing. However, when Maisie gets home she goes on her laptop to do work and occasionally opens up a social networking site tab when she gets distracted.

- Question 4: What are your attitudes towards Social Networking sites?

The participants all agreed that they couldn't imagine their lives without these sites. Although, Maisie and Kieren both agree that it has led to a massive increase in cyber bullying, and children are spending more and more time being upset over people's status and tweets, and in turn this affects their social lives as their confident decreases. Charlie however, is new to the world of social networking, and as a beginner he enjoys what the site has to offer and describes it as a sort of freedom for him away from his parents and everyday life.

- Unplanned Question 5: what improvements would you make to social networking sites if you could?

Kieren said that she would create an app for her phone so that she could direct message her friends without having to click on her twitter app and it directing her to the section, she said she thought of this idea from Facebook, and she would be grateful if they would take her idea and make it into reality. Maise said she would love it if, on sites such as Instagram they would state under the picture where clothes were from that her favourite celebrities were wearing so that she could take inspiration from them and buy them for her self, as she loves fashion and likes to stay ahead of the trends. Charlie, however doesn't have an opinion on this topic.

Summary of Focus Group Research Findings

- Facebook and Twitter are the most popular Social networking sites with my participants.
- These sites are mostly used for time wasting purposes.
- iPhones/Smart Phones are the most commonly used devices to access these sites.
- Cyber-bullying has increased by huge amounts as technology has evolved and advanced

Unit 2: Skills for Media Production

20/11/2013

Focus Group Evaluation

The topic I focused on while conducting my focus group was social networking. I wanted to find out the habits, behaviours and attitudes towards the sites from a selected sample. I invited three people to take part, there were two girls (Maisie and Kieren) who knew each other to a slight extent they were aged 16 and 17 and play netball together, then there was Charlie who was Kieren's step brother, he was 14. The focus group took part in my media class room, M8 this is a relatively plain room, in which they sat down and enjoyed some refreshments I had put out to relax them. The focus group lasted for just over 20 minutes, I do feel now listening back to the tape, I should had squeezed some more information from them, but at the time I didn't want to seem intimidating to them. I prepared four questions to ask the participants, in which followed a question I felt was necessary to ask from what they had mentioned throughout.

I think the amount of people I selected to take part in my question was adequate, this is because I had invited more people to the group then others might have faded into the background and of been shy about talking in front of lots of people, and vice versa, if I only had two or so people in the group then I wouldn't of had various viewpoints and opinions to carry forward into my conclusions. This is why I think three people was a sufficient amount, as they could chat to each other without one being overpowering, so all could get their view points across. I do feel that more people/viewpoints would have been helpful as I could get different opinions from a range of people (girls, boys, ethnicities, etc.)
Having two girls and one boys participating in my focus group was a suitable mix I think, especially as the boy and one of the girls were blood related. I do feel that this may have influenced some of his decisions as he didn't want to be judged by the girls, as girls can be slightly 'bitchy' and intimidating sometimes. However, the atmosphere was relaxed and no body went off topic, which I thought might happen because when people know each other they tend to speak off topic and act 'rebellious' to impress each other, whereas strangers stick to questions they've been asked and don't like to say any more than necessary, however they can sometimes feel self-conscious and maybe reluctant to speak
To start with I found the participants were reluctant to speak, but after playing some confidence boosting games, they soon felt comfortable in each other's company, this therefore made confident in their speaking, so all played an active part. I set the chairs in a triangular shape so that everyone could see each other and not one could shy away, as getting everyone's opinions was my main focus of the session. Looking back, I feel that I could have chosen a different place to carry out the focus group, as because the place was quite plain and boring it felt like an interrogation as some points, so by carrying it out in the teenagers natural surroundings would have been worthwhile, this could have been in the common room for example, however the down side to this is that they could get distracted by things. The people I chose were just a selection of people I knew, I could have however used factors such as; selecting people based on where they live, for example, cities and towns from all over the country from the north, south, east and west so I'm not just representing people between 12-18 in my town, I could have asked people from different religious backgrounds, such as, Muslims, Buddhists and Jews, so I'm not just representing and expressing a Christians viewpoint, as they could potentially be very different, and lastly the ethnicity of people, Asian British, Indians as well as White/Black British are equally represented in my sample.

At the start of the focus group I had planned 4 questions to ask the participants, however in the end this turned into 5. I think this is a sufficient amount of questions, as if I had asked any more the students would have gotten bored and started being silly and dishonest with their answers, and any less that I wouldn't of had much information to analyse, this is why I feel 5 questions was the best balance. Asking the right questions was key to meeting my aim, I feel I did this as I

discovered opinions and views on social networking from thee different people of different genders, and age, to improve this more peoples viewpoint would have been lovely to hear and consider. I had an unplanned question which I felt was necessary to ask, during the session because of what I had been hearing, so I decided to inspect into this. *'What improvements would you make to social networking sites if you could?'* I felt I should ask this as there was some negative comments coming up, so I just wondered what they would do to make it better for children of their own age. The result wasn't what I expected although there were some opinions Charlie didn't know what to say, looking back I realise this was the wrong type of question to ask, and I should have asked something along the lines of, 'do you trust everything you read/hear on social networks', because it would show me how gullible teenagers can be to what they read/hear, this would have been beneficial to my aim.

I recorded the whole session on a voice recorder; I did this because it would have been impossible for me to write down all the qualitative information in the detail I wanted, so afterwards I typed the information onto a word document while listening to the tape, in place of this I could have recorded it on a camera as this would show people body language which would have contributed to my findings, because usually by peoples body language you can tell if they are lying.

I believe I can trust the response the participants gave me, as during the focus group everyone seemed genuine and comfortable within themselves, which I think made them feel as though they were able to voice their opinions to me. It's possible that people may have lied or not participated to the full extent, as they might have felt like they'd get judged if they're opinions were completely different to the rest. They could be shy talking to strangers and feel like sharing personal information is not right. To reduce this risk, I could have taken them on a team building activity beforehand so nobody felt left out and secluded in the group. Encouraging participation was vital in getting the answers I needed to reach my aim, so telling them that I appreciated their time and giving them a little present of chocolate at the end of the session reassured this.

I found that each type of research method was helpful in their own right, while questionnaires gave me lots of information it was lacking quality and opinion. The focus group gave me the in depth opinion I need but I was unable to ask lots of questions in fear I wouldn't be getting truthful answers from the participants who would be getting bored by questions 6 and 7.
In relation to my unit 3 project, the questionnaire helped me a lot more than the focus group, this is because, I acquired a larger more varied response which I could easily create graphs on and analyse most efficiently.

Strengths and Weaknesses of Focus Groups as a method of Research

Strengths
- Useful for exploring ideas and concepts.
- Can obtain in-depth information from participants.
- Can examine how participants react to each other.
- Content can be tapped.

Weaknesses
- Data analysis can be time consuming because of the open-ended nature of the data.
- May include large amount of extra or unnecessary information.
- Difficult to generalize results if small, unrepresentative samples of participants are used.
- May be dominated by one or two participants.

02.12.2013

Secondary Research: Internet Research

Aim: To use a range of internet sources to find out fact, figures and information on teenagers attitudes towards social networking.

Sources (Webography):

http://www.emarketer.com/Article/Social-Networking-Reaches-Nearly-One-Four-Around-World/1009976
http://blog.digitalinsights.in/social-media-facts-and-statistics-2013/0560387.html
http://www.edudemic.com/this-is-how-teens-are-using-social-media/
http://socialmediatoday.com/docmarkting/1818611/five-surprising-social-media-statistics-2013
http://www.jeffbullas.com/2013/09/20/12-awesome-social-media-facts-and-statistics-for-2013/

Source 1: http://www.emarketer.com/Article/Social-Networking-Reaches-Nearly-One-Four-Around-World/1009976

Key Information Found:

eMarketer is a website in which newsletters and articles are posted to inform people on specific business/ marketing subjects.

This particular subject is about social networking reaching people all over the globe. In fact it state's that 1 in 4 people use social media. It displays this information using a number of tables and graphs, which are easy to read, understand and analyse.

Facts and Figures:

- According to a new eMarketer report, "Worldwide Social Network Users: 2013 Forecast and Comparative Estimates," nearly one in four people worldwide will use social networks in 2013. The number of social network users around the world will rise from 1.47 billion in 2012 to 1.73 billion this year, an 18% increase. By 2017, the global social network audience will total 2.55 billion.
- This year, 67.7% of internet users around the world will use a social network at least once per month. This figure will rise to more than three out of four internet users by 2016.
- The Middle East and Africa will have the fastest gains in new users this year, followed by Asia-Pacific. Internet usage is expanding in both regions and is driving rising social network usage.

Summary:

eMarketer is a website I trust as it has articles and newsletters on other subjects, each written by professionals who have researched into each topic to give the most dependable information to its readers.

This is why I will be using the information in my magazine, as I feel the information is relevant to my topic of social networking all round the world.

Key Information found:

Digital Insights is a site in which social media is discussed, along with articles on 'the latest buzz', 'case studies' and 'stats and insights' on various subjects to do with the media.

Facts and Figures

There is so much information to extract from this webpage, I found it so useful, and the information I came across shocked me slightly, as I never knew 60% of Twitter users access the site from their phones. Here are a few more facts and figures on various websites;

- More than 16 billion photos have been uploaded to Instagram
- 69% of Pinterest users are female

Facebook

- Facebook has 1.15 billion + users
- 751 million Facebook users access the site from mobiles with 7,000 different devices.
- 23% of Facebook users check their account more than 5 times a day.
- 74% of marketers believe Facebook is important for their lead generation strategy.
- 350 million photos are uploaded every day to Facebook

Twitter

- 500 million+ total users on Twitter and 288 million are monthly active users
- 60% of Twitter users access it from mobiles

Instagram

- More than 16 billion photos have already been uploaded to Instagram
- An average user of Instagram has 40 photos.
- MTV is the most followed brand on Instagram with 1.2 million followers.
- Every second 8000 users like a photo and a 1000 people comment.
- More than 5 million photos are uploaded everyday
- 130 million+ people use Instagram
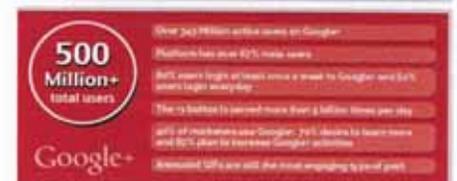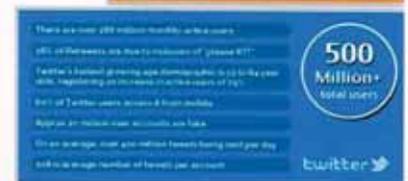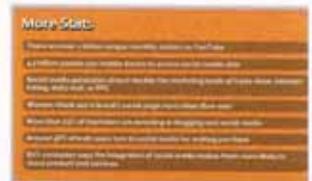
Summary:

Although this information is written on someone's blog, I have seen the same information on other websites (www.mediabistro.com) which to me verifies that it could in fact be true, it looks so professional in coloured specific boxes, someone has obviously took the time to create this and they wouldn't have done it if the information wasn't reliable.

Overall I will find this information very helpful and it will be going into my magazine because I found some of the statistics very shocking and I would like to shock others in the same way. However, I wouldn't trust the website as a whole as most of the posts are people's opinions and not strong hard facts that I could use.

Key Information Found:

Edudemic is an interesting website that has information on how teenagers use social media.

There are numerous sections on different subjects to do with social media including; ages of people who consume it, their daily habits, cyber bullying, parental perceptions, relationships and information on the most popular websites on the Internet. This information is shown in the form of facts, figures and graphs; this helps signify some of the shocking facts in image form so the audience can relate to it more.

Facts and Figures:

This website holds interesting facts on how teenagers use social media.

- It says 5 million users under the age of 10 have Facebook profiles.
- The average amount of time 8-18year olds spend consuming social media has risen from 7hours and 30 minutes in 1990, to 10hours and 45 minutes in 2013, that a rise of a massive 3 hours and 15 minutes in the last 23 years.
- Children have admitted information on how they feel emotionally when using these sites. Children feel 20% more confident and 28% more outgoing on social media sites, this could be due to the fact they don't have to fact anyone, they can be who they want to be and not feel nervous as they would in face to face conversations.
- The most common target age of cyber bullying is 16-17 year olds.
- 93% of children/teenagers have witnessed cruel behaviour on social media sites.
- While 25% have been repeatedly cyber bullied and told no one about it.
- 20% have posted or sent sexual photos of themselves online, this is truly shock and a statistic I hope will only decrease.
- On the bright side, social networking sites have a beneficial side to them, they enhance '21st century skills' including; communication, creativity, collaboration and technology proficiency.
- Teenagers value social networking because, it helps them connect with friends they rarely see, it also helps them find others with common interests and it is also preferable to face-to-face conversations. However, 43% of 16-17 year olds wish they could just unplug sometimes.

Summary:

This website appears professionally made, and contains lots of information about young people's attitudes and views on subjects such as cyber-bullying. The website claims that it hasn't used any other sources while compiling this information and to add to the reliability of the source it is sponsored by *letterbox* which is a very trustworthy charity, so I believe there is a lot of truth behind the statistics, which is great for me as I know when constructing my magazine I will not be sharing any dishonest information.

I will find this information very useful when creating a front cover and double page spread on the topic I have been researching social networking.

Key Information Found:

Social Media Today is a website in which people can sign up to and post about interesting things to do with media, other areas include marketing, networks and practices.

Mark Scott who posted this article 5 surprising social media statistics for 2013 has written in detail about five shocking facts which I myself couldn't have predicted. Sections include children on Facebook, international users of Facebook, and how some social media sites are popular than others.

Facts and Figures:

- Of Facebook's nearly one billion strong users, approximately 200 million are mobile only. In other words, nearly a fifth of Facebook's user-base doesn't own a PC. Therefore they are compelled to access their favourite website through their smartphones. This underlines the growing importance of smartphones and mobile devices in general. It also makes it clear that in order to attract a large smartphone based audience, a company needs to provide smart apps to its customers.
- YouTube reaches more adults than any cable network. In the United States, the number of people who watch television has fallen behind the number of people who watch YouTube on a regular basis. This makes it clear that televised content is undergoing a decline, while on the other hand online consumption of video is on the rise.
- Some social media networks have a more active user-base than others. Statistical research has revealed that more than 95 percent of Facebook users log into their account every day. The same number for Twitter is 60 percent and for LinkedIn is 30 percent. In order to cut costs, social media networks are now avoiding websites like LinkedIn, which have a very small reach in terms of market impact, because their users are not active when compared with Facebook or Twitter.
- Over 5 million Facebook users are under the age of ten. This is a stunningly large number, which shows that young children have easy access to social media. This is a new demographic that can be tapped by social media marketers. Companies can offer discounts and prizes that are directly targeted at a young demographic. Using social media in these cases can be more effective than other media such as television or radio.

Summary:

Although this information is current and up to date (October 12, 2013), I find myself questioning this website, as the post its self was written by a blogger called Mark Scott who is according to the website is one of 'the world's best thinkers on social media' which shows to me that he is a professional and researches social media on a daily basis there is going to be some truth behind his blogs.

This website goes into detail on 5 different aspects of social media today, which I am willing to discuss within the pages of my magazine, so as a result this information has turned out to be useful to me in my research.

Key information Found:

Jeff Bullas is a person who writes blogs on a weekly basis. This particular post *12 Awesome Social Media Facts and Statistics for 2013*, has 12 different sections about various parts of social networking, websites mentioned include, LinkedIn, Google+, Facebook Twitter and so on.

This website consists of graphs, facts, figures and table to display the findings. It also sums up the key information in a quick summary at the end of the blog.

Facts and Figures:

- Pinterest is the fastest growing social networking site on the internet. The visual web is driving the rise of Pinterest and Tumblr with growth rates of 88% and 74% respectively over the last 12 months.
- Facebook active usage still dominates. It has nearly 50% of all the world's internet users as active users. This is only set to increase as regions and countries in the developing world including Africa, Asia and South America get connected to the web.
- Google+ is catching up to Facebook as it still dominates at 70% of account ownership but Google+ is not far behind at just over 50%. Keep in mind though that Google+ account is mandatory whenever you create a new Gmail account. This is pushing up the account ownership stats. No other social network has Google's web assets leverage.

- Uploading photos is the most popular activity on Facebook. This is not just from the desktop but the smart phone and the tablet. Facebook is making a big push to become even more mobile.
- Twitter is about daily activities. Do you get sick of hearing about what someone had for breakfast, where they have been or who they are talking to on Twitter? The figures show that Twitter is a lot about your daily activities.
- Mobile and tablet usage is beginning to heavily impact social media usage with mobile having the biggest effect on Twitter which is used by 94 million active Twitter to share photos compared to 140 million on PC. This is the highest proportion of mobile vs. PC photos sharing of any social network.

Summary:

This website is again authored by a blogger who has shared information collected by others to present on his post which although I agree is present in a professional manor using mediums such as tables, bar charts, line graphs and pie charts, however I do not trust it as I question the validity, and this is because there are limited amounts of listed sources and no sponsorship on the website that the information is reliable. This post is pure opinions and not information I am willing to involve and discuss in my magazine as I risk sharing unlawful and unreliable information with young people of today.

Unit 2: Skills for Media Production

05.12.2013

<u>Secondary Research Evaluation</u>

Aim: To gather information about young people's views, attitudes and relationships with various social networking sites.

Searching for Information
To start my research on young people's views on social networking I used the search engine 'Google'. I typed in 'social networking statistics' and 'young people's views on social networking' this produced lots pages of information for me to use in my work. Although, the fact I only used one search engine did narrow my search considerably, this is because by only having the results from one aggregator to contribute towards my findings, means there were lots of sites I which I unfortunately missed out on viewing which could have been extremely helpful in my results. Each site uses different logarithms to order their sites in relevance to your search, so by only using one this limited amount of information I could find at ease. If I had more time, I would have researched into other search engines and also into other aspects of the topic 'Social Networking' such like relationships online, people who met online and now share their lives with each other through marriage, so their of lots of things I would like to find out. To improve the number of useful sites I could have sifted through endless amounts of sites and picked the best 5, and to a point I did this, but with limited time it wasn't to the extent I wanted it to be; however what I found is going to be very useful. It proved a challenge when I clicked on some of these sites and they had been blocked from the school system, this resulted in me taking my work home and carrying out the rest of my research there, where I could concentrate fully.

I found it extremely easy to find information on my chosen subject, I think this is because social networking is an online obsession and a worldwide phenomenon which people talk about all the time, so there is bound to be lots of information surrounding it, whether it is good or bad. Fortunately, all the sites I used where extremely useful and offer me lots of information to help me with my unit 3 project, information includes statistics about children's feelings, attitudes and contributions to the sites.

When choosing the websites I was going to use I didn't use a system of any sort, I simply clicked on the first pages which Google produced for me, on which I felt had a lot of useful information on for me to use. I do feel I could have approached this better as I didn't use a fair method in which all websites appropriate to my subject had an equal chance of being chosen. To do this I could have chosen lots of websites and then given each one a number and then, picked a random number which corresponds to the website that I would later use, however this would have been extremely time consuming so I felt I would trust my instincts and use the information I found first because it would be the most update/popular websites that Google feel are appropriate to my search. The most useful sites that I found were firstly http://www.edudemic.com/. This website was useful because it had different sections on subjects to do with social media including; ages of people who consume it, their daily habits, cyber bullying, parental perceptions, relationships and information on the most popular websites on the Internet. This information is shown in the form of facts, figures and graphs; this helps signify some of the shocking facts in image form so the audience can relate to it more.

Selecting and Presenting Information
There was lots of information on each site that I used, however during the stage when I was selecting I had to be careful that I was representing each area of social networking equally and fully. On some websites such as *eMarketer*, there was limited information but it was to a high standard and relevance, it explained into the facts and figures and not just displayed them. However, some sites such as *Digital Insights* had lots of information for numerous social networking sites, so I had to read

through it all carefully and I chose bits that I was interested in as I think this will interest people into my unit 3 project when I use this information. If I were to have done this better I'd have looked into each website fully. I skim read through looking for key words, then I prioritised statistical information above opinion, I did this because this will be most useful to me when making my unit 3 article. More time would have allowed me to do this more thoroughly.

My work consisted of five sources of information, in which I used a page for each source on Microsoft Word. Each page is similar in the presentation, it states the website I used at the top and then goes on to explain the key information, facts and figures, and lastly validity. My work was hole punched in the middle to place in my ring binder, however I felt this looked messy so I have printed them off again to put back to back in plastic wallets so they stay in good condition.

Validity
The information I found was valid to an extent, this is because some sites were written by bloggers which have found this information on the internet and blogged it onto another site but added some embellishments along the way. So the information is true but a few personal opinions have been added. On other sites such as http://www.edudemic.com/ information was set out in a professional way using graphs and charts so it gave the reader a visual understanding on the statistics, this shows to me that the information is in fact valid. The website was also dedicated to internet and children's safety while online, it also claims that it hasn't used any other sources while compiling this information and to add to the reliability of the source it is sponsored by *letterbox* which is a very trustworthy charity. So all the information I collected seems to me very strongly valid and I am happy to use it in my work, know that the right information will be shared with others.

    I completed this task both in school and out of school, in the day time so I wasn't tired and could focus my attention fully on my task. I found that just doing the work in school created a lot of disturbances because I wasn't able to access the sites I wanted to go on because school had blocked them, so I took the task home because then I was free to click on every site I wanted to explore it fully. To improve this I could have possibly sat at a desk with no music playing so that I was in a formal position to concentrate on the work, because when carrying out the task I was laid on my bed on my laptop, I think this would have made my work more professional in the layout, because my work have been parallel with me and not at an angle.

Outcomes
I now know a lot more information then I knew before, so this has been very successful in helping me reach aim. However, there are certain topic areas, which I couldn't find a lot of information on such as how people use social networking in different ways, like advertising. It was good for finding information about how often children consume it.

Social networking is a big topic, but I want to look at how young people use it in positive ways, and how it has improved young peoples life's, because social networking is almost always frowned upon, so for my unit 3 article I now know what angle to look at it in.
I feel I need more information on the relationships that social networking sites create, because in modern days like today you hear about people meeting on these sites and living together happily marriage, and I would love to find information on this topic to help me with my unit 3 project.
I would also like to find more information on the privacy settings of the sites and if people really know the importance of it, and to see if parents really know what their children are getting up to on these social networking sites.

I could have used magazines to help me with my research because this is essentially what I am going to produce in my unit 3 work, so it could have helped me with not only the layout but information that's already out there, I have seen some information in an internet magazine and will be looking at that for future reference. However, sources such like this can be out of date, because social networking

moves so fast in technology as we are constantly learning new things and applying them to our everyday lives on the sites.

Summary of Secondary (Internet) Research

Strengths
- Internet research is faster than most research methods.
- Access to articles & databases from multiple libraries and condensed info makes finding relevant topics easier.
- Reduced costs of conducting research, very cheap.
- Search engines use association to help locate sources you may not even know about.

Weaknesses
- It isn't always reliable, as people can change information on certain websites making it illegitimate.
- Information can be out of date so this makes it irrelevant.
- You can't always find information tailored to your needs.
- A lot of the same information is recycled online as opposed to a newspaper or magazine.

Unit 2: Skills for Media Production

16/12/2013

Textual Analysis

Aim: To select two magazines layouts (front page and double page spread) and analyse the codes and conventions of the magazine pages.

GRAZIA

Masthead:

GRAZIA, which is Italian for grace, is a weekly women's fashion and celebrity gossip magazine which originated in Italy, but now has editions all over the globe.

I think they have named the magazine GRAZIA as fashion itself is graceful and elegant. Using a foreign word makes the magazine a little more mystic and unique giving the reader an inclining that this magazine is a little different to your ordinary magazine.

The masthead is in serif capitals which is a very sophisticated font which is also thin and long, this isn't the ordinary font you would see in books, which makes the heading stand out amongst the ordinary and people admire this and there for buy it to get fashion tips that they think no one else will know about. The colour is pink which sets the theme for the magazine as feminine, as you know straight away this magazine is aimed at girls 18 – 30 as the front cover includes images of both fashion and gossip. The head of Victoria Beckham disturbs the masthead, so it reads GRA IA, if an average person was reading it they wouldn't understand, however it shows that this magazine is popular within its readership as it can do this and get away with it, as it's target audience understands it.

Headline

The main piece of information is 'Victoria's secrets: 'Hopeless cook' 'Hair karaoke' - & a surprising small wardrobe!' this headline stands because of the large font used, and you can tell this is the main story the magazine are focusing on as both image and font at larger than the rest, this is to do with the hierarchy, the less important the story is to the magazine the smaller the picture and text are, because this is what they want to focus the attention of the reader on.

The main headline is sustaining the theme of the magazine as its also serif and pink this is feminine and compliments the image of Victoria Beckham as an extraordinary woman. The letters are lower case so the attention isn't taken away from the masthead, the language used is very mysterious 'Victoria's secrets' this entices the reader to want to read on into the magazine. The following words of the headline try to explain the story without giving the complete secrecy away. She is a successful fashion figure, and by saying 'Victoria' is shows the magazine are on first name terms with her, equalling a good relationship between the magazine and her, so therefore she provides/gives them information about her personal life and carrier as she trusts them to keep her superiority.

Image

The large image on the front of the magazine is of the former spice girl turned business woman Victoria Beckham, I assume they have done this to grab the attention of the people passing by the magazine rack in shops, as they can relate to her because most young women aspire to be as successful as her and people in their 30's also look up to her as an remarkable woman and mother. The photograph is snatched

This photograph is snatched, and you can see by what she is wearing (what looks to be a black plunging neck jumpsuit) you can see she is a glamorous woman, and as this wasn't set up like a photo-shoot where people would be doing her hair, make up and style, you know she has created her own look and this is how she walks out the house on a daily basis as she didn't know she would be snatched on that day, although, she has made the effort to address her fans by posing for a photo for them. This is her normal day look and by her appearance you can she is normally stylish and is a glamorous woman without wanting to impress anyone, and dresses just to make herself feel good in herself. The magazine wants the reader to admire her for both the way she looks and that she's a successful woman, which people aspire to be.

Cover lines/images
The cover lines which are addressed on both the left and right sides of the main image shows that the magazine aren't just focusing on one story and that there are lots more stories to read about celebrities inside. The left of the page draws the attention of the reader next, the handwritten text of 'BACK to COOL!' is unusual and is slightly less formal than the rest of the magazine, and this is done to connect with the reader. The font is slightly unusual and you could say it's the type of writing you would find in year 10 English books, the use of both lowercase an uppercase letters shows that this is a mix of informal and formal, along with the images that are arranged in a random order on the page, it addresses it younger audience as 'BACK to SCHOOL' fashion could be them relieving their school days and becoming 'cool' again.

Overall
You can tell just by the cover of this magazine that the content is likely to be aimed at women aged 18 years and over, as the theme of pink and fashion doesn't really apply to men. The writer is informing the reader and not trying to befriend you.

MATCH

Masthead

'MATCH!' the typography suggests drama; the choice of putting an exclamation mark after the word suggests the power of the game and the excitement endured buy fans. This magazine is purely based on all aspects of football, the passion, the love and the infatuation of the game. The font itself is sans serif with a slightly curved edge, which resembles the game itself as goal posts have rounded corners, and a football is also spherical; this helps the theme possibility into why they've written it like this. The font is in block bold capitals, which is simple and straight to the point no messing around with flicks on letters (serif), this is lot like the game itself, and that men are straight to the point and want to see a result, the red letters on the white back ground help the masthead catch your eye, and although its placed in between news stories, the size of the writing stands out to the readers eye. The target audience which I briefly mentioned above, could be men aged 12- 30, I think this because arguably football is a man's sport and there are also no women featured on the cover, so there will be no fashion in the magazine which women relate too. The simplicity of the masthead I think shows how men don't mess around it's more about the information and stories featured inside.

Headline

The main headline of this magazine cover is 'RVP v BALE v SUAREZ, WHO'S THE BEST?', to start with just by looking the typography reminds me of a score board used in the game itself, this helps bond the theme together tightly, creating a lasting effect on the reader. The use of capital letters makes it feel like the text is shouting at you, almost like football chants which are sang in all games. Along with the font there is a yellow background, I think this is done to set the text apart from the images to make it stand out, so it doesn't get lost.

The text is sans serif throughout, and the colour varies from bright red to bright yellow, I feel this is to keep the liveliness of the game prominent. The use of the initials 'RVP' would mean nothing to most people, but the magazines readership/ target audience they know straight away that the man the magazine are talking about is Robin Van Persie. This suggests that this magazine isn't for everyone, but has its own audience that it talks to in a friendly tone. The vocabulary used on/in this magazine is very conversational and informal, almost as if they are trying to befriend you, this feels to me that they aren't trying to make everything fancy and add pretensions to it, they say it how it is, just like two males would chat about football. The effect of this on the reader is that it is not forced and you don't feel like you are reading something made up, and that you can enjoy reading it in your own time. Not like other magazines where there is lots of information and no/ little pictures, you feel like you have to digest all the information at once, which is completely opposite to this magazine.

The hierarchy of information shows how the editor want you to read the front page, with large headings and pictures being the most important stories such as 'Who's the Best?', and little stories around the outside of the page such like 'Fellaini, what's he cooking up?'. This makes the magazine appear full as there is lots of information, because the magazine want you to know exactly what they'll be talking about inside and what their main focuses are for the week.

Image

The images on the magazine are a mixture of posed and snatched photographs. However, the footballers haven't posed for this particular magazine; the editor has simply used already existing photographs that the football clubs use to identify players. The effect shown by this is that, they

are images people already recognise and are familiar with, so they don't have to figure out who the player is in mid play. There are a few snatched, in play photographs and this helps show the fast pace of the games and what football matches the magazine will be looking into later on in the magazine. The men on the magazine are all football players, and to emphasise this they are wearing their team kit, this helps give it more sporty feel and carries the theme throughout, reiterating the fact this magazine is all about football.

Most importantly it is about who is featured in the photographs, because if there were unknown footballers then people would be less likely to pick up the magazine in a shop, whereas with the football players 'Match' has used, for example Gareth Bale, who are well known, it persuades people to read into this to find out information on them.

Cover lines/Images
The use of images along with cover lines on the front page of this magazine, emphasize a friendly atmosphere, as its jam packed with information just like two men would talk/chat about the football. Colours are kept bright and loud throughout, this could suggest the noise and intensity of the game.

Overall
The overall impression of this magazine it that it tries to befriend with lots of pictures, shapes and large bold text. The colour scheme is bright and bold, like football shirts, so this keeps in with the theme of the magazine and game. I feel this is typical of a conventional sporting magazine, and they have used the same aspects to create this friendly atmosphere which their readership is invited welcomingly into.

GRAZIA (Double Page Spread)

Running Head
The running head of this magazine for this page is '10 HOT STORIES' the use of capitals suggests a shout to the reader that captures their attention, its slightly formal which maintains the theme. The colours the text lies on are complimentary, the black box lies on a white background with white text on top. While the yellow box lies on a black background with black text inside. These colours together make each other stand out in their own right; black text on a yellow box captures the reader's attention.

Images
The images dominant this double page spread, with only one quarter left for text, In my opinion the magazine editors have done this because the main emphasis of the magazine is fashion and this is what will interest the reader, most people don't want to read they want to look at images so this is why the editor have positioned it this way. The images have been carefully cropped and also had the backgrounds removed, this can be a tricky job and it is executed perfectly showing how serious they take fashion. A large number of images assure that the reader will not be intimidated to read the article as readers are drawn in by the large bold fashion prints.

Headline
'THE NEXT BIG TRENDS WILL BE' is the headline of this particular double page spread, it is situated in the middle of the page to draw in readers attentions before looking around it to see the trends in which it is mentioning, the white text on the black background gives a sense of class and smart fashion which follows with the feminine classy trends it shows. The ellipsis on the end helps with suspense as people hang on to the end of it and then look at the following trends which is the dominant part of the page. This page is trying its hardest not to befriend you but give you all the information you need and that is its 'Mode of Address' with the reader, it does this in a way that doesn't talk down to you as a reader but makes you feel involved with their fashion highlights.

Style
This magazine is very classy you can tell this from the offset, as colours are kept to a minimum to not distract from what the page is all about, 'trends in fashion' therefore the clothes are bold and the background and text isn't. The layout is rather simple, a box of writing in the corner to explain the page, and then get to the most important part the fashion. The black background shows that this magazine takes fashion seriously and it isn't a trivial matter, they take fashion as a passion and this is clear throughout even through the intricate removing of backgrounds on images.

Overall
It is clear this magazine is aimed at around 18 year old women because the small font is appealing to them and not younger people and also the fashion pictured is of a young mature stage. The writer is informing the reader and not trying to befriend you.

MATCH (Double Page Spread)

Running Head

There is no running head in particular in this magazine, only a page number and a small MATCH logo in the corner, I feel this is because the magazine is predominately about football, therefore this is the focused subject and a running head is felt to be unnecessary to this magazine. However, the colours and the text is physically thought out, as the colours the text and numbers lie on are complimentary, as black text lies on a yellow background which stands out amongst the green background. Together these colours make each other stand out in their own right; black text on a yellow box captures the reader's attention.

Images

The one image of Steven Gerrard dominates this double page spread and captures the attention of the male audience. I feel the magazine editors have done this as Gerrard is an inspirational man and has been in the sport along time and as England's captain it is important to focus on the man who keeps the team motivated and readers respect him. The shot is an action shot taken in an England match, this shows the casual manner of the magazine and the whole action of the sport. There are also other images featured within the magazine, as this breaks up the text, this makes the text less intimating to the young male audience, because if there was too much text this would turn away the magazines readership and a magazine should always cater to its audience in ode to sell. The images have a white stroke outlines on them, this helps them stand out amongst the blurred background and the shallow depth of field main photograph. Each circular image is sized different to give a sense on not formality as it can be argued that football is a males sport and young men aren't structured and stereotypically are unorganised, therefore this appeals to them.

Headline and Strapline

'CAPTAIN FANTASTIC' is the headline of this double page spread, it is in the colours of the England team which is effectively exactly what this page is all about. The boldness and the use of capitals instantly captures readers attention into reading on, as we know the article will be positive and upbeat about England/Gerrard performance and we all like a confidence boost into knowing out team is doing well. The use of a stroke again helps the writing standout on its dull background. The strap line to this particular article is 'The ENGLAND slipper gives MATCH his Euro 2012 update!' this instantly identifies to the reader exactly what the article will be about, so most lads/boys interested in Euro 2012 will straight away know it is worth reading on, and also making the sentence sort and snappy doesn't 'bore' the reader, and builds up a 'Mode of Address' with the reader, as all the way through this magazine is constantly befriending its audience, with its informal, chatty tone, which symbolising a conversation in which you may have with your friends at the weekend.

Style

This double page spread incorporates lots of colour, I feel this is because it makes the page less formal and appealing to its audience, a mixture of red, yellow and whites are used to not over power but to stand out, along with complimentary coloured textboxes and text. The layout to this spread isn't structured and quite literally looks like balls being kicked in the back of the next, I feel the editors have done this to keep its running theme prominent and friendlier.

Overall This double page spread tries to befriend with lots of pictures, shapes and large bold text, just like its front cover, which also uses bright and bold colours, this resembles football shirts, so this keeps in with the theme of the magazine and game.

03.02.2014

Research Topic: Social Networking

Summary of Research

The four methods of research I undertook were: questionnaire, focus group, secondary research (internet) and textual analysis. My aim was to gather information on social networking to help me with my unit 3 project.

Textual Analysis Evaluation

I picked the feminine magazine 'Grazia' and the football magazine 'Match' I picked these two magazines in particular for their contrasting audiences – teenage boys and women.

I did this because I wanted to compare language and layout, I also wanted to see how each magazine appealed to their audience, while 'Match' used lots of pictures at different angles 'Grazia' was more serif text which appealed to its audience.

I really think this process was it worthwhile as I have learnt an awful lot about how editors set out magazines and the purpose for this, my audience will be both male and female teenagers, so I will take aspects from each to put into my own Unit 3 magazine, I am a lot more confident at composing a magazine now than I was before I started textual analysis.

To improve this process again comes down to time. With more time I could have looked at more pages and more magazines, this would have allowed me to view more layout and design features, which I could have used in my own work, although I don't feel like my work will be limited I do feel looking a another magazine from a different genre would have helped my diverse my own work to the whole of youth culture. It would have also allowed me to have a better understanding about language, text, font and also composition of photographs in a range of magazines

Strengths and Weaknesses of Textual Analysis

Strengths
- It's primary research, which means you are in control of everything
- It's very cost efficient
- Lots of qualitative information in gained about fonts and colours for example.

Weaknesses
- The information is very subjective and not very objective, which means it's not a balanced opinion it's only my opinion.
- This method is very time consuming to carry out.

Summary
After completing all four types of research methods I definitely think I have been able to gather all the information and knowledge that I needed/wanted to find out. I feel I have met my aim to gather information about young people's views, attitudes and relationships with various social networking sites, as the research methods have allowed me to do so in different ways for example while a focus group was useful for qualitative information and questionnaires are useful to gather quantitative information, so I have gathered a great mix. All the information I collected with be extremely useful for me when I am completing my Unit 3 project because I now know the exact information I am going to include and how to present it. I am definitely feeling the benefits of going through each research method as I have gathered a range of information from real people and

also the internet, I am a lot more confident now about writing my Unit 3 article than I was at the start of the year.

After doing all my research I found that each method was useful in its own way;

The questionnaire was useful for asking a larger amount of people about how they feel about social networking and which sites were their favourite, it helped me to understand how a large number of people felt which will represent youth culture quite nicely however, I would have loved to email out to a further audience so I could have represented the youth more evenly and equally.

I thought that although the focus group was good for gathering quantitative, in depth information on attitudes on social networking sites, I only got three people's views. I would have liked to have more time to sit down and talk to more people about how they feel about it and whether they like it or not , however this still wouldn't have been represented fully as I was only questioning people I new and this doesn't represent youth culture as a whole which I what I am trying to achieve, however I did enjoy some anecdotes which were shared on the date about social networking sites, and I may include these in my article for Unit 3.

I think that for me Internet/secondary research was the most useful of the research methods, this is because, firstly is was very quick and easy to find out global and national information about teenagers attitudes towards social networking and that there is a vast majority of them who are signed up to at least one site, this told me that social networking is the future of communication between us all, and I am very excited to explore this in my Unit 3 article.

And finally textual analysis, this form of research was extremely useful for aiding me into how to set out my magazine and what attracts readers. So during this process I was constantly thinking about how my magazine would looks and as I went through it step by step my ideas were evolving and changing. I helped me think about how I am going to compose and capture some of my photographs I will take and also what kind of language I am going to use.

If I were to do this research project again I would do something's a little differently such as, I would allocate more time on certain things such as textual analysis as I found I could looks into particular detail quite enough to to lack of time, I also which I had set myself a GANTT chart at the start of Unit 2 as I think this would have helped me with my time management, I will consider this for future projects.

Unit 2: Skills for media production

19.09.2013

Baseline Skills Audit (To assess my level of practical skill in print media at the beginning of the course)

Image Manipulation

The Skills & Techniques that I am confident with are:

- Setting up a document
- Dodge and Burn

The Skills & Techniques that I have a basis knowledge of are:

- Using rulers and guidelines
- Removing backgrounds
- Moving and resizing in proportion
- Managing layers – renaming, ordering and duplicating
- Basic text formatting
- Brushes

The Skills & Techniques that I have never used before are:

- Basic image manipulation – brightness and contrast
- Curves
- Levels
- Blending modes
- Layer masks
- Adjustment layers
- Manipulating fill and gradient colours
- Creating composite images and mastering advance effects
- Advance text formatting – leading and tracking
- Layer styles
- 3D text
- Pen tool
- Basic filters
- Combining filters – lightening

Desktop Publishing

The Skills & Techniques that I am confident with are:

The Skills & Techniques that I have a basis knowledge of are:

The Skills & Techniques that I have never used before are:

- Setting up a document – pages margins and gutters
- Rulers and Guidelines
- Using Layers
- Inserting, moving and resizing images
- Creating shapes
- Basic text formatting
- Collecting for output
- Linking text boxes together
- Adding a drop cap

- Understanding colour – pantones
- Automatic page numbering
- Effects –drop shadow
- Text wrap
- Installing fonts
- Using a baseline grid
- Creating style sheets
- Understanding slug and bleed
- Advance text formatting – tracking, leading and hyphenation

Digital Photography

The Skills & Techniques that I am confident with are:

- Manual focus
- Understand composition
- Cropping (in Photoshop)
- Downloading and saving images

The Skills & Techniques that I have a basis knowledge of are:

- Reading a histogram
- Understanding angles
- Changing shutter speed
- Shooting modes
- Understanding file types (.Jpg)
- Using natural and artificial lightening

The Skills & Techniques that I have never used before are:

- Using a tri-pod
- Changing depth and field
- Shooting macro images
- Changing aperture settings
- White Balancing

- Shooting RAW
- Using a studio lightening set
- Creating HDR images
- Using different lenses
- Combination of settings to create effects of light trails

Unit 2: Skills for Media Production

17.09.2013

Skills Log 1

Task: To combine Adobe Photoshop to produce a magazine layout in the style of Font's *Famous Fan*.
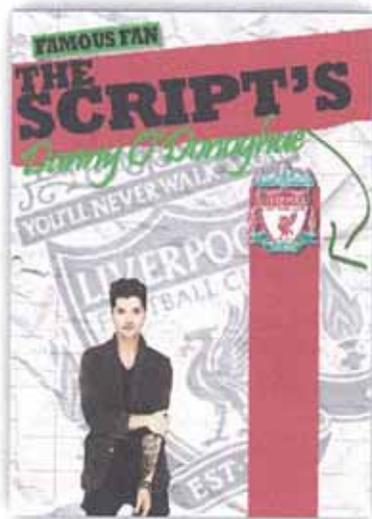
Adobe Photoshop Skills & Techniques Learnt & Developed through this task:

- Setting up a document (A4 document at a resolution of 150 pixels per inch because you want to keep the file size down in order for it to load faster.)
- Inserting images, both background logo and photo of celebrity on to Photoshop from another source. (the internet)
- Using the *move tool* to move objects around the page and the *transform tool* to re-size images, making sure they are kept in proportion by holding down the shift key.
- Layer management (this included renaming, ordering them so that each layer was either on top or below each other so different parts stood out above the rest and duplicating layers).
- Removing unwanted backgrounds on pictures such as my logo and celebrity, I used both the *magic wand tool* and *easer tool* to make this possible.
- Using the image *adjustment tool* (hue and saturation) to remove the colour from the badge so I could set it as the background, I then faded out the image using opacity this was about 40% I did this so you could type over it and it would be visible.
- Used the shape tool to create a rectangle shape to put at the top of the page to make my writing stand out, I chose to make it red by using the *paint tool*.
- I then had to change the angle of the box to make it look more unique and I used the *transform tool* to do this.
- I used the *rubber tool* to add an edgy effect on the rectangle, so it wouldn't be perfectly straight and rockier like The Script are.
- The text tool to set the font for the page, the colour and the size.
- I used effect on the pictures such as stroke to make it have a little border round the image so it will stand out and a drop shadow so it looks like it's coming off the page.

THE SCRIPT'S
Danny O'Donoghue

YOU'LL NEVER WALK ALONE

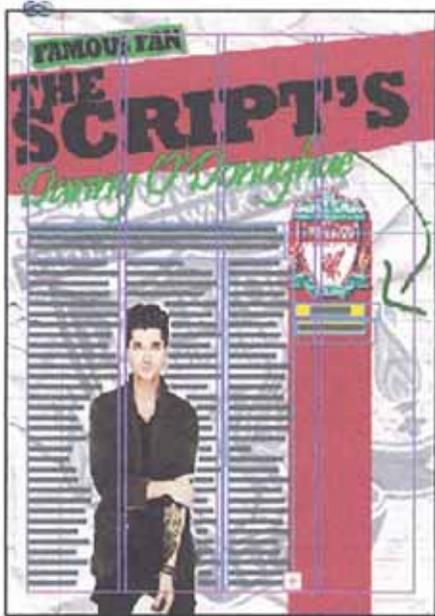LIVERPOOL
FOOTBALL CLUB

EST·1892

Unit 2: Skills for Media Production

24.09.2013

Skills Log 2

Task: To use Adobe InDesign to add text to the Photoshop background to complete a magazine layout in the style of Font's Famous Fan

Adobe InDesign Skills & Techniques Learnt & Developed through this task:

- Setting up a document that is A4 size, which consists of 7 columns, gutters of 4.233mm and margins that are 12.7cm.
- Using File, and then clicking on Place, this inserts my Photoshop document onto the InDesign page.
- Using rulers and guidelines, so everything was in order and the sections where the text is, is all the same size.
- I also used the text tool to convert a shape into a textbox.
- I used *text formatting* to change the font, and sizing of the letters, I also adjusting the leading so that the text was closer together and looked more professional
- I added *place holder text* to the columns, so that I could get the effect of writing and how the words would look in each column, before continuing to write my own paragraphs.
- I threaded the text through the columns by linking the text boxes together so that the text flows on like it does in a magazine.
- I used *text wrap* tool so that I could wrap the text around the image of Danny O'Donoghue by selecting the *pencil tool* and drawing carefully around him making sure to join one end to the other, then I set the weight/thickness of the pencil to 0 (so it was invisible to the eye), then I used *the text wrap palette* to apply my desired effect.

- I used the *swatches palette* to colour an object yellow and the text to red. (named *paper* in the swatches palette)

THE SCRIPT'S
Danny O'Donoghue

EBIS EXERUM APICIL ET ATUMQUE POR MAGNIA QUAM EA-TUR? QUID MAGNATEM ELLA PORA EA QUI DOLUPTA TIORE-HENT AEAEST ES QUI NICOREPREUDANT LABORUM ISGJJKL

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YOU'LL NEVER WALK ALONE

LIVERPOOL FOOTBALL CLUB

EST·1892

DANNY O'DONOGHUE

Unit 2: Skills for Media Production

16.10.2013

Skills Log 3

Task: To create a newspaper mast head using Photoshop in 90 minutes.

Adobe Photoshop Skills & Techniques Learnt & Developed through this task:

- I set up an A4 document at 150 pixels /inch
- Set out rulers and guidelines to measure out specific areas, were each part of the text would go, it was 14cm down to set the whole mast head in, then sections of 6cm, 4cm and 4cm.
- Used the text tool to design the name of my newspaper, this included setting the font, size and colour
- Used the character tool, and changed the leading to move the words closer together and tracking to move the letters closer together
- I used a logo to add something different to the page
- Used the shape tool to create a box, which I then duplicated and moved across so that all three boxes would be the same size for the cover lines.
- I used the paint bucket tool, to change the colour of the boxes, making sure they were rasterised beforehand.
- Used the shape tool to create the box at the bottom.
- Used the marquee tool to make a selection for the coloured box, created a new layer and used the gradient tool to colour the box
- Layer management – I re-ordered the layers, so that some pictures and text can be seen above others.
- I removed the background of Lilo and Stitch image using the magic wand, I had to change the tolerance of the magic wand, smaller the tolerance equals bigger range
- Remove the background of the David Beckham image using the easer tool, I had to zoom into the image and change the size of the brush so that, I could erase all the necessary bit and so I didn't delete his face

THE HENNESSY

I'm A Celebrit Get Me Out Of Here

The Celebrities revealed who will be King/Queen?

News, Page

Welcome new Beckham

Burberry model
Romeo Beckham at Fashion Week 2013

News, Page 3

Inside Disney

Hollywood's $5bn dream factory

EXCLUSIV
IN LIFE

28.10.2013

Skills Log 4

Task: To create a newspaper front page using InDesign.

InDesign Skills & Techniques Learnt & Developed through this task:

- Setting up an A4 document with five columns, a gutter of 3mm and margins set to 10mm.
- Inserting my Photoshop masthead, using File > Place, which put my work onto the InDesign page.
- Using Rulers and Guidelines so everything lines up and is in proportion so it doesn't look unprofessional.
- Using the text tool to convert content holders to text boxes and setting font, size and leading.
- Using the line tool to make lines around the text, to separate the different stories.
- I created two columns for the article and threaded the text through the columns so that, it looked professional, and I threaded them through so when I adjust the size of the columns it carried on and didn't stop mid-sentence.
- I created a graphic shape by using the rectangle tool to create the shape> the pen tool to add a selection point and the white selection tool to position the edges how I wanted.
- Using the colour palette to colour the shape/box, I set no stroke, and the fill colour to a CMYK value.
- I used object fitting > fill frame proportionally so the large image on it wouldn't stretch and would fill the frame perfectly, no white unneeded gaps.

THE HENNESSY

Welcome new Beckham
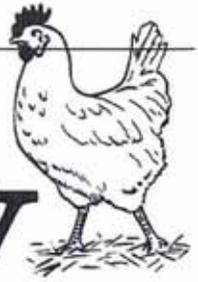
Burberry model Romeo Beckham at Fashion Week 2013

News, Page 3

I'm A Celebrity Get Me Out Of Here

The Celebrities revealed who will be King/Queen?

News, Page 9

Inside Disney

Hollywood's $5bn dream factory

EXCLUSIVE IN LIFE

We Will ban the bomb, says UN

➤ Tories to scale down Trident as five world powers move to endorse Obama's nuclear-free vision

By Amy Hennessy and Maddie Day IN NEW YORK

The leaders of the world's greatest powers, including the Prime Minister David Cameron, are set tomorrow to endorse President Barack Obama's ambitious goal of ridding the world of nuclear weapons. According to the final draft of a resolution to be put to a rare summit of the five permanent members of the UN Security Council, the leaders will resolve "to seek a safer world for all and to create the conditions for a world without nuclear weapons".

In an overt show of support, Mr Cameron will unveil plans to cut the number of Trident nuclearepared to consider" the level to be deepening. The name of newspaper, is be hailed.

THE BIG PICTURE A captivated visitor examines her reflected image in one of several mirror-polished stainless-steel sculptures by Anish Kapoor, during an artist preview pof the artist's major solo exhibition. JOHNNY GREEN/PA

20.11.13

Skills Log 5

Task: To create a magazine layout in Adobe Photoshop in the style of Match Magazine

Adobe Photoshop Skills & Techniques Learnt & Developed through this task:

- In order to set up a magazine double page spread in Photoshop, I had to create an A3 document, which was 42 cm wide, by 29.7 tall, I chose a resolution of 150 px/inch because it's a compromise between quality and file size.
- I then placed a guideline at 21 cm to divide the page into two equal halves, so that I knew where the middle was to place my images and text.
- Getting my background image was the next thing I did. I had to make sure that the resolution was high, so the image wouldn't blur when I resized it to A3. I chose a similar picture to the action shot in the magazine I was referring to, so in the end I chose a photo of Gerrard after he had scored a goal, the resolution was 1500x2000, which worked well.
- Next of all, I worked on the heading. Firstly I wrote the text I wanted at the top of my page, then resized it to 160 pt, I changed the leading and tracking so the letters would fit on my page and looked professional and not like a child had done it, this was -25 and 70pt. Then came the tricky part, I added a stroke effect to the letters, which was 10px. To make it resemble the work I was taking ideas from I added a gradient to each individual letter, this was hard as I had to rasterize the text so it would become an object so I could click on each letter singularly. I did this so the text would stand out above the dull background, and this is turn draws the audiences eye into the page.
- Adding the England badge in was my next task. I found the image online then I copied and pasted it on to my Photoshop document. The image had to have a reasonably high resolution of 700x700 so it didn't blur when I stretched it, as this would have looked bad and amateurish. After having resized my image I then took the magic wand and selected the white background to delete, I did this because If I had kept the background it would have covered my letters, which wouldn't have looked right, after having done this I added a stroke of 15pt so it would have a white outline and it would outshine the text when I rotated it a little so add a quirky feel, as my magazine is supposed to be fun and not business like.
- Then I added text 'Steven Gerrard...' onto a yellow box I created using the shape tool. To re-colour the box I right clicked on the layer and chose a specific colour which would stand out but also fit into my theme.
- After this I created a sub heading to introduce the story I would be telling underneath. To do this I used the same method as I described above but to make some specific words stand out I used caps lock and changed the colour to fit the theme of Euro 2012.
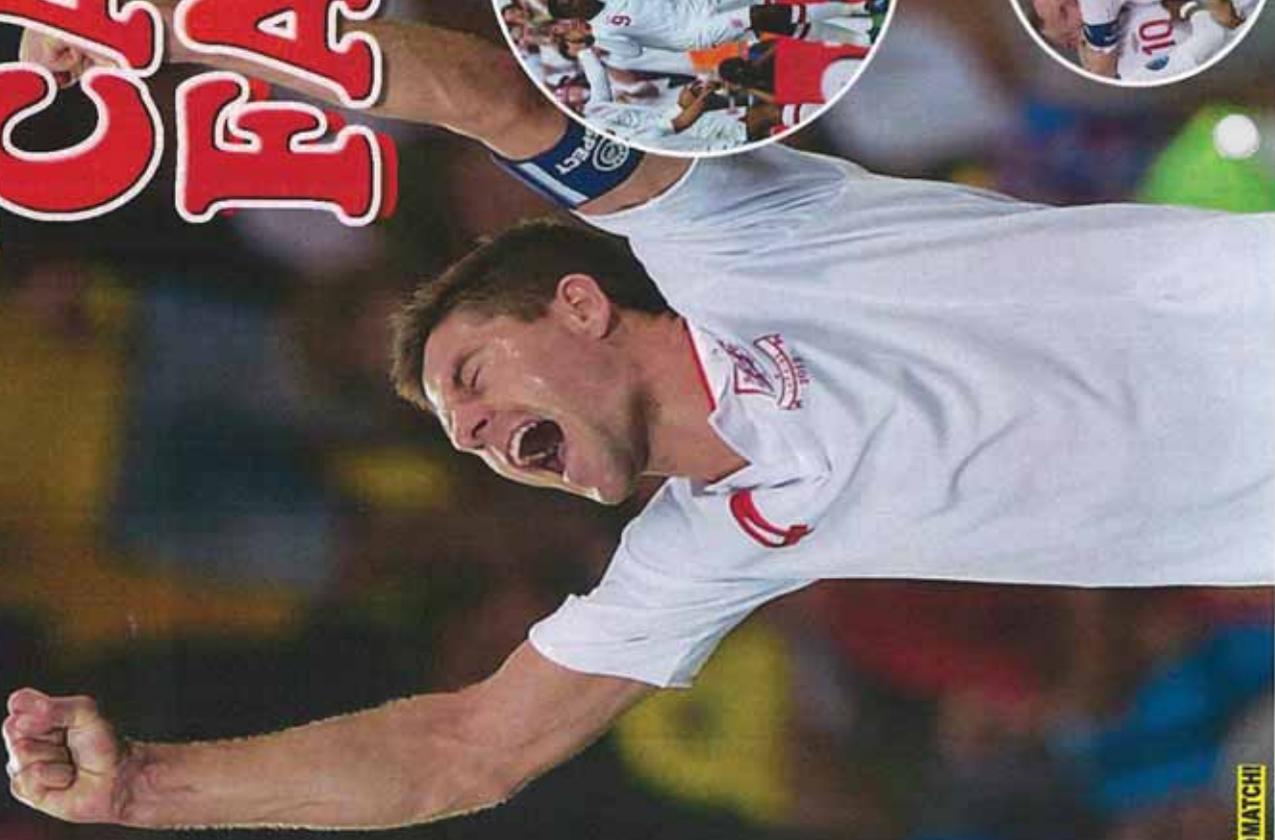
- My next major addition to the page was the circular pictures; I found this very difficult to do but after my second attempt I got into the swing of things and the production went smoothly. I copy and pasted an image from Google to start with then used the elliptical marquee tool to create a circle around the chosen area I wanted as my picture, to do this I had to hold down the shift key to make sure I had drawn a perfect circle. Then after this I created a 7px stroke around the whole image so it would stand out over the multi coloured background, this gives a professional edge to it I think and makes it appealing to look at. I did this five times and each time created different size circles so my page would look random and not all straight in regimented order, and to me this represents the game a lot better as it looks like mini footballs on the pitch being kicked left right and centre.

- To go along with my pictures I wanted text boxes to explain what was happening in different aspects of Euro 2012. So to do this I firstly added a white box and angled it according to each picture size and orientation, and then I added a drop shadow so it wasn't plan and would be more prominent on the page.

- Next came the trickier part, the yellow boxes and writing. I created the boxes to start with and wrote in them making sure the text was bold and black as its important information so as a result it needs to stand out; I used Arial Black to give this effect. Then with the rectangular marquee tool a cut out a bit of the shape that wasn't being used by text, making sure I had selected the layer first, I did this because I felt it looked to blocked up with perfect shapes and by doing this it would take the order off it, and be more light-hearted. I later went on to add effects on to these boxes, firstly I added a black stroke and a slight drop shadow to match up with the white box below so it was all within the same theme. Each box is at a slight different angle and they also vary on size but the same process applies. One thing that I didn't do to start with was write in the box before rotating it, I found nothing matched up and it looked messy, so I corrected this for the others.

- Lastly I created the page numbers, I did this by creating a yellow circle and rectangle and organising them so they touched, within this I formed a black smaller circle to put inside the larger one so that you would be able to see the writing. I then filled the process onto the other side of the page by duplicating the layers.

- As you can see I stuck to a strict colour theme, which tied everything in well and creates the professional feel I had in mind.

ENGLAND

Steven Gerrard...

CAPTAIN FANTASTIC!

The **ENGLAND** skipper gives **MATCH** his Euro 2012 update!

Hodgson can turn us into winners!

STEVIE SAYS: "Roy Hodgson is a very good manager. I've worked with him day-in day out at Liverpool and he is a winner. He also makes his sides very difficult to beat, and I'm really confident he can have a successful time as England manager"

Andy Carroll can rock Euro 2012!

STEVIE SAYS: "He finished last season in fantastic form. He was unplayable for Liverpool and that was great to see. If can continue that, he will be a big bonus for this squad and defences will find it difficult playing against him."

Anyone can win Euro 2012!

STEVIE SAYS: "Germany and Spain are favourites, but you don't need to be the best side to win. France could win"

Our group is really tough!

STEVIE SAYS: "The whole group is difficult - France, Sweden and Ukraine are all good teams. We are in a very difficult group and for England to progress we know we will have to be our best in every match."

Injuries won't ruin England's chances!

STEVIE SAYS: "Barry and Lampard will not hinder our chances of winning!"

Unit 2: Skills for Media Production

17.03.2014

Skills Log 6: Photography Principles and Techniques

Task: To experiment with photography techniques in order to take a series of photographs for use in the *Unit 3 Media Production Brief*.

Rule of Thirds
The **Rules of Thirds** is a compositional technique that is widely used by photographers. The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (both horizontally and vertically) so that you have 9 parts. As you can see here on the right.

With this grid in mind the 'rule of thirds' now identifies four important parts of the image that you should consider placing points of interest in as you frame your image. The theory is that if you place points of interest in the intersections or along the lines that your photo becomes more balanced and will enable a viewer of the image to interact with it more naturally. For example, in my image the lighthouse is in contact with the top right hot spot and the bottom of it is in contact with bottom right hot spot, so we have created an image which is visually interesting and the viewer is more engaged with the photograph.

Here is a picture I have taken using the **Rule of Thirds**, I deliberately placed my dog in the top right hand corner of the composition, where the lines intersect. Including more background image it has created a more complex image that makes the viewer more engaged.

Depth of Field
A camera can only focus its lens on a single point, but there will be an area that stretches in front of and behind this focus point that still appears sharp. This zone is known as the depth of field. It's not a fixed distance, it changes in size and can be described as either 'shallow' (where only a narrow zone appears sharp) or deep (where more of the picture appears sharp). For example, the online photograph I found shows a fairly shallow depth of field because the man in the foreground is in sharp focus, whereas the street and the street lights in the background are blurred, the effect of this is to draw the viewer's attention to the man, this has the effect of posing questions in the viewer's mind; Who is he? Where is he? What is he doing there? The blurred background also adds mystery.
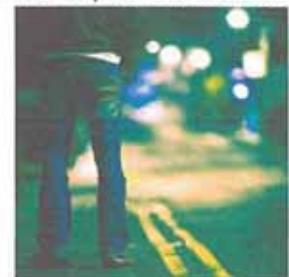
Cropping
The removal of certain portions of a photograph is called **Cropping** and has been around since the beginning of photography. In the digital photography age it is easier than ever to use this technique to bring about stellar results from your photographs. Cropping can improve composition by removing the part of the image so that **Rule of Thirds** is prevalent. Cropping also gives the image a focal point, as a good image should draw a viewer in instantly. Extreme cropping can also reveal fascinating detail; other aspects which cropping can do

are; change orientation and gets it ready for printing. In the example on the right the image is being cropped to show **Rule of Thirds,** which makes for a more interesting image. This little girl above is a good example of cropping, because it is cropped to show the innocence of here face so the viewer can focus on that instead of actions in the background.

This is a picture which I have taken, is another example of what cropping can do, and the effect it gives. This shows that cropping can get rid of all the unnecessary parts of a photograph to reveal a more interesting focal point.

Camera Angles

There are many angles you can take a shot at, such as; Birds-eye View, **High Angle**, **Eye Level**, **Low Angle**, and Oblique/Canted Angle. So firstly, a **high angle** view is not as extreme as a bird's eye view. The camera is elevated above the shot wanting to be taken. High angles make the object photographed seem smaller, and less significant. The object or character often gets swallowed up by their setting - they become part of a wider picture. Secondly we have, **eye level**; this is a fairly natural shot; the camera is positioned as though it is a human actually observing a scene, and last camera angle I will be explaining is a **low angle** shot; for a low angle shot the camera is positioned below eye level, with the camera shooting up at the subject. Shooting up from a low angle makes the subject appear larger and suggests a feeling of power and dominance. This is used largely by architects to make buildings look more interesting but also imposing.

For example, the little boy below looks vulnerable because the high angle short has reduced his size because of the perspective.

An example of low angle photography are these flowers on the right, which would normally look delicate on a normal angle shot however they are made to look over powering here.

Lead-In Lines

These **Lead-In Lines** are used within an image so to lead the eye to another point in image, or occasionally, out of the image. Anything that has a definite line can be a lead-in line. Generally, these can be bridges, fences, paths; even a bench shoreline can be used to lead the eye into the image. Sometimes effect can be used alongside the **Rule of Thirds** to create a very captivating photograph. For example, in the image on the right the

jetty leads the eye of the viewer from the foreground along the jetty to the very heart of the photograph, which is also called the vanishing point where the jetty meets the horizon line.

Framing

Framing is the technique of drawing attention to the subject of your image by blocking other parts of the image with something in the scene. There are many benefits of framing are, firstly giving the photograph context, for example framing a scene with an archway can tell you something about the place you are by the architecture of the archway or including some foliage in the foreground of a shot can convey a sense of being out in nature like the example shown below. Framing also gives the image a sense of depth and layers, and finally framing shots intrigues the viewer. For example, in these images I found framing is used very effectively, in the first picture there is a very solid frame, whereas in the next one there is a sense of love and mystery due to lightning and a soft frame.

In my example below I have used a soft frame made from trees, which nicely frames the beautiful landscape, there is also a sense of lead-in-lines being used here, both create a sense of context and depth.

Lighting

Photographers are always finding ways in which they can exploit natural lighting and artificial lighting. **Natual lighting** is that from the sun, stars and even the moon, in fact anything which isnt man-made and creates light is known as natural lighting, the effect can be a more softer looking image. Different types of natural light can also produce a mixed variety of subject appearances — even though these all have the same light source. Three factors influence how natural light renders a subject: time of day, camera direction and weather. For example, in the image on the right the sun is shining through the trees creating a soft and innocent photograph, almost fairy-tale.

Artificial lighting is any lighting which is not natural/ does not come from sunlight. This type of lighting is man-made. This includes, fluorescent, halogen, lamps and light fixtures. With artificial lighting you are able to turn it on and off as desired. Artificial lighting is used widely in photo shoots, and is seen a lot in magazines.

For example, the image on the right has used artificial lighting on the man, this gives the essence of mystery on him, as there are a lot of shadows being formed.

Unit 2: Skills for Media Production

19.03.2014

Skills Log 7: To create a magazine double page spread using Adobe InDesign

Task: In my Unit 3 practical production I have to create a magazine front page and a double page spread, so for this exercise I will take all of the common elements of a magazine page and my own layout.

Skills Learnt / Developed

- Firstly, I had to set up a document; this involved changing the settings to make a double page spread at an A4 size, which consists of 3 columns with a 5mm gutter between each and a margin around the page of 15mm.
- I then used rulers and guidelines to separate out the different sections of the page, and this would also show me where I would be placing the text and images when I come to it, this allowed me to get the proportions of the page right.
- I used context boxes to import images into InDesign. I drew the context box to the right size and used file > place to insert my chosen images. To resize the image I used object > fitting and used fit content proportionally, which meant the image would fit the box and would not stretch it to make it look unprofessional.

- To convert a context box into a text box I clicked the 'T' symbol in the tool bar and clicked into the context box. I then formatted the text using: font, font size, leading, tracking and colour.
- I found it looked slightly off balanced so I discovered I could centre the text vertically, by using object > text frame options and centre, this allowed the words to look less squashed and centre it out professionally.
- I was then ready to put the body of text into the text boxes, I then found that I could thread the text through the columns. So to do this I copied the text into the first box and clicked on the red plus (signalling outset text) and then clicked in the empty text box next to it to link them together, using this same technique, I threaded the text through my five text boxes across the double page spread.
- I then wanted to use an element of photography to make the page more interesting, so I inserted an image from Google which covered two of my columns, which I would later put text upon it. To do this I saved the picture onto my desktop and used file > place again in a context box, then used object > fit frame proportionally.

- I discovered that the text could not be seen straight upon the image, so I added a coloured box by creating the box and using the colour picker tool, I removed the stroke (border) from the box.

- After this I wanted to change the transparency of the box so that the photography image was still evident behind it, I changed it to 70%.
- To bring objects to the front or back I used object > arrange.
- Because I didn't have enough text to fill the boxes I changed the sizing of the one box on the second page.
- I added in the running head into another context box along with page numbers, I put the numbers into a larger font as they were more important.
- Lastly, I balanced up the page with another photograph of a camera and used file > place and resized it proportionally again.
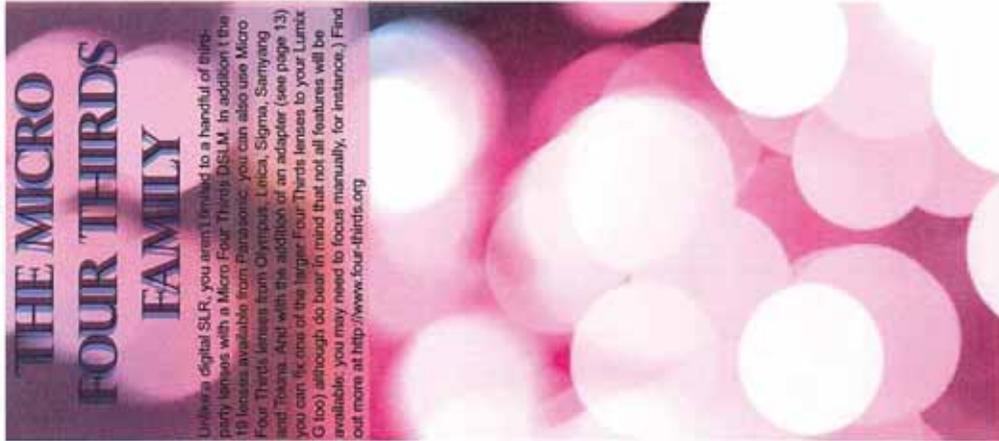
THE MICRO FOUR THIRDS FAMILY

Micro Four Thirds builds on the Four Thirds philosophy, using the same size of sensor, but it removes the pentaprism and optical mirror inside the camera, permitting light to travel directly to the sensor in an unbroken path when composing images. The sensor detects the light and focusing distance in real time and displays a preview of the subject on a Live View monitor and Electronic Viewfinder.

Crosshead: Less is More

Removing these components significantly reduces the size of the camera, as the graphic below shows, because it shortens the distance between the lens and the imaging plane, giving Lumix G cameras the characteristics of both a small and light digital compact and a more powerful digital SLR.

Size isn't the only area where Micro Four Thirds has an edge over digital SLRs. Lumix G cameras are also speedier to use thanks to the way the autofocus works. While digital SLRs have a separate AF sensor, which must increase in size every time more AF points are added, it's the image sensor itself that controls the autofocus in a Lumix G camera. This means an AF point can be quite literally set anywhere in the scene by simply tapping on the touchscreen. It's also faster in Live View, making it a win-win situation for Lumix G owners who want to capture fast-moving wildlife or action scenes.

Unless a digital SLR, you aren't limited to a handful of third-party lenses with a Micro Four Thirds DSLM. In addition t the 19 lenses available from Panasonic, you can also use Micro Four Thirds lenses from Olympus, Leica, Sigma, Samyang and Tokina. And with the addition of an adapter (see page 13) you can fix one of the larger Four Thirds lenses to your Lumix G too) although do bear in mind that not all features will be available; you may need to focus manually, for instance.) Find out more at http://www.four-thirds.org

THE MICRO FOUR THIRDS ADVANTAGE

DISCOVER THE INCREDIBLE IMAGING TECHNOLOGY AT THE HEART OF THE LUMIX G RANGE AND WHY IT HAS THE EDGE OVER RIVAL DIGITAL SLRS

At the core of the Lumix G range is an exciting imaging technology called Micro Four Thirds, which brings a range of benefits to photographers, including smaller and lighter equipment and increased depth of field. But before we examine the features and benefits of Micro Four Thirds in more detail, let's take a look at the origins of the technology.

Micro Four Thirds is actually based on a digital SLR technology called Four Thirds. Four Thirds was developed to create a common standard so lenses from different manufacturers could be used on the same camera.

And as a technology developed solely for the digital age, Four Thirds has been designed from the ground up to integrate seamlessly with today's cutting-edge digital imaging technologies.

One of the most notable advantages of this is that Four Thirds lenses integrate with the sensor technology in cameras much more effectively, making smaller sensor sizes and therefore smaller camera sizes, possible. Micro Four Thirds is the natural progression from Four Thirds. Permitting even smaller cameras and lens sizes (the lens diameters are 6mm smaller than their Four Thirds equivalents), thanks to some further engineering advancements under the hood, as we will now see.

"Lumix G cameras have speedier and more responsive autofocus systems than rival digital SLR cameras."

Unit 2: Skills for Media Production

29.04.2014
'Your Times Your Life' Magazine

Skills Log 8: Unit 3 Practical Production Brief

Task: To create a front cover and double page spread for the 'Your Times Your Life' magazine

- Firstly, I set up a new page in Photoshop A4 size (21cm x 29.7cm) and 150-pixel/inch resolution.
- Then I used rulers and guidelines to make sure my text and pictures would be in proportion with each other so the outcome was professional.


- I added a personal touch to the magazine as I have seen magazines like this that have the BBC logo on, so I decided to put my name. I did this by using the rulers to measure a 1cm gap and 0.3 cm gap between them. I then added three white boxes behind this layer to the letters would then stand out. I made the boxes by using the marquee tool then the colour picker to make them white.
- To cut the letters out of the white boxes I firstly rastorized the type to turn it into an image, this allowed me to edit and select it using the magic wand, it allowed me to put this selection onto a new layer which was the box. I used this selection to cut out the letter out of the box.
- I then added a gradient using the gradient tool and selected a pink into a purple colour to start a colour scheme, then used a 45 degree angle to place it at, I did this to make this part of the magazine a little more interesting to show some more skills, I think I pulled it off well and resembles a BBC logo in some ways.
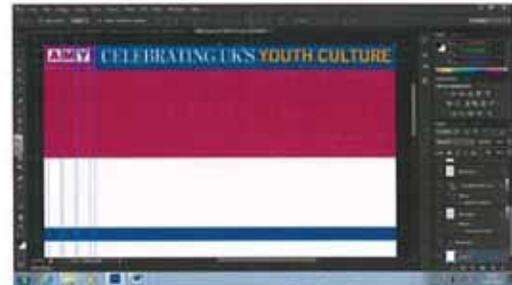
- I stuck to the brief by adding a cover line banner which says 'Celebrating UK's Youth Culture', at first I put it in bold Arial text all in white, however I found this didn't work as it was just too plain, so therefore I changed the type to Century Schoolbook and Arial Bold as I felt this emphasised the Youth Culture in which I am focusing on, I then put a bevel and emboss effect on the text to give it a bit of depth.
- I then added coloured boxes by using the rectangle tool. I selected the colour by double clicking the foreground colour option at the bottom of the tool palette, I selected the colours by using the RGB colour values, which best represent the colours as they appear on the screen, I feel these colours appeal to my target audience, because as well as being 'young' they stereotypically represent both males and females aged 12-18.
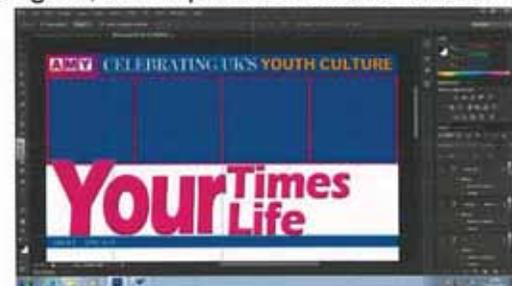
- I've built up a colour scheme, using the colour picker and colour selection tool, as I feel a prominent colour scheme builds up a more professional look, so by using this I was able to pick the exact colours I had used before.
- The name of my magazine had already been chosen for me 'Your Times Your Life', so I just had to decide how to place it upon the page and the decision of it. As it is a long title I felt that I needed to shorten it, but still keep the whole concept. I did this by using 'Your' as the dominant word as it features twice in the title, I then made 'Times' and 'Life' smaller words to go on top on one another. I changed the leading and tracking so the words would fit onto

the page. I chose to use the colour picker tool so my writing would fit into the colour scheme of pink and blue so I don't illuminate a male or female audience.

- However, after showing this to a member of the audience ii am aiming it at, they struggled to figure out the actual title of my magazine was. Therefore I chose to change the composition of my title, I came up with 'Your Times' in a larger font as I feel this impacts the reader more and then 'Your Life' in a smaller font, this improved the readability.

- Next step was to add in a date line, all magazines in which I have studied have one of these, I stated the issue number, month and a subheading. To really capture what I am focusing on which I all things to do with 'Youth Culture' I decided to add a bevel and emboss effect onto my text as I love the 3d impression it gives. I also put 'From the Youth of Lincolnshire' in Arial bold font as it is a main focus.

- I then added a background colour so I could visualise the page better in my head, I did this using the paint bucket tool and giving it a pastel colour so I could visualise what the outcome.
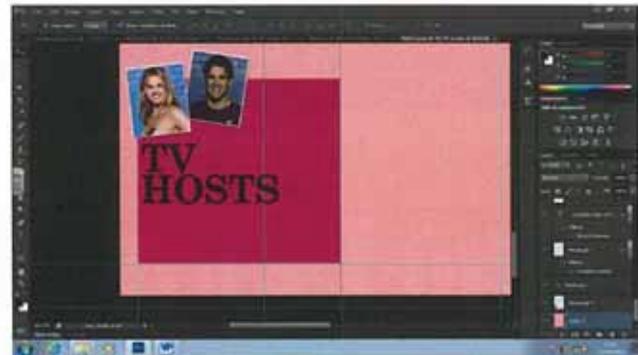
- I then started on a technical part on the right hand corner of my page, I made a box using the rectangle tool and filled it in with the pink colour I had been using throughout to add to the theme. I then found two images from Google which were relevant to me, I chose Blue Peter presenters as they are young and current so I don't alienate a particular audience. I rotated the pictures so an edgy style was relevant and then used the effects tool on the bottom right of Photoshop to put a stroke onto my picture so It wouldn't be lost when I eventually added my background picture.

- Finding the background picture was a massive struggle as, what I found was that a cluttered image didn't show the text through, so I eventually found a picture which fit my theme and allow allowed the text to show through. I used the marquee tool to crop the image to size and left a pink border so there was a clear distinction between this and the background picture, I also made sure the picture included only simple colours for this reason as well.
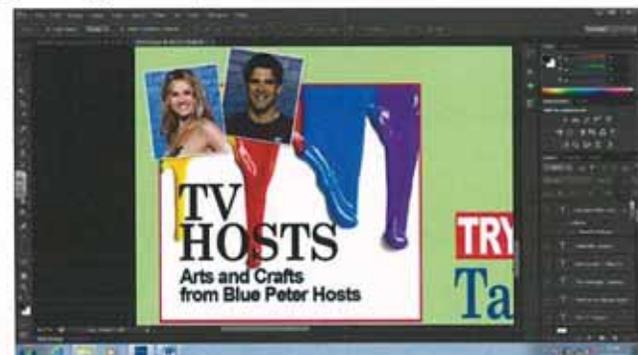
- I started adding in my pictures, this involved resizing then to fit into my blue boxes as these were size guides. This sometimes involved using the marquee tool to select the part of the image in which didn't fit then press delete; this would allow the image to fit exactly.

- I then started to plan out where my text would go this allowed me to design an image which would fit in with my cover lines and wouldn't be a distraction, so that the headlines could still be seen.

- After ponding upon what my headlines could be, I came up with #BeatBullying, as recently it has been mentioned a lot in the media, and I wanted to shine a light upon all the good things that can come out of a dramatic ordeal. This is large font with little
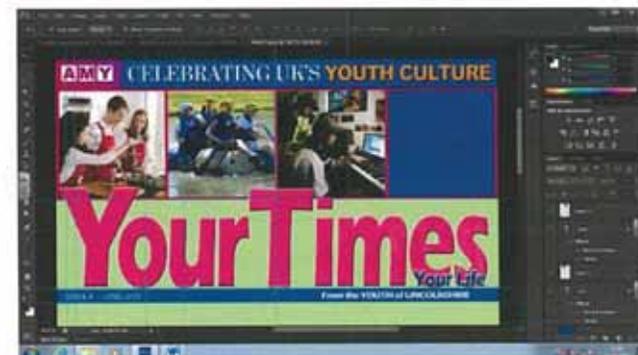
leading because this is what it is represented on Twitter and I am using this style to appeal to my audience. I did this by using 'Character Styles' and changing leading to -50.

- After the main story the text gets smaller to show it's of littler importance.
- Although it seems obvious to organise my text around my main picture due to time restrictions I did this the other way round, as I had a clear image in my mind of what I wanted.
- I had to decide upon two pictures which I had taken to use. I didn't use the one on the right hand side because there was too much colour involved and you can't see the writing for the detail, this is why I chose the simpler image with a cream background so all the text is visible this is a drawback I faced with taking the picture last.
- I opened up my chosen picture in a new tab on Photoshop so I could crop the image, as when you upload it straight on to the magazine document it is harder to crop without cropping the whole document. I then used the brightness and contrast tool, so improve the quality of the picture. I then used the burn tool to make the iPads image a little darker as I felt it was over powering.
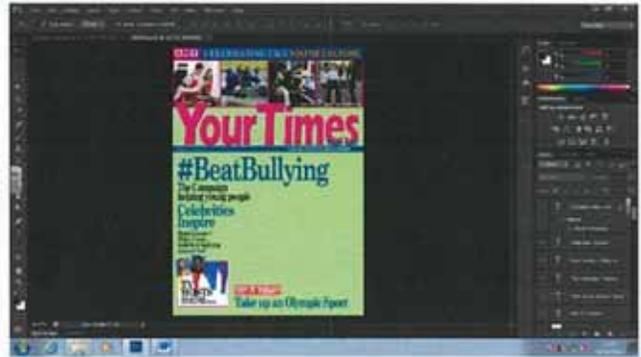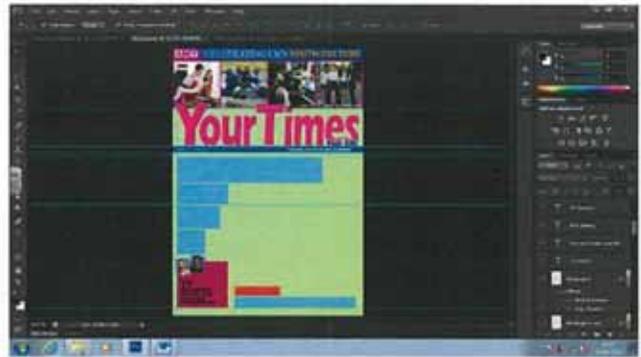
AMY

CELEBRATING UK'S YOUTH CULTURE
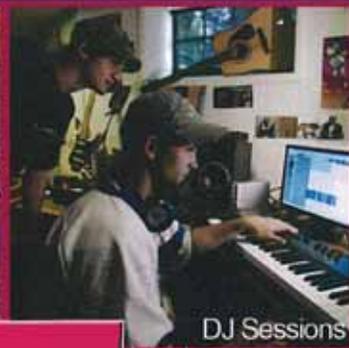
NCS Rafting

DJ Sessions

Little Mix Beat Bullying

YourTimes
Your Life

ISSUE 1   APRIL 2014

From the YOUTH of LINCOLNSHIRE

#BeatBullying

The Campaign
helping young people

Celebrities
Inspire

Demi Lovato +
Miley Cyrus
both beat bullying
you can too!

TV
HOSTS
**Arts and Crafts
from Blue Peter Hosts**

TRY IT TODAY!

## Take up an Olympic Sport

Unit 2: Skills for Media Production

29.04.2014
'Your Times Your Life' Magazine

Skills Log 9: Unit 3 Practical Production Brief

Task: To create a front cover and double page spread for the 'Your Times Your Life' magazine

- Firstly, I created a new A3 document in Photoshop to create my double page spread. I used the measurements 42cm x 29.7cm. I then used the rulers so than my page was divided into two, and I knew where the crease would be in the actual magazine.
- The next step, was to create my headline, I decided to make this 1/5th size of the page as it is important and sums up what the whole of the page is about. The tracking and leading was an important part of this as 'Networking' is a long word so in order to make it fit on the page I set the tracking to -50, this also left space for a picture. I added a bevel and emboss effect to my headline to make it stand out and to create a subtle impact.
- I then chose a picture from Google which represented what I would be talking about, I copied and pasted it on to the document and resized it to fit in with the height of the letters, I had to make such I had selected the auto-select tool to do this. I chose this picture in particular as it includes people and what they talk about 'Social Networking'.
- Next step was to once again use the rulers and guidelines to mark out the sections of the page and where I would put text and also what methods I would use to put barriers in between sections of writing. I decided to put blue boxes with rounded edges in different parts of the page in order to separate the text so the read doesn't feel over whelmed as there isn't one long boring paragraph.
- I created the blue boxes by firstly clicking on the rectangle tool and then changed to feathering to around 80px, I felt having rounded edges instead of sharp ones would give an easy feel to the page and more easy going. I then used the colour picker tool to pick the colour from the headline so I could build a colour scheme from there and give the page fluidity.
- I then built it up from there by adding in a range of blue boxes to build up a page identity, I added in a lighter blue so there wasn't just two boring colours and I could build upon a professional looking page.
- Next step was to add in relevant pictures, after writing my article around bullying and reading into Jesy Nelsons problems I found it only fitting that they would be the idols of my page. The celebrity endorsement is relatable to readers and Little Mix have achieved the dreams of all young girls. I found these pictures on Google and made sure that they weren't copyrighted so that I could use them. The pictures are of average size and to me, when the pictures are too big on a magazine it put me off as I just see it as wasted space, this is why mine are around 14 cm tall around half the height of the page.
- I then needed to take my own photography to give my page originality and also relatable to my target audience. This is why I took photos of my friends in the target age group, as then
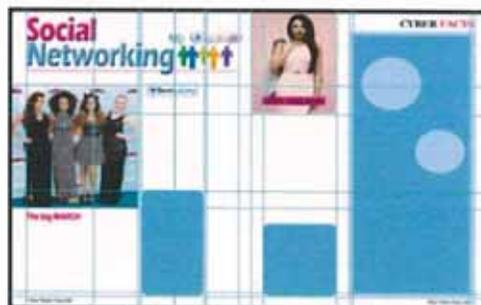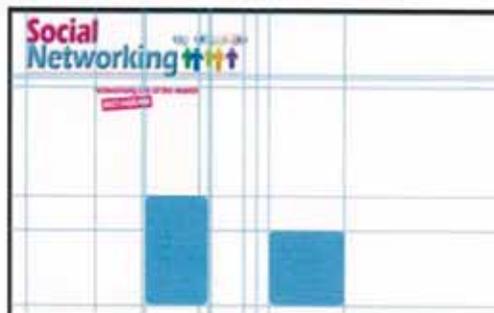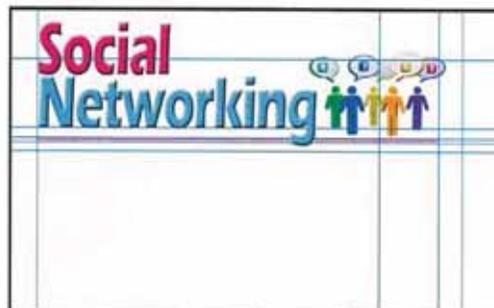
people can relate to their stories and hopefully be inspired by them. They are both casual shots as I didn't want anything fake.

- I then opened these two photographs onto separate Photoshop documents in order to manipulate them. Firstly, I wanted to remove the white background around them, as you see this with a lot of celebrity shots so I wanted to mimic this slightly. I used the magic wand tool to do this, however this sometimes selected a little more than wanted, so I swapped to the quick selection tool, which in my opinion was better to use. After removing the background I decided to use manipulate the photographs even more and instinctively they were a little too dark so I increased the brightness and contrast, this took a little colour out the photographs to I used the effects tool at the bottom right of the page to increase the saturation to around 30+. This gave colour back to the skin tone and made them look more realistic.

- I then placed these back onto my original document by dragging it from one window to this one.
- I then started adding more detail, such as inspirational celebrities, I which have written tweeted that have encouraged young people to smile. I divided this section of the page by using full stops in a vertical line and decreased the tracking so that they were closer together, I wanted this part separate so that the reader wouldn't get confused while reading it.

- This lead me to the completion of my work on Photoshop after copying and pasting in some more relevant pictures to do with the #BeatBullying campaign I am advertising. One of these pictures is the 'BeatBullying' logo as I feel people can recognise this as it is a respected company/campaign.
- Once I had finished my design, I saved it as a .psd file, as InDesign accepts native Photoshop files.
- In InDesign I set up a three-page document, A4 in size and with a margin of 1cm, I chose not to select a specific number of columns because of the unorthodox grid layout of my double page spread.
- I selected three pages so that I could insert the front cover onto page one and the double page spread on to pages two and three. It was important to put the content box on the double page spread the whole size of the page because; I had carefully set up the Photoshop background to be exactly A3 in size (42cm x 29.7cm)
- I then clicked File > Place and selected the Photoshop file to insert it on the page. There was no need to use object fitting because I knew that it was A3 in size and it would fit.
- After writing my article onto Microsoft Word and having it proof read many times I was ready to copy and paste the article/s onto my InDesign document.
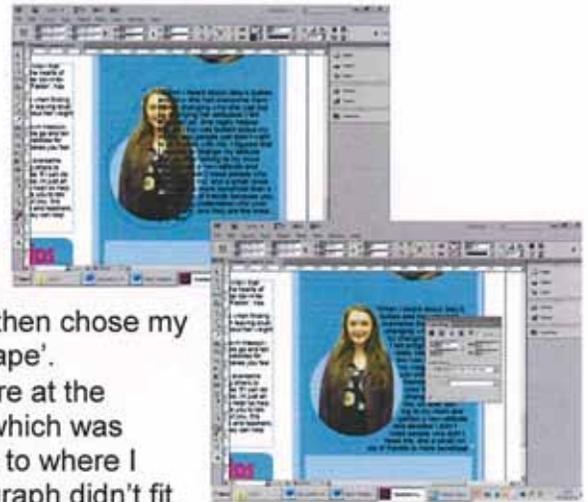- I drew a content box where I wanted my article to go in the bottom left hand corner, and then clicked to 'T' tool to turn it into a text box. To show this text box had overflowed with writing a red plus comes up on the right hand side. To link these boxes together so that the text would flow from one to another by using the auto flow option.

- I set the tracking and font to size 12 so there was little gaps in between writing as this can make it look unprofessional. After doing this I decided a pull quote was needed.
- To make a pull quote it involved me changing the

size of the text and changing the colour to make it obvious. I changed the colour of the text to RGB to allow me to have a wider range of colours I could select.

- On 'The Big March' text box I added a 1px stroke to the writing so it is clear to the reader this is a factual point and separate from the article.
- It then came to inserting the personal text by the people I had taken pictures off. So again I used a content box and adjusted it the right size and then clicked the 'T' text tool, to copy and paste my article into it. I used the same tracking, leading and font size as previous.
- To text wrap the text around the image I used the
- pencil tool to draw around my images I then clicked, Window > Text Wrap to display the panel, I then chose my desired text wrap which was 'wrap around object shape'.
- After adding in all the text I had space left for a picture at the bottom right of the page. So firstly I found a picture which was very fitting and then drew a content box on InDesign to where I wanted to place it then went File > Place, the photograph didn't fit straight away so, I went Object > Fit Proportionally.
- This lead to the completion of my double page spread.

JESY NELSON
I beat my bullies

It would be surprising to know that Jesy Nelson, who won the hearts of thousands of fans with her down-to-earth attitude on 'The X Factor', has been bullied too!

She broke down in tears when finding out that people had been leaving cruel and hurtful messages about her weight on Twitter.

"When you've got your own insecurities and then when people go and tell you and write them on websites for everyone to see it just makes you feel really rubbish."

But fortunately, Jesy has overcome the bullies and is helping others to beat bullying too, because 'If I can do it then I believe you can too, im just an ordinary person trying to help! so help me help you'. Jesy wants you to talk to people who care about you, this includes parents, friends and teachers, even if you don't think they can help, believe Jesy they can!

"After seeing Jesy's breakdown live on TV and hearing her story, I didn't feel so alone anymore. Seeing all the nasty tweets about her was really unnecessary. So I tweeted her a really positive tweet and lucky she tweeted me back saying 'thank you Maisie it's people like you that make me want to do my job and makes it all worthwhile' I was so pleased and it encouraged me to sort my own problems out. I confronted my bully which I wouldn't always advise, but it worked for me."

"When I heard about Jesy's bullies and how she had overcome them by not changing who she was but by changing her attitude, I felt enlightened. She really helped me, as I too was bullied about my weight and people just didn't want to be friends with me. I figured that I needed to change my attitude too, so after talking to my mum and gained a new attitude and decided I didn't need people who didn't need me, and a small circle of friends is more beneficial than a large group of friends because you can quickly understand who your friends are"

Top Tips
THE THREE P's

- Privacy - keep your accounts padlocked so only your friends can see your info.
- Pictures - Only upload suitable pictures.
- Passwords - Remember your password! But don't make it too simple.

Social Networking

#DeleteCyberbullying
Beatbullying

Little Mix, who rose to fame on the popular Saturday night talent show 'X Factor' have joined the campaign to #DeleteCyberbullying. It is a cause close to their hearts as their very own Jesy Nelson has been through it all before, in a recent interview she stated 'When we see on Twitter that some of our fans are going through it we find it so upsetting

Leigh-Anne Pinnock from Little Mix said: "Myself and the girls have all experienced being bullied at some point in our life. It is so upsetting and that's the reason we feel so passionate about this campaign and the work that BeatBullying does."

"It is so upsetting and that's why we feel so passionate"

Little Mix's Jesy Nelson, 22, was cyber bullied during her time on the X Factor in 2011, she received constant death threats and jibes about her weight on social networking sites such as Twitter, with users calling her fat and ugly.

Jesy's story explained...

Little Mix are joining Beatbullying and the #DeleteCyberbullying project, the penultimate aim is to put a stop to both bullying and cyberbullying Europe.

The Big March, is calling for the European Commission's office to dramatically improve commitments to anti-bullying projects, as with the sudden increase in technologies within younger age groups bullying is becoming more of an everyday occurrence.

So Beatbullying have called for a whole host of celebrities to help them in their fight for a better life.

THE BIG MARCH

What is 'The Big March'?
It's a global demonstration across European websites in which will ultimately culminate in a petition against bullying and will be delivered to the European Commission to help stop the activity of bullying

Tweets to inspire

Miley Cyrus @MileyCyrus
Don't let the haters pull you down, rise and shine girls #YOLO

Demi Lovato @DDLovato
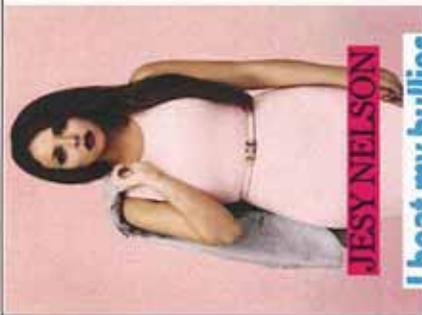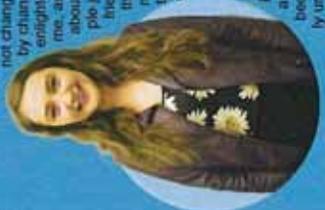There is always a light at the end of the tunnel believe in yourself Everything happens for a reason #LOVE

NCS Rafting

DJ Sessions

Little Mix Beat Bullying

Your Times
Your Life

ISSUE 1   APRIL 2014

From the YOUTH of LINCOLNSHIRE

#BeatBullying

The Campaign helping young people

Celebrities Inspire

Demi Lovato +
Miley Cyrus
both beat bullying
you can too!

TV HOSTS
**Arts and Crafts
from Blue Peter Hosts**

TRY IT TODAY!

Take up an Olympic Sport

Social Networking

#DeleteCyberbullying

Beatbullying

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Miley Cyrus

@Miley-Cyrus

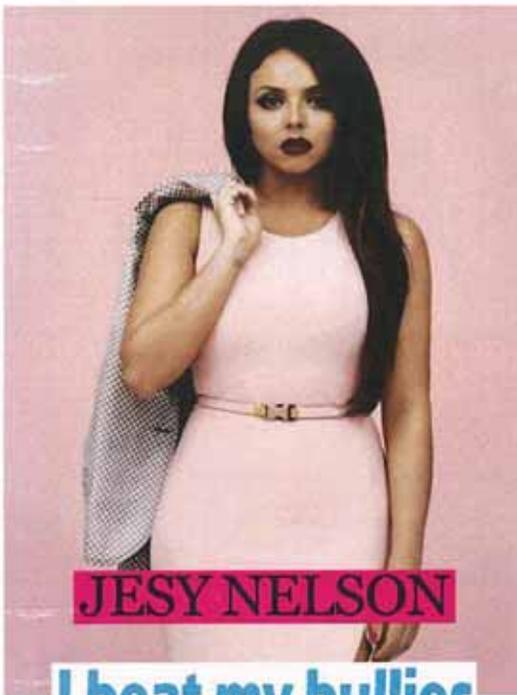Don't let the haters pull you down, rise and shine girls #YOLO

Demi Lovato

@DDLovato

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Top Tips

THE THREE P's

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- Pictures - Only update suitable pictures.
- Passwords - Remember your password! But dont make it too simple.

CYBER FACTS

"After seeing Jesy's breakdown live on TV and hearing her story, i didn't feel so alone anymore. Seeing all the nasty tweets about her was really unnecessary. So I tweeted her a really positive tweet and lucky she tweeted me back saying 'thank you Maisie it's people like you that make me want to do my job and makes it all worthwhile' i was so pleased and it encouraged me to sort my own problems out. I confronted my bully which i wouldn't always advise, but it worked for me.

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YOUR TIMES
YOUR LIFE

• Love this idea of making 'Your Times' a more dominant feature than 'Your Life' due to limited space and readability. These colours don't alienate any particular gender.

YOUR

TIMES
LIFE

• The problem with this is readability and understanding. If people hadn't got previou knowledge of magazine they may struggle to understand name, this is a key feature.

Incorrect grammar appeals to audience.

your times
your life

• A common feature of the title/ masthead is th 'y', so i chose to use it in relation to it. The colour is slightly threatening so i don't think i will be using it.

Pink = Girly.

Serif-Font appeals more to females

Your Times
Your Life

• You instantly feel a female vibe when looking at this masthead, so therefore i don't think i will use this although it was good to consider.

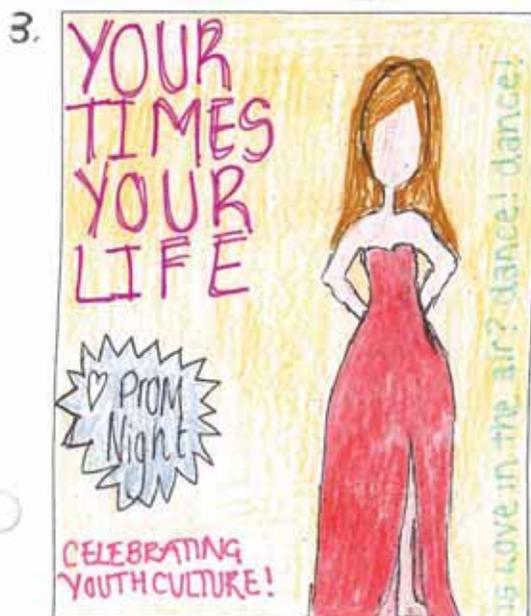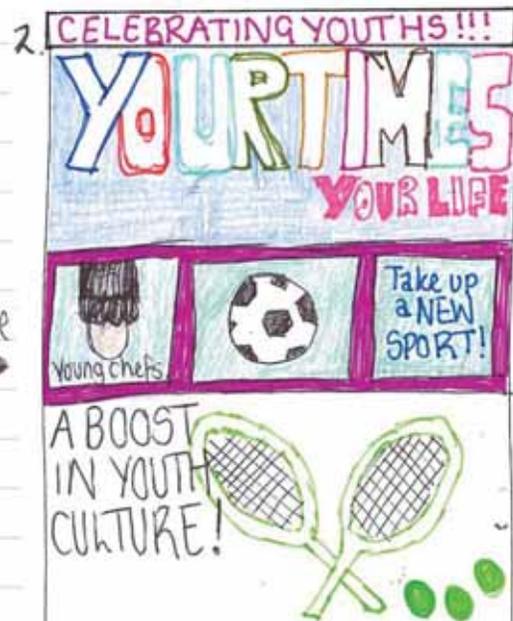Sans-Serif mixed with Serif appeals more to females.

Unit 3: Sketches

Front Cover Design Ideas.

1. YOUR TIMES
YOUR LIFE

NCS SAY YES!

FASHION

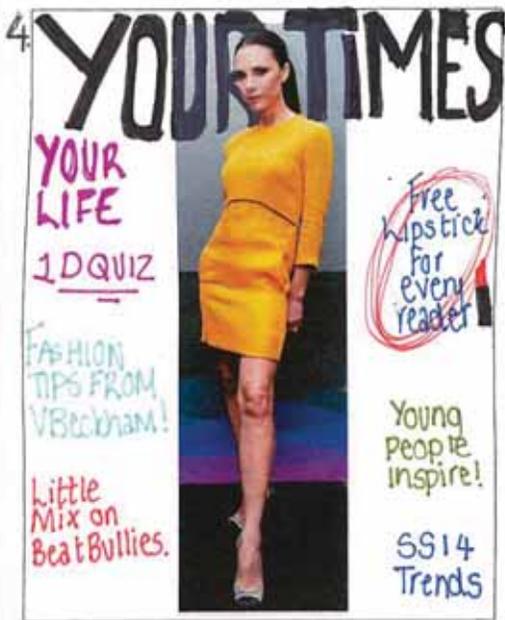celebrate teen youth culture

FREE CINEMA TICKETS
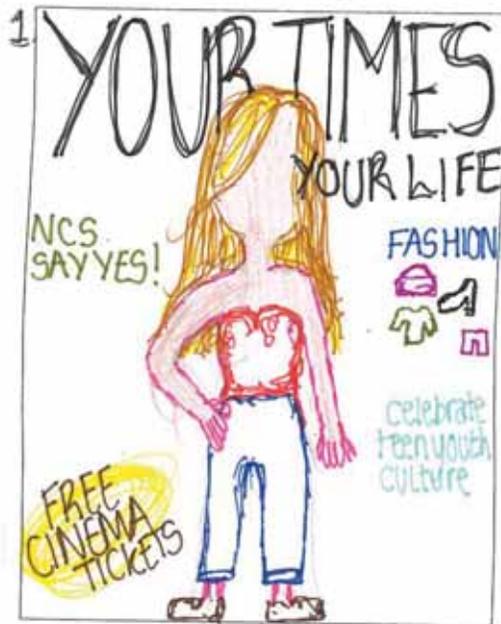
This design was based upon a 'COMPANY' Magazine. I chose this because it is what I feel my target audience likes, although this does alienate boys aged 14, as their is a stylish celebrity who young girls can relate too. The background is kept clear + studio white to not distract from the writing / cover lines which I chose as thing like NCS are all about youth culture.

My second idea is more playful in my opinion and includes both genders as with the pink and green colour scheme and a sport in which isn't steriotypical. I like the three box headline idea as it separates the page so to → not make young people find it boring because it is vital that it is fun + happy because they are my target audience.

2. CELEBRATING YOUTHS!!!

YOUR TIMES
YOUR LIFE

Young Chefs

Take up a NEW SPORT!

A BOOST IN YOUTH CULTURE!

3. YOUR TIMES YOUR LIFE

Prom Night

CELEBRATING YOUTH CULTURE!

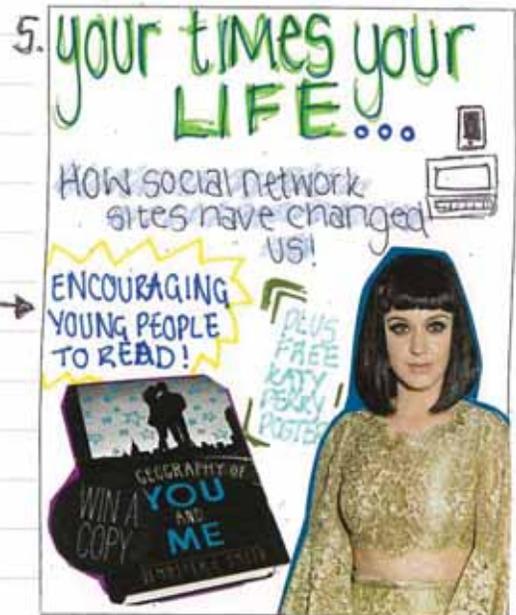Is love in the air? dance! dance! dance!

I felt on my previous ideas things were becoming messy so I decided a sophisticated look was needed, however I have kept it slightly outgoing and fun by using a range of different colours including purple, blue, red and green. Although the main story of prom night is a slightly girly theme boys also go + enjoy this event, therefore they can relate to this.
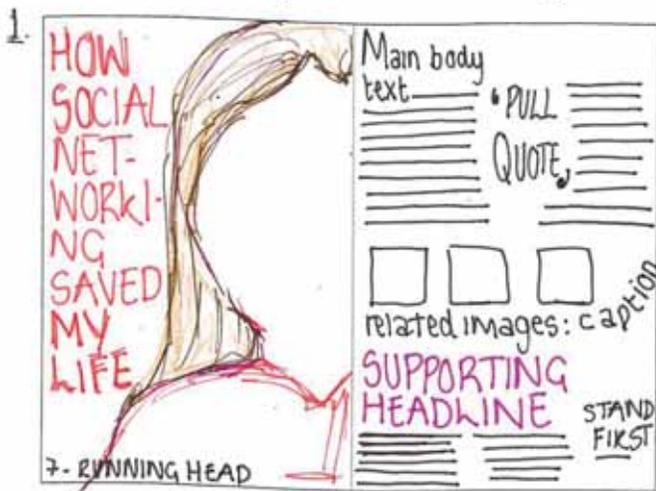
4. YOUR TIMES

YOUR LIFE

1 D QUIZ

FASHION TIPS FROM V.Beckham!

Little Mix on Beat Bullies.

Free Lipstick For Every Reader

Young People Inspire!

SS14 Trends

For my fourth idea I decided to incorporate some media as this is what my final outcome will use so why not experiment early in order to get it right. Again I went for a company/Glamour style and used an inspirational business woman because young people can relate to her and idolise her. This is what I found when using Textal Analysis. Unlike my 1st idea this has more cover lines in which 14 year olds can relate too.

I decided to use magazine cuttings again as I find I can visualise better with them. The Name of this magazine 'Your Times Your Life' I have gave a more current edge so to young people can relate too. Although, the colours a steriotypical boy the stories are mutal therefore open to all young people as this was my brief.

5. your times your LIFE...

HOW social network sites have changed us!

ENCOURAGING YOUNG PEOPLE TO READ!

PLUS FREE KATY PERRY POSTER

GEOGRAPHY OF YOU AND ME

WIN A COPY

6. Celebrating Youth Culture in the UK

YOUR TIMES YOUR LIFE

#BeatBullying

The Campaign beating Cyber Bullies!

beat Bullies

SHOCKING!

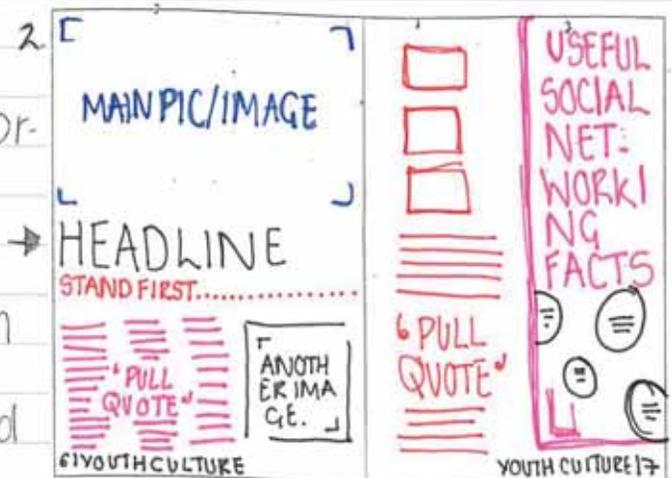Social Networking Facts!

Master Chef!

As my final idea I decided it was time to put some of my best ideas on paper such like the magazine name. I love the style however I am not sure on the colour scheme as of yet, as I feel sticking to one/ two colours is the best option as this looks less ameture. I deffinetly think I will use these kinds of shapes on my final design aswell as a relatable story.

Double Page Spread Design ideas

1.

HOW SOCIAL NET-WORKING SAVED MY LIFE

7- RUNNING HEAD

Main body text

PULL QUOTE

related images: caption

SUPPORTING HEADLINE

STAND FIRST

I feel it is important to keep the article to a minimum of 200 words/ 300 max, as young people aren't interested fully this is why i have decided in this idea to make the image the main focus and to have little images breaking up the text so it isn't a daunting read for people aged 12-18.

Again i have included a large image to draw in reader attention. this would be a celebrity as i feel young boys and girls need an idol whether thats David Beckham or Demi Lovato, there would then be a story of how that celebrity has inspired. For Example, David Beckham has set up his own football academies.

2.

MAIN PIC/IMAGE

HEADLINE

STAND FIRST...............

PULL QUOTE

ANOTHER IMAGE.

6 YOUTH CULTURE

USEFUL SOCIAL NET-WORKING FACTS

6 PULL QUOTE

YOUTH CULTURE 17

3.

Social Networking!!!

STANDFIRST.............

MAIN IMAGE

6 PULL QUOTE

HOW SOCIAL NETWORKING SAVED MY LIFE.

I have now started to focus upon my main/actual idea of how Social Networking has had a positive effect on young peoples lifes. The colour scheme to this would have to match my front cover, therefore i have chosen purple in this instance as it isn't steriotypical of a particular gender. Again i have decided to split the text up with two large images, because young people are daunted by blocks of text.

4 REAL LIFE FACEBOOK DATING STORIES

STANDFIRST
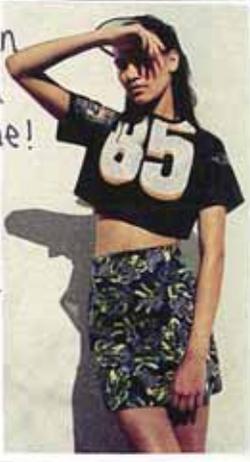
the women who found love online!

IMAGE

"Pull Quote"

Although this story is based on an older audience, I am focusing more on layout as I haven't decided fully upon my story. I love the idea of a large image and have done throughout my designs, I particularly like where I have placed it here as her eyes are directed to the text which leads your eye to do so also.

I am finally starting to see a pattern with all my ideas, they consist of one large image to draw attention accompanied by supporting images. There is a general story and then how social networking has effected a real genuine person. Although, I do find this idea has a little to much writing and young people will find this daunting.

5. 61 running head

Social Networking

MAIN IMAGE

#Beat Bullying

running head 17

FACEBOOK HELPED ME BEAT BULLYING

"PULL QUOTE"

6. Social Networking

MAIN IMAGE

HEAD LINE

Standfirst

"PULL QUOTE"

61 running head

CYBER FACT

200 million twitter users.

2 billion Facebook Users.

100 Million Vine users.

running head.... 17

I think I have finally found the shapes and graphics I will use, the colour scheme will be a blue + pink to not alienate a particular gender. I have made sure there is enough text to inform people on youth culture but not enough to bore.

Final Front Cover Design

Cover banner links to brief.

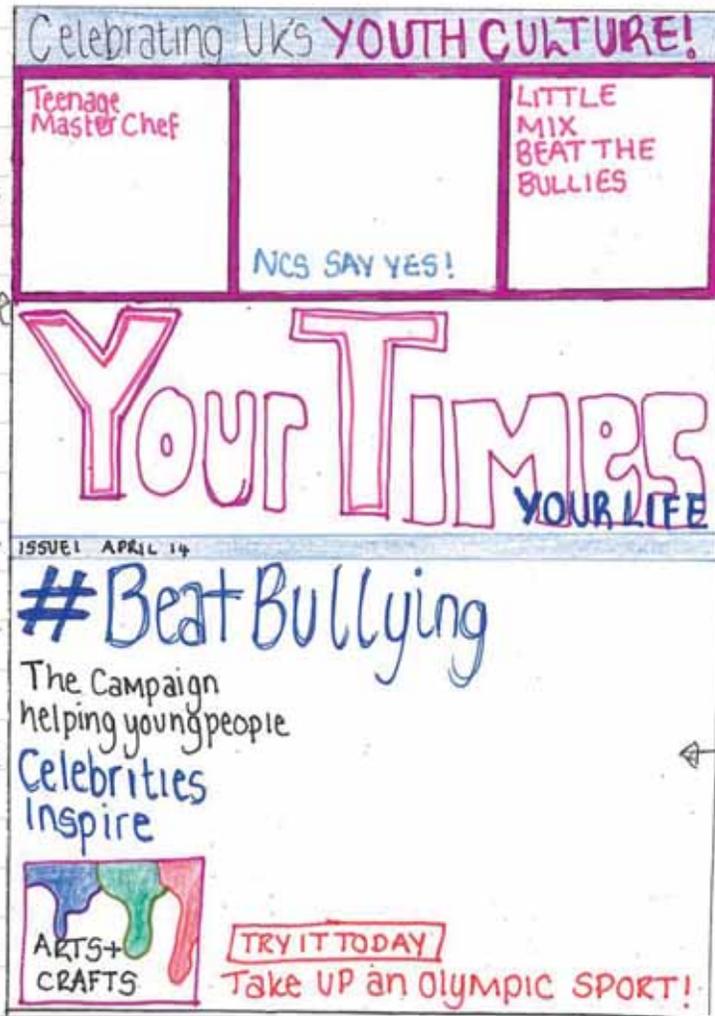Large Pictures which relate to aspects of youth culture

large and eye catching

Title of Magazine

Date Line

relevant to Target Audience

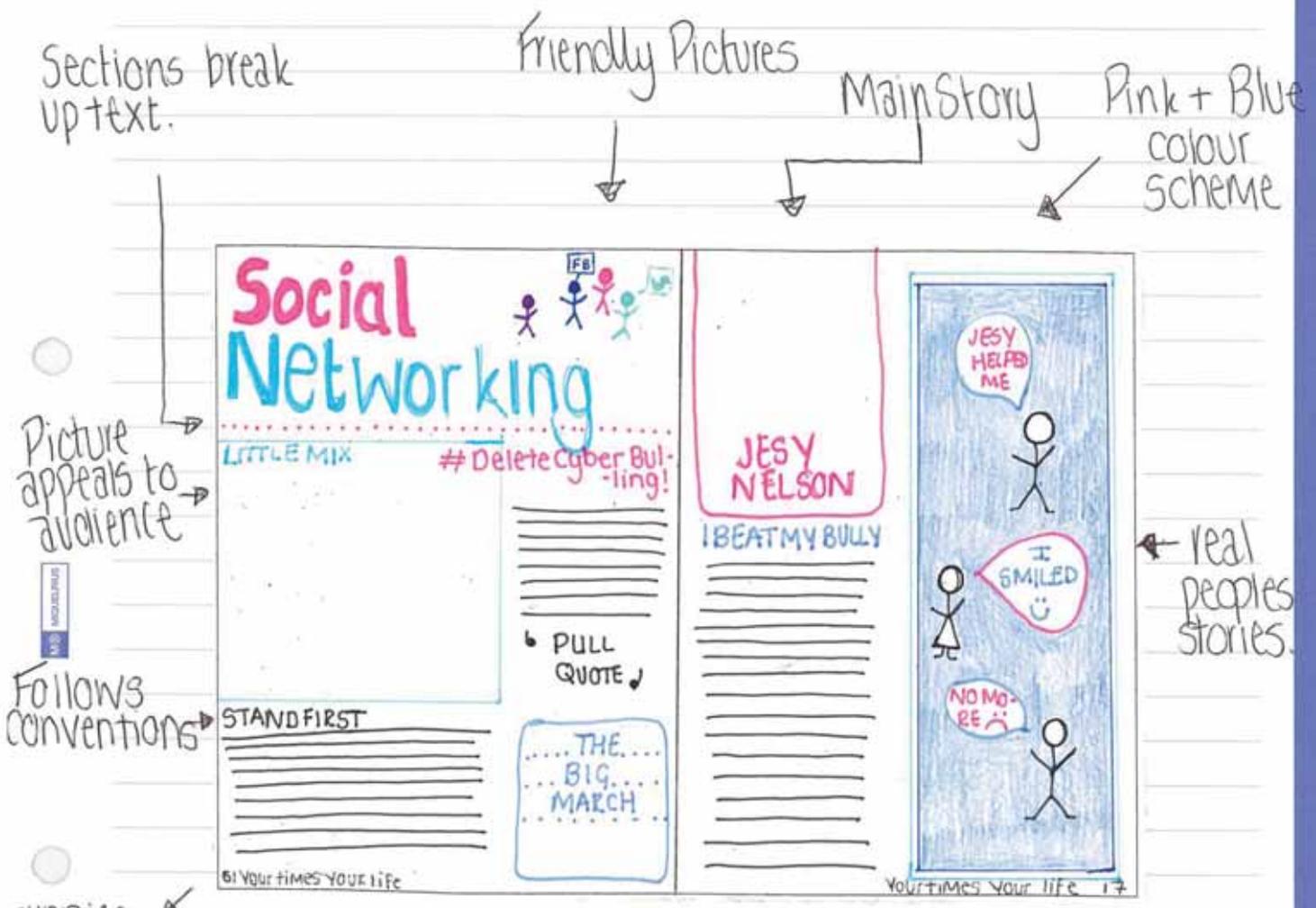large relevant picture captures attention.

Another Cover Story

Celebrating UK's YOUTH CULTURE!

Teenage MasterChef

LITTLE MIX BEAT THE BULLIES

NCS SAY YES!

Your Times
YOUR LIFE

ISSUE1 APRIL 14

#BeatBullying

The Campaign helping young people
Celebrities Inspire

ARTS+ CRAFTS

TRY IT TODAY
Take up an OLYMPIC SPORT!

This is my final front cover design, it covers all areas in which I think dominate youth culture which is my brief. The colour scheme represents prodominantly females but doesn't out rule males as a steriotypical blue colour is privilant. I do think this would stand out on a shops magazine rack due to the large image as my target audience don't want to see blocks of writing. I chose to make 'Your Times' larger than 'Your Life' due to the impact and the space I had, I didn't want to squash it all up.

Final Double Page Spread Design

Sections break up text.

Friendly Pictures

Main Story

Pink + Blue colour scheme

Picture appeals to audience

Follows conventions

Social Networking

LITTLE MIX

#Delete Cyber Bul-ling!

JESY NELSON

I BEAT MY BULLY

PULL QUOTE

STAND FIRST

THE BIG MARCH

JESY HELPED ME

I SMILED

NO MORE

61 Your times Your life

Your times Your life 17

real peoples stories.

running head

I have decided to make this my final and main design due to the fact I have got the text and picture ratio right. The different sections break the text up and allow the reader to not feel overwhelmed. I chose the pink and blue colour scheme to link with my front cover, not to alienate my audience.

It takes styles from conventional magazines and I put it into my own young style. I chose 'social networking' as it is a frequently discussed subject. The use of more than three small images is so text is broken up and instead of one image which would be in my opinion a waste of space.

Unit 2: Skills for Media Production

14.05.2014

Baseline Skills Audit (To assess my level of practical skill in print media at the end of the course)

Image Manipulation

The Skills & Techniques that I am confident with are:

- Setting up a document
- Dodge and Burn
- Curves
- Levels
- Layer masks
- Basic image manipulation – brightness and contrast
- Managing layers – renaming, ordering and duplicating
- Advance text formatting – leading and tracking
- Pen tool
- Using rulers and guidelines
- Removing backgrounds
- Basic text formatting
- Adjustment layers
- Moving and resizing in proportion

The Skills & Techniques that I have a basis knowledge of are:

- Brushes
- Creating composite images and mastering advance effects
- Layer styles
- 3D text

The Skills & Techniques that I have never used before are:

- Blending modes
- Manipulating fill and gradient colours
- Basic filters
- Combining filters – lightening

Desktop Publishing

The Skills & Techniques that I am confident with are:

- Setting up a document – pages margins and gutters
- Creating shapes
- Linking text boxes together
- Text wrap
- Basic text formatting

The Skills & Techniques that I have a basis knowledge of are:

- Rulers and Guidelines
- Creating style sheets
- Advance text formatting – tracking, leading and hyphenation
- Understanding colour – pantones

The Skills & Techniques that I have never used before are:

- Using Layers
- Inserting, moving and resizing images
- Collecting for output
- Adding a drop cap
- Understanding slug and bleed
- Automatic page numbering
- Effects –drop shadow
- Installing fonts
- Using a baseline grid

Digital Photography

The Skills & Techniques that I am confident with are:

- Manual focus
- Understand composition
- Cropping (in Photoshop)
- Downloading and saving images
- Shooting macro images
- Changing aperture settings
- Understanding file types (.Jpg)
- Using a tri-pod
- Changing depth and field

The Skills & Techniques that I have a basis knowledge of are:

- Reading a histogram
- Understanding angles
- Changing shutter speed
- Shooting modes
- Using natural and artificial lightening
- Shooting RAW
- Using different lenses

The Skills & Techniques that I have never used before are:

- Using a studio lightening set
- Creating HDR images
- Combination of settings to create effects of light trails
- White Balancing

Comparison of Print Media Equipment and Technologies

Throughout my AS Media Coursework, I have had access to the following software application;
- Adobe Photoshop
- Adobe InDesign
- Adobe Illustrator
- Adobe Fireworks
- Microsoft Word
- Microsoft Publisher
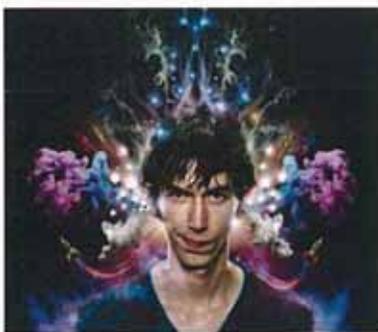

Image Manipulation

Image Manipulation software is used widely in different forms of print media to adjust/change/work with pictures and images. It is the technique of using digital means to alter or improve an image. There is a vast range of different effects and features that you can use to create visual impact. It is the modification of images using techniques such as cropping, tonal adjustments and more reduction through an image editing software. It is also known as photo manipulation. For example in the image on the left a number of different effects and filters have been used such as, lighting effects to create a dynamic image.

The two image manipulation programmes that I have had access to are **Adobe Photoshop** and **Adobe Fireworks.** However, I chose to use Photoshop over Fireworks because, Fireworks is predominantly used for web design, whereas Photoshop is more advanced with print media work, so therefore as my unit 3 projects was to create a magazine front cover and double page spread, I felt Photoshop had more appropriate tools for the job in order to create my magazine.

Adobe Photoshop	
Advantages	**Disadvantages**
Removing backgrounds from images is relatively easy as there are a range of tools to use, such as the magic wand tool. Tools linked to this that are more advanced including easer, quick mask ad pen tool.	If layers have been flattened and the document has been saved, then you cannot make any further changes to the individual layers as they have all been merged into one document.
Flexible layer management, you can merge layers, move layers, duplicate layers, rename layers, link layers, flatten layers and also delete layers.	Photoshop is not designed for large blocks of text, so therefore when it comes to adding small text (size 12) Photoshop pixilates it due to anti-aliasing.
There is a great deal of flexibility about the size and resolution of the document that you can create. For example, you can produce print quality documents at 300px/inch and there is no upper limit to the file size.	Photoshop is an expensive software to own, and costs between £300 and £600 depending upon the purpose and computer it is being uploaded too.
There is a wide range of features such as shapes, brushes and filters.	Images have to be resized manually, as there is no object > fitting option in which other applications such like InDesign have.
It is good for short bits of writing such as headings, because you can change the leading,	When a shape is added onto a Photoshop document, it will create a bitmap image, these

tracking, and kerning, in which allows you to make your print product look more professional. You can add various effects to headings and titles quickly and easily, for example, stroke, and gradients	will pixelate when it comes to resizing and stretching.
There are vast amounts of brushes to be used in all different shapes and sizes, including squares, dots, clouds and flowers.	Photoshop only allows for one single image with multiple layers so you have to open several documents at the same time, this can get confusing and may cause work to be lost in some cases.
It is easy to select colours using the colour picker tool on Photoshop. when a colour is already visible on the page, the colour picker allows you to pick this colour for other features you want to add to the page, this helps build a colour scheme.	Learning how to use Photoshop is difficult and may turn away beginners. Terminology can be off putting for the new learner.

Adobe Fireworks	
Advantages	**Disadvantages**
When shapes are inserted into the software, it creates a vector image, this means images can be resized without the loss of quality, because it has calculated a mathematical formula and not a series of pixels.	Fireworks has been known to be an unstable programme, as it often crashes when faced with large file sizes (more than 2MB, as it is not designed to do so)
Fireworks has a master page option which allows multiple pages to be open with multiple layers.	This programme will only create file sizes up to 6000 pixels.
Image compression is where you reduce the file size for quicker loading times, Fireworks produces high quality png images with small resolutions	Adobe Fireworks has fewer effects than Photoshop.
Styles in Fireworks are closely related to CSS style sheets in web design, making it easy to make wholesale changes to elements.	Effects have to be added individually to each layer.

Desktop Publishing

The other main software application that I used this year is **Adobe InDesign**, which is a desktop publishing programme. Desktop publishing software is the creation of documents using page layout skills on a personal computer. When used skillfully, desktop publishing software can produce text and images with attractive layouts and typographic quality comparable to traditional typography and printing. I also had access to **Microsoft Publisher** but preferred to use InDesign because, it is industry standard software used in the production of professional magazines such as BBC's Top Gear magazines, whereas Microsoft Publisher is a home/office programme used for private use and not in the commercial print industry.

Adobe InDesign	
Advantages	**Disadvantages**
Linking text columns is made easy on InDesign because using only one click can thread the columns together, which makes it easier when cutting and pasting text.	InDesign is more expensive than Publisher.

The range of printing options in InDesign is very vast for example you can print thumbnails, back to back pages and fit to scale.	Have to be organised about how you save images, if there is no link the picture will pixelate.
Object fitting – InDesign allows you to fill the frame proportionally with one click, so that images are not stretched/pixelated.	Unlike Photoshop InDesign doesn't have a colour picker making it hard to select specific colours.
InDesign allows you to use a range of colours, so as well RGB and CMYK InDesign allows Pantone colours which will enable perfect colour matches.	InDesign is a lot trickier to use compared to Publisher, as there are a lot more tools to use.
It is easy to make changes to text, including leading, tracking and font styles	
InDesign enables you text wrap the text, this is where you can highlight an image for example and get the text to go round it, instead of through it. You can also increase and decrease the area easily, depending upon your design.	
Master Pages – this is where, when you add features to one page, you can make them appear on numerous other pages, this usually includes features like page numbers and running heads.	
You can line text up, just like how Photoshop uses rulers, InDesign uses a baseline grid which is far easier to use.	
InDesign unlike Publisher accepts Photoshop files.	

Microsoft Publishing	
Advantages	**Disadvantages**
There are a lot of pre-installed templates; these include web pages, magazines, leaflets and newspapers.	Imbeds images which increases file sizes, so takes up a lot of computer memory.
Microsoft Publishing is good value for money as it is cheap and widely available in homes.	It can't be used within the graphic design industry, because the image features are very basic and you aren't able to do a lot with them.
Very user friendly as it doesn't take a lot of skill to operate, and it is also easy to pick up with tutorials available online.	Publisher doesn't accept Photoshop files .psd, therefore it isn't compatible with Photoshop formats.
Templates allow you to quickly make leaflets and posters as you only have to add your own text.	Very basic features, therefore you are limited with effects in which other publications do have, such as stroke.

Cameras

As part of my Unit 3 project I have been learning the basics of photography, and I now understand what works better for my particular needs. As for my front cover and double page spread it was essential that I used my own photography, so as I took my own photos I had the opportunity to work with different types of cameras and learn different skills from these. I chose to use a digital camera (NIKON) instead of a smartphone camera due to the better quality images in which they produce. The digital camera also allowed me to easily upload my images straight to the computer with the lead provided.

Phone Cameras	
Advantages	**Disadvantages**
They allow you to put different effects on to your photographs which allow you to change and manipulate them.	You don't have the opportunity to use a tripod with this devise, so this is where a steady hand is needed.
They are reliable, and convenient as people always carry their phones on them, where as you rarely carry your camera unless you intend to use it.	Quality is compromised when you use zoom on the camera.
The megapixels are high resulting in a good quality picture.	Although there are some features you can use, there isn't as many as on a digital camera.
Phones can be a lot cheaper to buy then cameras and serve for more than one purpose.	If the camera sees any damage, such as the lens cracking after being dropped, then the whole phone has to be replaced
Camera phones make it exceptionally easy to then send the pictures to friends or family, no matter how far away.	

Digital SLR Cameras	
Advantages	**Disadvantages**
The serious photographers can preview the actual 'depth of field' of that f/stop being used.	A corrupted memory card may result in lost photos.
The use of a tripod is an excellent way to make sure photographs taken are steady; this is good for things such like levitation and shutter speed.	Digital cameras can be far more expensive than phones.
Flexibility- there are a number of features in which you can alter/combine such as aperture.	Can be very complicated for beginners to use.
Lens' can be changed and attached to create different images (fish eye).	
You can attach flash guns, for shooting in poor lighting conditions.	
You can shoot in different file types such as RAW, so that they are as close to the original image as possible.	
Manual and Auto settings are available, as well as macro/micro settings, ideal for beginner and intimidate photographers.	