

**Worksheet 2.1 Media institutions (pages 75–78)****Consolidate (work individually)**

- 1 Define 'the mass media'.
- 2 Identify three key aspects of the mass media.
- 3 Identify three types of media organisation.
- 4 How many TV channels were there in the UK in 1988?
- 5 Suggest three reasons for the increasing concentration of media organisations.
- 6 Define vertical media integration.
- 7 Briefly explain 'horizontal media integration'.
- 8 Define transnational media ownership.
- 9 Suggest one advantage of vertical integration to media organisations.
- 10 Suggest one advantage of horizontal integration to media organisations.

**Apply (work in small groups)**

- 1 Suggest two reasons why privately owned media organisations are the most significant type of media organisation.
- 2 Identify and explain three ways the internet functions as a mass medium.
- 3 Suggest one advantage and one disadvantage to consumers of transnational media ownership.
- 4 Suggest one advantage and one disadvantage to media organisations of transnational media ownership.
- 5 Identify and explain two arguments for and two against the idea that private ownership of the mass media is preferable to public ownership.

**Evaluate (work as a class)**

- 1 'Does more media mean more choices?' Evaluate the argument that the rapid increase in media outlets in the UK has led to greater consumer choice.
- 2 Outline and explain the advantages and disadvantages of increasing media concentration.

## Worksheet 2.2 Ownership and control of the media (pages 78–86)

### Consolidate (work individually)

- 1 How, for Pluralist's, are minority groups catered for in the media?
- 2 Define 'digital technology'.
- 3 Identify two reasons why Pluralist's welcome media concentration.
- 4 Explain 'Media deregulation'.
- 5 Identify three consequences of media deregulation.
- 6 Suggest three criticisms of the Pluralist view of the media.
- 7 According to Marxist theory, human societies are made up of which two parts?
- 8 Identify three criticisms of pluralist diversity made by Milliband (1973).
- 9 Briefly explain 'cultural hegemony'.
- 10 Provide three criticisms of Marxist views of the media.

### Evaluate (work as a class)

- 1 Evaluate Pluralist views of the ownership and control of the media.
- 2 Assess the claim that the mass media are the 'new opium of the people'.

### Apply (work in small groups)

- 1 Suggest two arguments for and two arguments against media deregulation.
- 2 Give two criticisms of the Pluralist view that the media cater for a range of groups in society.
- 3 Examine the Pluralist argument that private ownership of the media is the most effective way to provide the widest range of choice to the greatest number of people.
- 4 Suggest three examples of how the media reflect the views of the capitalist class in our society.
- 5 Examine the argument that the view of the media put forward by Marxists (page 83) is no-longer true in the age of the internet.

**Worksheet 2.3 Globalisation, the media and culture (pages 87–91)****Consolidate (work individually)**

- 1 Define 'globalisation'.
- 2 Identify three types of globalisation.
- 3 Explain 'global risk society'.
- 4 Define 'media imperialism'.
- 5 Give three examples of cultural imperialism.
- 6 Suggest two ways different cultures interpret media output in different ways.
- 7 Identify two examples of national and regional broadcasting.
- 8 Briefly explain 'time-space compression'.
- 9 Identify four types of media market.
- 10 Suggest two examples of the power of nation-states to regulate the output of transnational media corporations.

**Apply (work in small groups)**

- 1 Suggest two examples of how our society is 'increasingly interconnected' with other societies around the world.
- 2 Identify and briefly explain three examples of the risks associated with globalisation.
- 3 Briefly explain, using examples to illustrate your answer, two ways the mass media contribute to time-space compression.
- 4 Identify and explain three hybrid cultural products in our society.
- 5 Examine the arguments for and against the idea that media imperialism results in cultural imperialism.

**Evaluate (work as a class)**

- 1 Examine ways the internet has helped to encourage *either* economic, political *or* cultural globalisation.
- 2 Evaluate the relationship between globalisation theory and the media.

## Worksheet 2.4 Selection and presentation of news (pages 92–98)

### Consolidate (work individually)

- 1 Briefly explain the role played by gatekeepers in the media.
- 2 Identify three ways news media claim to be objective.
- 3 Define the term 'primary definers'.
- 4 Suggest two examples of news stories where it might be difficult for governments and business organisations to control media coverage.
- 5 Identify four aspects of news creation in our society.
- 6 Define 'moral panic'.
- 7 Identify the steps followed by the media in the creation of a moral panic.
- 8 Suggest one reason why young people are frequently the focus of media moral panics.
- 9 Identify five features of a moral panic.
- 10 Give three criticisms of the concept of a moral panic.

### Apply (work in small groups)

As preparation for these activities you will need:

- A selection of newspapers, from the same day, covering three different market/ audience areas; top-end publications (The Times, The Telegraph, The Independent or The Guardian), mid-range publications (The Express or The Mail) and low-end publications (The Sun, The Mirror or The Star).
- A videoed selection of TV news broadcasts from different sources - public (BBC), commercial (ITV/C4) and satellite (Sky News, News 24 etc.). The 'headlines' and 'lead story' will suffice. These broadcasts should be from the same day.

- 1 Each group should have a selection of newspapers from different sections of the market and should analyse the lead (front page) story in each newspaper in terms of the news values identified by Hetherington (1985) on page 92.
  - a) Which news values feature in each story?
  - b) Do different types of newspaper emphasise different news values?
  - c) Does the analysis of the newspapers support or refute the argument that certain news values determine the newsworthiness of a story?
- 2 All groups should watch a selection of news broadcasts:
  - a) How similar is the news content across different broadcasters (do they all lead with the same story, for example)?
  - b) What differences in news content are there between the different types of broadcaster?
  - c) Do the news values Hetherington (1985) has identified apply to television news content?
- 3 Using the Sports section of the newspapers:
  - a) Which sports feature in each type of newspaper?
  - b) Which gender and ethnic groups feature in sports news?
  - c) Do the news values applied to the lead (front page) story in the newspapers also apply to the coverage of sports news?
- 4 Using all the available resources (newspaper and television):
  - a) What counts as news across all of these publications?
  - b) Do different news sources provide different forms of news (is what counts as 'news', for example, different for different audiences)?

## Worksheet 2.4 (2)

- c) In overall terms, does a clear pattern emerge in terms of the class, age, gender and ethnicity of those who feature in the news?
- 5 Examine the argument that 'what counts as news' is socially constructed.

### Evaluate (work as a class)

- 1 Assess the argument that what is reported as news reflects a 'mirror on the world' - an accurate and impartial reflection of events.
- 2 Evaluate the sociological arguments and evidence that the selection and presentation of news are ideologically controlled.

## Worksheet 2.5 Media representations (pages 99–110)

### Consolidate (work individually)

- 1 Define 'stereotype'.
- 2 Suggest two reasons why it is important to study media representations.
- 3 Why, according to Tunstall (1983), are gender representations from the 1960s and 70s, biased?
- 4 Suggest two types of racism.
- 5 Give two ways the working class are under-represented in the media.
- 6 Identify the media frames frequently used in representations of the upper, middle and working classes.
- 7 Provide examples of the way the status of different age groups in Western societies is linked to their economic circumstances.
- 8 In what year did it become illegal in the UK to discriminate against people because of their sexual orientation?
- 9 Suggest four ways representations of sexuality have changed in recent times.
- 10 According to Bulsara (2005), which three imagers of disability are common in the media?

### Apply (work in small groups)

- 1 Identify and explain two arguments for and two arguments against the media's use of stereotypes of *either* sexuality *or* disability.
- 2 Soap operas are a good way to identify and understand stereotypical representations in the media. Ask your students to watch at least one episode of any popular soap opera with which they are familiar (try to get a range of programmes but any duplication will also be useful for comparative purposes) and to record any stereotypical

representations they see on a simple grid such as the following:

Category	Example of stereotypical behaviour
Class	
Age	
Gender	
Ethnicity	
Sexuality	
Disability	

- a) What stereotypical representations did you discover in the programme?
  - b) Were these stereotypes positive or negative?
  - c) What does this analysis suggest about stereotypical representations in popular soap operas?
  - d) Suggest two methodological criticisms of this type of research.
- 3 Page 106 identifies a range of media frameworks used in the representation of social class. Using the newspapers collected for the 'Selection and presentation of news' activity (Worksheet 2.4) find stories that:
    - a) Fit the various class frameworks identified in the text.
    - b) Do not fit these class frameworks.
    - c) Which social class is generally portrayed positively and which negatively?

## Worksheet 2.5 (2)

- 4 Ask your students to bring examples of magazines they read to class.
  - a) What are the characteristics of male and female sexuality represented in the magazines?
  - b) What different forms of sexuality are represented in the magazines?
  - c) What general ideas about sexuality are being transmitted by the magazines to their audience?
- 5 Using Barnes' (1992) categorisation of how the disabled are portrayed in the media (pages 109–110), suggest one example (other than that given in the text) for each of the categories.

### Evaluate (work as a class)

- 1 To what extent does sociological evidence support the claim that media representations of gender *and* sexuality portray well-worn stereotypes?
- 2 Discuss the claim that 'the media put forward an ideology which justifies class inequality and the ever-widening chasm between the haves and have-nots'.

**Worksheet 2.6 Media effects (pages 111–115)****Consolidate (work individually)**

- 1 Briefly explain the meaning of a 'passive audience'.
- 2 Briefly explain the meaning of an 'active audience'.
- 3 Suggest one criticism of hypodermic syringe theory.
- 4 Provide one criticism of two-step flow theory.
- 5 Identify four 'needs' that might be met by watching television.
- 6 Suggest two criticisms of the uses and gratifications approach.
- 7 Why is cultural effects theory difficult to evaluate?
- 8 Briefly explain the 'male gaze'.
- 9 What three things did 'soap talk' allow young people in the Punjabi community in Southall to do?
- 10 Suggest three ways the Tyneside rappers interpreted media output in terms of their own experiences and concerns.

**Apply (work in small groups)**

- 1 Identify and briefly explain two problems with using laboratory-type experiments to study the effects of the mass media on their audiences.
- 2 Identify two needs and two gratifications you satisfy through your use of the media.
- 3 Identify and explain two problems a sociologist might face in the study of media effects that are 'slow and indirect'.
- 4 Suggest three ways that media audiences can be considered active rather than passive.
- 5 Which of the media effects theories outlined in the text do you find most convincing? Give reasons for your choice.

**Evaluate (work as a class)**

- 1 Assess the view that exposure to media violence does not produce violent behaviour in the audience.
- 2 Examine the argument that the effects of the media on their audiences are indirect rather than direct.

**Worksheet 2.7 The new media** (pages 116–123)**Consolidate (work individually)**

- 1 Identify three characteristics of 'new media'.
- 2 How many people in the UK subscribed to the satellite broadcaster BSkyB in 2008?
- 3 Suggest two ways the new media have increased diversity and choice.
- 4 Identify two consequences of the search for large audiences amongst commercial broadcasting media.
- 5 Define 'user generated content'.
- 6 Define 'digital citizenship'.
- 7 Briefly explain the idea of a 'digital divide'.
- 8 Give two reasons for seeing the internet as a public sphere.
- 9 Suggest four reasons for seeing e-commerce as a positive development.
- 10 Identify five types of social networkers.

**Apply (work in small groups)**

- 1 Identify and explain two advantages and two disadvantages of user generated media content.
- 2 Suggest three reasons why young people are more likely to access online news sources rather than offline sources.
- 3 Examine the claim that the benefits of e-commerce outweigh its drawbacks.
- 4 Identify and explain two ways the internet may revitalise the democratic process.
- 5 Examine the advantages and disadvantages of social networking web sites.

**Evaluate (work as a class)**

- 1 'Digital citizenship or digital divide?' Evaluate the claim that the internet is a source of social inclusion rather than exclusion.
- 2 Assess the argument that the development of new media has changed the nature of media ownership and control.

**Worksheet 2.8 Postmodernism** (pages 123–125)**Consolidate (work individually)**

- 1 Briefly explain the term 'media-saturated society'.
- 2 Explain what postmodernists mean by 'simulation'.
- 3 Briefly explain the idea of 'multiple truths'.
- 4 Provide two examples to illustrate the idea of 'living the image'.
- 5 Suggest four sources of identity in modern society.
- 6 Give two features of identity in postmodern society.
- 7 Suggest two examples of the way the media allow us to criss-cross time and space.
- 8 Identify three features of postmodern culture.
- 9 Do postmodernists see media audiences as active or passive?
- 10 Provide three criticisms of postmodernist views of the media.

**Apply (work in small groups)**

- 1 Identify and explain two criticisms of the claim postmodern media create multiple realities.
- 2 Suggest two ways media simulations remove the distinction between image and reality in postmodern society.
- 3 Using an example to illustrate your answer explain the argument that 'a single truth has been replaced by many truths' in postmodern society.
- 4 Identify and explain three differences between modern and postmodern culture.
- 5 Examine the advantages and disadvantages of identity choice in postmodern society.

**Evaluate (work as a class)**

- 1 Compare postmodern perspectives on the media with *either* Pluralist *or* Marxist perspectives.
- 2 Examine the argument that postmodern views of the media carry the idea of an active audience to a ridiculous extreme.