**Project Title**

Audience Research and Classification

**Tutors / Assessors**

Shaun O’Shea
James Robertson (Specialist)

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**Unit No: 06 Y/600/6612**

**Unit Title:**
Critical Approaches to Creative Media Products

**Points:** 10

**Grading criteria addressed by Project**

- P1
- P2
- P3
- P4
- M1
- M2
- M3
- M4
- D1
- D2
- D3
- D4

**Date set**

21/11/11

**Duration of Project**

5 Weeks

**Submission date**

09/01/12

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**Aims**

This unit aims to develop learners’ understanding of how media producers create their products for targeted audiences. It also aims to develop their critical and personal understanding of these products. Looking at media production from these perspectives will give learners a more focused approach to their own production work.

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**Learning outcomes**

- Understand the use of sound and music in games
- Understand methods and principles of sound design and production
- Be able to create sound assets for a computer game following industry practice
- Be able to apply sound assets to a computer game following industry practice

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**Project overview**

The media sector is diverse and continually developing.

Across the sector media producers develop distinct products which serve a specific purpose and function. These media products have developed over time in response to changes in society, culture and technology and, more specifically, in response to changing attitudes within the industry to its audiences, and to changes in the tastes and interests of those audiences.

In order to work successfully in any of the media industries it is vital that those entering the sector understand how an industry thinks about its audiences when constructing products and how those products are received by the target audiences. This means being able to think critically about the products others professionals are making or have made.
The unit enables learners to consider the dynamic relationship between media producers and their audiences.

Learners will explore the way producers think about and target specific audiences, looking at both how producers create products for audiences and how audiences use and respond to those products.

Learners will then look at how meaning is carried by media products by considering how we ‘make sense’ of them, bearing in mind that there are many ways to approach a media product and many ways to ‘read’ it. Learners will have the opportunity to think about their own responses to a range of media products using appropriate analytical techniques.

<table>
<thead>
<tr>
<th>Breakdown of Tasks &amp; Grading criteria</th>
<th>Tasks</th>
<th>Grading criteria addressed by each Task</th>
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</thead>
<tbody>
<tr>
<td>Curriculum Research Session/s Task A (Week One)</td>
<td>Using the Library Resource Area, Investigate Media Audiences (including Gamers) and how they are selected and defined, in relation to the following:</td>
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<td>• Identify the types of research useful when analysing a media audience?</td>
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<td>• Define QUALITATIVE as against QUANTITATIVE in relation to research for audiences.</td>
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<td>• In what ways are media audiences categorised and measured?</td>
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<td>• Are there any trends to the types of media product that certain audiences like or gravitate to?</td>
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<td></td>
<td>• Identify and Compare the different DEMOGRAPHICS of film TV and or gamers (i.e. who buys/likes what sort of games and most importantly WHY??).</td>
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<td></td>
<td>• Choose one ‘case study’ example of a media product (Film, TV, Game) to focus on for your presentation/s (TASK 1)</td>
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<td>• Investigate varying audience responses to your chosen media product in anticipation of (Task 3)</td>
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<td>• Recall your notes from the effect debates/seminars we’ve had after viewing different media examples, then focus on the perceived affects of advertising, sex and violence in media productions (especially games) i.e. Suitability, age restriction, content and context, censorship</td>
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<td>• In what ways can an audience critique or review a media product? Look at critical approaches such as; Semiotics, Content analysis, and structuralism (we will look at these in lectures and seminars too)</td>
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<td>• How might REPRESENTATIONS in media product/s affect audiences, look into STEREOTYPES and how certain narratives may be portrayed and even exploited.</td>
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<td>• Begin your own illustrated glossary of key terminology for this unit?</td>
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<td>By investigating these questions Students will create an individual research pack to be used in future lecture/seminar sessions</td>
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<tr>
<td>Curriculum Research Session/s Task B (Week Four) Deadline Monday 12th December 2011, 5pm</td>
<td>You are required to:</td>
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<td>• Identify your case studies and provide a short justification as to their suitability to the tasks as set.</td>
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<td>• submit your 1st drafts for all the tasks</td>
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<td>This will be checked and feedback given</td>
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Make sure you use your Blogs effectively to support your workbook evidence and evaluation/annotation evidence throughout the process.

You are required to produce the following for the unit:

Task 1 Audience Research - Defining Media Audiences

Working in your guild groups learners will apply the following research methods:

- quantitative audience research (audience ratings and measurement panels)
- qualitative audience research (focus groups, questionnaires, face-to-face interviews)
- Audience classifications (socio-economic, psychographics, mainstream, alternative, niche).

You are required to gather statistical data on product to a film (of your choice) in order to identify the audience.

**NOTE!** Be ready to justify and explain your rationale for choosing this particular film.

Learners will work as a group to:
- gather statistical data on product
- prepare to apply the three research methods to the product
- apply the research methods to a chosen media product

Each learner will individually collate and analyse the information gathered from each method. The group will meet to compare and take notes on each other’s analyses. Individually learners will prepare and give a presentation explaining: how methods have been used to research audiences for the product conclusions of research (defining audiences in terms of given classifications) correlation between quantitative and qualitative information how successful her/his method was compared with others.

Task 2 Specific Targeting - Media Products and their Audiences

Working in your guilds as focus groups learners will apply the following analysis models:

- selection of content (words, images, colours, fonts)
- construction of content (narratives, layout, captions, anchorage)
- codes and conventions (linguistic, visual, symbolic)
- modes of address.

To a Gamer magazine and test their conclusions against audience responses to the magazine. They will then individually produce reports on their findings.

Working as a group learners will:
- analyse construction of the gamer magazine
- construct a questionnaire on audience responses to a gamer magazine
- apply questionnaire. (B03460 might be a good sample demographic)

Working individually learners will:
- collate and analyse the information gathered
- produce a correctly referenced 500 word pre production report.
### Task 3  Audience Response and Behaviour

Working individually, learners will research effects of ‘shoot-em-up’ computer games on 16-18 year olds. Learners will:
- read handouts on the background literature
- construct a questionnaire
- apply questionnaire
- collate and analyse information gathered
- Prepare (ppt) presentation on effects of ‘shoot-em-up’ games on 16-18 year olds.

### Task 4 – Analysis of a Computer Game

Learners have been commissioned to write a critical article on a chosen category of game for the games magazine they analysed in Task 2. Learners will:
- select appropriate games for analysis
- play games critically, taking notes (produce gaming logs for each game played)
- analyse genre characteristics
- analyse narrative structures
- analyse representation of characters
- Write 800 word illustrated review article.

Make sure you use your workbooks effectively to support your research evidence and sound creation evidence throughout the process.

### Evaluation

- 500 word Unit evaluation

### Extension Activities

You Can extend your activities and achievement through:

1. A wider approach to researching the area audience research, classification and critical approaches in general
2. Extension of study skills and note taking techniques to further improve your critical analysis, planning and contextual appreciation, mind maps use of VLE and other pedagogical (learning) software
3. Produce complex and highly realised task outcomes by utilising professional techniques and practices, demonstrated by evidence and documentation.
4. Demonstrate an advanced ability to communicate through academic discourse and discussions (both in seminar lecture and written or presented situations)
5. Production of sophisticated evaluative texts (PPT, FLASH, Video Capture etc) and considered integration with a production blog/diary
6. Identification of opportunities for further study and annotated or noted down approaches for the extension of gained skills or knowledge which could be useful on future units (i.e. Primary audience research and feedback as part of High Concept and or Game Treatment documents, possible pre production data for Unit 04 Creative Media Production Management Project)
**Materials & Equipment required**

- Image capture
- Internet
- Books
- Magazines
- Stationary

**Research & Contextual References**

**Books**


**Websites**

- www.asa.org.uk – the Advertising Standards Authority
- www.barb.co.uk – Broadcasters Audience Research Board
- www.bbfc.co.uk – the British Board of Film Classification
- www.englishandmedia.co.uk/mediamag.html – the English and Media Centre
- www.imdb.com – a movie database
- www.mediaknowall.com – a web guide for media students
- www.mediawatchuk.org – campaign for accountability and decency in the media
- www.ofcom.org.uk – the regulator of the UK’s broadcasting, telecommunications and wireless communications industries
- www.rajar.co.uk – official body in charge of measuring radio audiences in the UK
- www.vlv.org.uk – the Voice of the Listener and Viewer

*Please see Brief and task list for advice and guidance. Moodle will provide some relevant documents.*
Over the duration of this project you will be required to produce the following:

**Task 1 Audience Research**
- quantitative audience research data (excel, table, charts)
- qualitative audience research data (excel, table, charts)
- Audience classifications (annotated and quantified against research data)
- IMDB link and rationale (why you chose this film as a case study for audience research)
- Digital Copy of the movie (optional)
- PPT presentation of findings (5 mins/10 slides minimum)

**Task 2 Specific Targeting**

**Group** (Generated for each group member)
- Results of questionnaire on audience responses to a gamer magazine
- Focus group (GUILD) notes and minutes of meetings
- Semiotic/Critical analysis of the gamer magazine (with annotated scans and or screen grabs)

**Individual**
- Correctly referenced 500 word report.

**Task 3 Audience Response and Behaviour**

Working individually, learners will research effects of ‘shoot-em-up’ computer games on 16-18 year olds. Learners will:
- Annotated notes generated from the background literature
- Questionnaire and results
- collate and analyse information gathered
- ppt presentation on effects of ‘shoot-em-up’ games on 16-18 year olds.

**Task 4 – Analysis of a Computer Game**

Learners have been commissioned to write a critical article on a chosen category of game for the games magazine they analysed in Task 2. Learners will:
- Rationale on the appropriateness of your chosen games for analysis
- Comprehensive gaming logs for each game played (utilising a recognised Critical Approach)
- 800 word illustrated review article.

**Evaluation**
- 500 word Unit evaluation

**Date of submission** – Monday 09/01/12 to VA Office Ground Floor YORK Building by 4:30pm

!!! DEADLINES ARE ABSOLUTE !!!
Failure to meet ANY deadline without prior agreement by the course leader will result in Disciplinary Action being taken.

### Key Skills/LLN opportunities
Various tasks and activities to address differentiation regarding literacy, glossaries and word games to reinforce vocational terminology. Brief written to address a range of skills allowing learners through differentiated tasks, to gain levels of expertise at various levels from Pass to Distinction. Additional support through TSA (where appropriate) who have access to Moodle and Unit material for preparation and support in key areas of the Unit programme.

<table>
<thead>
<tr>
<th>ECM opportunities</th>
<th>Being healthy</th>
<th>Staying safe</th>
<th>Enjoy and achieve</th>
<th>Making a positive contribution</th>
<th>Achieving economic well-being</th>
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</thead>
<tbody>
<tr>
<td>Highlight which ECM outcomes the brief addresses?</td>
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</table>
### Unit 06: Critical Approaches to Creative Media Products - Grading Criteria

<table>
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<tr>
<th>To achieve a pass grade the evidence must show that you are able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, you are able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, you are able to:</th>
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<tbody>
<tr>
<td><strong>P1</strong> describe how media producers define audiences with some appropriate use of subject terminology [IE]</td>
<td><strong>M1</strong> explain how media producers define audiences with reference to detailed illustrative examples and with generally correct use of subject terminology</td>
<td><strong>D1</strong> comprehensively explain how media producers define audiences with elucidated examples and consistently using subject terminology correctly</td>
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<tr>
<td><strong>P2</strong> describe how media producers create products for specific audiences with some appropriate use of subject terminology [IE]</td>
<td><strong>M2</strong> explain how media producers create products for specific audiences with reference to detailed illustrative examples and with generally correct use of subject terminology</td>
<td><strong>D2</strong> comprehensively explain methods of sound design and production with elucidated examples and consistently using subject terminology correctly</td>
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<tr>
<td><strong>P3</strong> describe how media audiences respond to media products with some appropriate use of subject terminology [IE]</td>
<td><strong>M3</strong> explain how media audiences respond to media products with reference to detailed illustrative examples and with generally correct use of subject terminology</td>
<td><strong>D3</strong> comprehensively explain how media audiences respond to media products with elucidated examples and consistently using subject terminology correctly</td>
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<tr>
<td><strong>P4</strong> present a descriptive response to a media product with some appropriate use of subject terminology. [IE]</td>
<td><strong>M4</strong> present a discussion of a media product with reference to detailed illustrative examples and with generally correct use of subject terminology.</td>
<td><strong>D4</strong> present an analysis of a media product with supporting arguments and elucidated examples, and consistently using subject terminology correctly.</td>
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