News and Online Media
The exam
The four questions will be as follows:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>10 marks</td>
<td>This question will ask you to analyse the media language or the representations in two sources. The sources will be extracts from different genres of online or print newspapers and may include one of the set products. This short essay should take about 17 minutes to plan and write.</td>
</tr>
</tbody>
</table>
| Q2 | 15 marks | This will be a complex question including a number of bullet points asking you to:  
- Show knowledge and understanding of the theoretical framework as it applies to news  
- Analyse the two sources provided, probably in terms of media language or representation (this might entail comparing the two)  
- Make judgements and draw conclusions.  
- This extended essay should take about 25 minutes to plan and write. |
| Q3 | 10 marks | This question asks you to show knowledge and understanding of the influence of media contexts on print and/or online news, including your set products. This short essay should take about 17 minutes to plan and write. |
| Q4 | 10 marks | This question asks you to evaluate an academic theory in relation to news- how useful is it in understanding news? You may be given a choice between two theories. This short essay should take about 17 minutes to plan and write. |
# The exam

What you need to know for each question...

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Q1** | 10 marks | • Media language of news papers.  
• How representation are created.  
• Representation and Media Language theories. |
| **Q2** | 15 marks | • Media language of news papers.  
• Conventions of tabloid (popular) and broadsheet (quality) papers.  
• Conventions on online news.  
• Political bias in UK papers. |
| **Q3** | 10 marks | • Daily Mail and Guardian set editions  
• Online offering from Daily Mail and Guardian  
• Economic context  
• Political context  
• Technological context  
• Regulation |
| **Q4** | 10 marks | • All theories and how they apply to news media, |
What do you already know?
Election poll points to Johnson landslide

Johnson unleashed

Exit poll predicts huge majority for Johnson

Johnson on course for landslide as exit poll puts Tories well ahead

Johnson’s election gamble pays off

The Dog’s Bollox

Tories head for 86 majority in exit poll sensation

REJOICE! Boris set for thumping win
Phase 1. History of Newspapers in the UK

Task 1

- Search ‘history of newspapers uk’, and use what you find to create an illustrated timeline of how newspapers have developed.
- This can be created on paper, as a slideshow or as a video.
- You have this lesson and the next to complete it.

Coffee houses: [https://www.youtube.com/watch?v=_83A7vaHTiE](https://www.youtube.com/watch?v=_83A7vaHTiE)
Phase 2. Politics in the UK
BRITISH POLITICAL SPECTRUM

COMMUNISM
Rule by the people in committees
Collectivism e.g Russia, China etc

SOCIALISM
Traditionally representing working class
Values: Collectivism (see self as part of group, nation etc)
Nationalised industry (belonging to everyone)
Social welfare and benefits
Negotiable social roles
Distribution of wealth

CONSERVATISM
Traditionally representing bourgeoisie/middle class
Values: Individualism (see self and family as most important)
Traditional gender roles
Free trade and enterprise
Accumulation of personal wealth
Strong law and order

FASCISM
Rule by an unelected leader
Cult of individual e.g Hitler, Mussolini, Stalin

CENTRE NEUTRAL

LEFT
RIGHT
How left or right wing are the mainstream UK newspapers?

Some people talk about ‘left’, ‘right’ and ‘centre’ to describe parties and politicians. With this in mind, where would you place each of the following? (excludes those who said “don’t know” for each paper - between 39-49% of respondents)

```
<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Very left-wing</th>
<th>Fairly left-wing</th>
<th>Slightly left-of-centre</th>
<th>Centre</th>
<th>Slightly right-of-centre</th>
<th>Fairly right-wing</th>
<th>Very right-wing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Guardian</td>
<td>16</td>
<td>30</td>
<td>25</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>The Mirror</td>
<td>11</td>
<td>30</td>
<td>26</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>The Independent</td>
<td>4</td>
<td>13</td>
<td>26</td>
<td>37</td>
<td>11</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>The Times</td>
<td>3</td>
<td>9</td>
<td>17</td>
<td>28</td>
<td>28</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>The Telegraph</td>
<td>4</td>
<td>7</td>
<td>14</td>
<td>20</td>
<td>32</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>The Sun</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>The Daily Express</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>27</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>The Daily Mail</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>26</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>
```
The politics of UK papers

Task 2

- You are to create a scatter diagram showing the political bias of the main UK papers.
- The papers you need to research are:
  - The Sun
  - The Mirror
  - The Star
  - The Daily Mail
  - The Express
  - The Metro
  - The i
  - The Financial Times
  - The Independent (online only)
  - The Times/The Sunday Times
  - The Daily Telegraph
  - The Guardian/The Observer
- The axis’ will need to be showing political affiliation on way and whether they are ‘popular’ (tabloid) and ‘quality’ (broadsheet), or somewhere in-between.
Phase 3. The current market

Typically, a newspaper has five key departments. Using your set product as a case study, research each of the departments and find out: the names of a few key people, examples of the work they do and explain the purpose of each department.

- **PROPRIETOR**
  - Owners

- **EDITORIAL**
  - Produces the 'news' - stories & photographs
  - News
  - Layout

- **ADVERTISING**
  - Generates revenue from business adverts

- **SALES**
  - Responsible for marketing the newspaper to customers

- **PRODUCTION**
  - Responsible for putting the newspaper together in its final form

- **DISTRIBUTION**
  - Delivers newspaper to retailers

- **WHAT'S IN A NEWSPAPER?**

- **NEWS**
Chomsky and Herman’s 5 Filters

- Watch this video from PBS Ideas Channel and makes notes on the ‘5 Filters’:
  https://www.youtube.com/watch?v=OCsp31lSQ2A

1. Size of organisation
2. The advertising licence to do business
3. Sourcing mass media news
4. FLAK
5. Fear of the other
The market
The market

<table>
<thead>
<tr>
<th>Owners</th>
<th>Dailies</th>
<th>Sundays</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMG media</td>
<td>Daily Mail</td>
<td>The Mail</td>
</tr>
<tr>
<td>Guardian News &amp; Media</td>
<td>the guardian</td>
<td>The Observer</td>
</tr>
<tr>
<td>ESI Media</td>
<td>The Independent**</td>
<td></td>
</tr>
<tr>
<td>News UK</td>
<td>THE TIMES</td>
<td>Sun</td>
</tr>
<tr>
<td>Telegraph Media Group</td>
<td>The Daily Telegraph</td>
<td>THE SUNDAY TIMES</td>
</tr>
<tr>
<td>Trinity Mirror</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnston Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern &amp; Shell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson PLC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not Newworks stakeholders
** Online only
## The market

<table>
<thead>
<tr>
<th>Owners</th>
<th>Dailies</th>
<th>Sundays</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMG media</td>
<td>Daily Mail</td>
<td>The Observer</td>
</tr>
<tr>
<td>Guardian News &amp; Media</td>
<td>METRO</td>
<td>The Mail</td>
</tr>
<tr>
<td>ESI Media</td>
<td>the guardian</td>
<td>The INDEPENDENT**</td>
</tr>
<tr>
<td>News UK</td>
<td>The Independent Standard</td>
<td>THE SUNDAY TIMES</td>
</tr>
<tr>
<td>Telegraph Media Group</td>
<td>Sun</td>
<td>THE TIMES</td>
</tr>
<tr>
<td>Trinity Mirror</td>
<td>THE DAILY TELEGRAPH</td>
<td>The Sunday Telegraph</td>
</tr>
<tr>
<td>Johnston Press</td>
<td>THE DAILY EXPRESS*</td>
<td>SUNDAY EXPRESS*</td>
</tr>
<tr>
<td>Northern &amp; Shell</td>
<td>Daily Mirror</td>
<td>Daily Star*</td>
</tr>
<tr>
<td>Pearson PLC</td>
<td>FT</td>
<td>Sunday Express*</td>
</tr>
</tbody>
</table>

* Not Newsworks stakeholders
** Online only
<table>
<thead>
<tr>
<th>Paid for</th>
<th>Free</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sun</td>
<td>METRO</td>
</tr>
<tr>
<td>The Sun</td>
<td>London Evening Standard</td>
</tr>
<tr>
<td>Daily Mail</td>
<td>THE INDEPENDENT</td>
</tr>
<tr>
<td>The Mail</td>
<td>The Observer</td>
</tr>
<tr>
<td>Daily Express*</td>
<td>i</td>
</tr>
<tr>
<td>Sunday Express*</td>
<td>FT</td>
</tr>
<tr>
<td>The Times</td>
<td>The Sunday Times</td>
</tr>
<tr>
<td>The Sunday Telegraph</td>
<td>The Daily Telegraph</td>
</tr>
</tbody>
</table>

* Not Newsworks stakeholders
** Online only
<table>
<thead>
<tr>
<th>Populars</th>
<th>Mid-market</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sun</td>
<td>Daily Mail</td>
<td>The Daily Telegraph</td>
</tr>
<tr>
<td>The Sun On Sunday</td>
<td>The Mail</td>
<td>The Sunday Telegraph</td>
</tr>
<tr>
<td>Daily Mirror</td>
<td>London Evening Standard</td>
<td>The Guardian</td>
</tr>
<tr>
<td>Sunday Mirror</td>
<td>Metro</td>
<td>The Observer</td>
</tr>
<tr>
<td>Sunday People</td>
<td>Sunday Express*</td>
<td>The Times</td>
</tr>
<tr>
<td>Daily Star</td>
<td>Daily Express*</td>
<td>The Sunday Times</td>
</tr>
<tr>
<td>Daily Star Sunday</td>
<td></td>
<td>The INDEPENDENT**</td>
</tr>
</tbody>
</table>

* Not Newworks stakeholders
** Online only
The UK newspaper market is unique

- **UK**: 13 national newspapers
- **France**: 9 national newspapers
- **Germany**: 9 national newspapers
- **USA**: 5 national newspapers
Newsbrands readership by platform

Newspapers
32.6 million

Desktop
15.1 million

Mobile
37 million

Newsbrands
47.5 million

Source: NRS PADD Apr 2016 – Mar 2017
Newsbrands are consumed at different points throughout the day
(Average weekday)

Source: IPA TouchPoints 2016
### Task 3. Market Research

**News and Online Media**

Circulation and Readership of National Newspapers

Fill out the table below with details of circulation and readership. You will need to use the following websites in your research:
- (for readership): [http://www.abc.org.uk/](http://www.abc.org.uk/)
- You can also read [http://companies.org.uk](http://companies.org.uk)
- You will also need to use the papers' own websites.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Print circulation</th>
<th>Print readership</th>
<th>Online (FO) circulation/ readership</th>
<th>Social Media circulation/ readership</th>
<th>Breakdown of ages of readers</th>
<th>Social demographic of readers (ABC, etc.)</th>
<th>Year the paper first established</th>
<th>Who owns the paper?</th>
<th>Mission statement of the paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Daily Mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Guardian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Sun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mirror</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Telegraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Express</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Independent</td>
<td><strong>Bold</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# News and Online Media: Circulation and Readership of National Newspapers

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Print circulation</th>
<th>Print readership</th>
<th>Online (PC) circulation/ readership</th>
<th>Social Media circulation/ readership</th>
<th>Breakdown of ages of readers</th>
<th>Social Demo-graphic of readers (ABCs etc.)</th>
<th>Year the paper first established</th>
<th>Who owns the paper?</th>
<th>Mission statement of the paper</th>
<th>Political affiliation and any other useful information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Mail</strong></td>
<td>3,428,563</td>
<td>3,987,000</td>
<td>54,868,817</td>
<td>1,101,120</td>
<td>35-44 (6.0%) 65-74 (5.0%) 75+ (5.0%)</td>
<td>(In 2000) AB Adults (838) ABC1 Adults (932) ABC2 Adults (544) C1 Adults (2150) C2 Adults (672) DE Adults (131)</td>
<td>1899</td>
<td>dnn media</td>
<td>In touch with the hearts and minds of ‘Middle England’, it reflects the concerns, hopes and lifestyle of this powerful audience that forms the economic backbone of Britain, with the power to make or break trends. With a proud tradition of editorial integrity and campaigning journalism, the Daily Mail is a trusted news brand and a consistent market leader, with a 3 per cent readers.</td>
<td>Right wing, Conservative</td>
</tr>
<tr>
<td><strong>The Guardian</strong></td>
<td>166,470</td>
<td>837,000</td>
<td>7,660,000</td>
<td>2,081,000</td>
<td>25-34 (30.4%) 25-34 (24.9%) 35-44 (13.9%) 45-54 (13.6%) 55-64 (12.8%) 65+ (8.6%)</td>
<td>(In 2001) AB Adults (558) ABC1 Adults (712) ABC2 Adults (832) C1 Adults (285) C3 Adults (71) DE Adults (64)</td>
<td>1821</td>
<td>Guardian News &amp; Media</td>
<td>The Guardian attracts a unique group of people. People curious about the world around them, who travel, who embrace change and new technology. Progressive people, visible people. Our audience is hyper-mobile. They’re always on. They’re infinitely connected, contactable consumers of content.</td>
<td>Left wing, Labour</td>
</tr>
<tr>
<td><strong>The Sun</strong></td>
<td>1,264,549</td>
<td>1,488,000</td>
<td>5,359,785</td>
<td>1,021,000</td>
<td>35-44 (9.3%) 25-34 (15.9%) 35-44 (13.3%) 45-54 (17.6%) 55-64 (16.5%) 65+ (18.4%)</td>
<td>(In 2002) AB Adults (558) ABC1 Adults (712) ABC2 Adults (832) C1 Adults (285) C3 Adults (71) DE Adults (64)</td>
<td>1964</td>
<td>News UK</td>
<td>The Sun is more than a newspaper. It is an inverter, an enmiser, a cultural reference point, a finger on the pulse, a solid relationship.</td>
<td>Right wing, Conservative</td>
</tr>
<tr>
<td><strong>Daily Mirror</strong></td>
<td>626,541</td>
<td>1,556,000</td>
<td>5,110,009</td>
<td>847,000</td>
<td>35-44 (6.4%) 25-34 (9.6%) 35-44 (20.8%) 45-54 (15.9%) 55-64 (16.5%) 65+ (4.2%)</td>
<td>(In 2005) AB Adults (165) ABC1 Adults (213) ABC2 Adults (1009) C1 Adults (218) C3 Adults (48) DE Adults (557)</td>
<td>1903</td>
<td>Trinity Mirror</td>
<td></td>
<td>Left wing?</td>
</tr>
</tbody>
</table>
News and Online

Circulation and Readership Questions:
(Answer the following in full sentences, using the evidence from the data sheet to back up your answers.)

1. The Sun has the largest circulation, why do you think this is?
2. Why is the readership figure so much bigger in most cases than the circulation figure?
3. Which of the newspapers charges for its online content? How do you know this?
4. Why do you think that the Daily Mail has the most Facebook followers?
5. Why do you think that the Guardian has the most Twitter followers?
6. Most papers’ print readers are over 65 years old, why do you think this is?
7. Looking at when the newspapers were established, do you think it is better to be established longer? Why?
8. Looking at the last column, why do you think the Telegraph charges as much as it does for advertising?
9. Looking at all the papers, and thinking about how the Independent has already stopped printing, which of the papers do you think is the most likely to go out of business or stop making a print edition next? Why?
10. You are thinking about starting a new newspaper, where is there a gap in the market for you to fill, who would you market it to and what would its main selling point be?
Phase 4. Media Language
<table>
<thead>
<tr>
<th><strong>Masthead</strong></th>
<th>Where the name of the reporter is included at the beginning of the article.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caption</strong></td>
<td>Picture story that can exist on its own or on a front page leading to a story inside</td>
</tr>
<tr>
<td><strong>Headline</strong></td>
<td>Usually at top left and right hand corners of page displaying promotions, special offers or price of newspapers.</td>
</tr>
<tr>
<td><strong>Main Image</strong></td>
<td>Title of the newspaper displayed on the front page</td>
</tr>
<tr>
<td><strong>Stand First</strong></td>
<td>Subheadings that appear in the text of the article</td>
</tr>
<tr>
<td><strong>Byline</strong></td>
<td>Brief text underneath an image describing the photograph or graphic</td>
</tr>
<tr>
<td><strong>Standalone</strong></td>
<td>Dominant picture, often filling much of the front cover</td>
</tr>
<tr>
<td><strong>Splash</strong></td>
<td>Block of text that introduces the story, normally in a different style to the body text and headline</td>
</tr>
<tr>
<td><strong>Cross-head</strong></td>
<td>The main story</td>
</tr>
<tr>
<td><strong>Plug</strong></td>
<td>A phrase that summarises the main point of the article. Usually in large print and a different style to catch the attention of the reader.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Masthead</td>
<td>Where the name of the reporter is included at the beginning of the article.</td>
</tr>
<tr>
<td>Caption</td>
<td>Picture story that can exist on its own or on a front page leading to a story inside.</td>
</tr>
<tr>
<td>Headline</td>
<td>Usually at top left and right hand corners of page displaying promotions, special offers or price of newspapers.</td>
</tr>
<tr>
<td>Main Image</td>
<td>Title of the newspaper displayed on the front page.</td>
</tr>
<tr>
<td>Stand First</td>
<td>Subheadings that appear in the text of the article.</td>
</tr>
<tr>
<td>Byline</td>
<td>Brief text underneath an image describing the photograph or graphic.</td>
</tr>
<tr>
<td>Standalone</td>
<td>Dominant picture, often filling much of the front cover.</td>
</tr>
<tr>
<td>Splash</td>
<td>Block of text that introduces the story, normally in a different style to the body text and headline.</td>
</tr>
<tr>
<td>Cross-head</td>
<td>The main story.</td>
</tr>
<tr>
<td>Plug</td>
<td>A phrase that summarises the main point of the article. Usually in large print and a different style to catch the attention of the reader.</td>
</tr>
</tbody>
</table>
### Masthead
the newspaper's name, often in traditional gothic lettering. It may not have changed for many years so it’s the easiest way to identify a newspaper. An important part of branding – semantic codes of the name can be identified.

### Slogan
a ‘catchphrase’ summing up the newspaper’s philosophy or unique selling point

<table>
<thead>
<tr>
<th>Slogan</th>
<th>“All The News That’s Fit To Print”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>—The New York Times</td>
</tr>
</tbody>
</table>

### 'Puffs' or ‘blurbs’
colour bands that aim to attract readers to additional stories inside – usually more light hearted to broaden the audience base

### Headlines
the largest typeface on the page for the most important stories. Popular newspaper employ colloquialism and puns with quality newspapers being more formal

<table>
<thead>
<tr>
<th>'Puffs' or ‘blurbs’</th>
<th>Headlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Student Awards page 23</td>
<td>SCHOOL EXPLODES</td>
</tr>
<tr>
<td><strong>Strapline</strong></td>
<td>Local School Rocked by Series Of Explosions</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>in smaller typeface, above or below headline that explain more about the story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standfirst</strong></th>
<th>Teachers suspected in 'fizz'-bomb attack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block of text that introduces the story and offers initial content</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>By-line</strong></th>
<th>By Clark Kent, Special Correspondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>journalist’s name &amp; details, often includes a photo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standalone</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A picture story used on the cover to offer visual engagement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Central Image</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually a dramatic picture filling most of the cover, anchorage text/caption usually close by to offer context</td>
<td></td>
</tr>
</tbody>
</table>
**News in brief (NIB) / side bars**
Smaller facts or articles in a list / column positioned at the side or bottom of the paper

<table>
<thead>
<tr>
<th>Pull Quotes</th>
<th>“I really like ice cream when it’s hot”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting quotes from the article extracted and written in larger font to make it stand out</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jump Line</th>
<th>‘Turn to page 6’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the teaser headline on the front page encouraging readers to buy and read on.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers may included adverts and offer on the cover – depending on the type – which will appeal to the audience</td>
<td></td>
</tr>
<tr>
<td>Visual Elements</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>White space</strong></td>
<td></td>
</tr>
<tr>
<td>Area on the newspaper that has no text, image or advert is left blank</td>
<td></td>
</tr>
<tr>
<td><strong>Margins and gutters</strong></td>
<td></td>
</tr>
<tr>
<td>Lines to prevent text overlapping, newspapers have clear set areas of text, image, title</td>
<td></td>
</tr>
<tr>
<td><strong>Frames</strong></td>
<td></td>
</tr>
<tr>
<td>Shapes outlining the parts of text such as stories or columns, to make them visually separate</td>
<td></td>
</tr>
<tr>
<td><strong>Columns</strong></td>
<td></td>
</tr>
<tr>
<td>Newspapers always use columns when producing covers – it is the conventional layout</td>
<td></td>
</tr>
<tr>
<td><strong>Serif Font</strong> – <strong>Italic style font</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sans serif Font</strong> – <strong>Plain font type</strong></td>
<td></td>
</tr>
</tbody>
</table>
The most striking difference between tabloid and broadsheet newspapers is their language.
What type of language / techniques are used in Broadsheets?

- More formal
- Metaphors rather than puns
- Rhetorical questions
- More complex sentences (look for sentences separated by lots of commas, semi-colons etc.)
- Puns sometimes used, although more subtle
- Statistics
- Descriptions of people tends to relate to personality or position in society
- Politician’s comments often included, with a commentary by the journalist
What type of language / techniques are used in Tabloids?

- Informal
- Use of puns
- Use of alliteration
- Exaggeration for effect
- Slang
- Colloquial language (chatty)
- Informal names used
- Short, snappy sentences
- Heightened language (over the top)
- Brand names
- Adjectives often carry sexual overtones
- A focus upon appearance
- Frequent use of elision e.g. won’t, don’t. This is another informal technique
Task 7. Time for some annotation...
Representation
REPRESENTATION

• EVERYTHING IN THE MEDIA IS CONSTRUCTED.

• REPRESENTATIONS TAKE MANY FORMS SUCH AS RADIO SEGMENTS, NEWSPAPER ARTICLES, PHOTOGRAPHS, FILMS.

• WHILE MEDIA REPRESENTATIONS MAY SEEM REALISTIC, REMEMBER THEY'RE JUST CONSTRUCTIONS.
CONSTRUCTING REPRESENTATIONS

- Before taking a photograph, you:
  - Select what’s in the image.
  - Made decisions about what to omit.
  - Construct the representation by making decisions about the use of codes like camera angle, lighting and mise en scene.
https://www.elitereaders.com/29-funny-cropped-photos/
Representation
The media is not a reflection of reality. It is a representation of reality.
Task: Spotting Representations

1. Find a news story of your choice, from the last week. (Online)
2. Find this news story reported in two different ways, by a ‘quality’ newspaper, and a ‘popular’ newspaper.
3. State what the main representations are in the story and note how each one has been constructed by selection, omission, construction (what has been allowed in, what has been taken out and what has been added on?).
4. Remember to look at the text and images.
5. Be prepared to present your findings to the class.
Media Mag Article...

• Daily Mail
Phase 5: News Values

- In 1965, media researchers Galtung & Ruge analysed international news stories to find common attributes.
- They identified a list of news values common across news bulletins and newspapers.
What are the common News Values?

- **Negativity** – bad news is good news!
- **Familiarity** – local news is most relevant!
- **Immediacy** – new News is News!
- **Continuity** – people want to find out more about things in the public eye. They want updates on existing News stories.
- **Amplification** – Is it a big event? Involves lots of people? Plane crash kills one or Plane crash destroys city – what’s more exciting?
- **Unambiguity** – Is it clear and definite?
- **Uniqueness** – ‘Man Bites Dog’ is more exciting than ‘dog bites man’.
- **Simplicity** – a simple story is easier to read.
- **Personalisation** – human interest draws on heart-strings.
- **Predictability** – did people think there would be a riot and there was? People love knowing they were right!
- **Unexpectedness** – Surprise!
- **Elite Nations /People** – Celebs, Royals, US and UK.
Phase 6 – The Daily Mail and The Guardian

- News values
- Case Studies
Case Study: Daily Mail

As a class we are going to fill out this case study sheet for The Daily Mail.

The edition we are going to use is the one from 10/01/2020

<table>
<thead>
<tr>
<th>Case Study:</th>
<th>Popular or Quality?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Edition date: Friday 10/01/2020</td>
</tr>
</tbody>
</table>

1. Textual Analysis of specific editions:
   - Use of images
   - Selection of stories
   - Use of text and typography
   - Mise-en-scène

2. Representations present/how is this achieved?
   1.
   2.
   3.
   4.

3. What are the main news values that are presented by this edition?

4. Institutional information:
   - Who owns the paper?
   - Company details:
   - Do they own any other titles/media businesses?
What are the common News Values?

- **Negativity** – bad news is good news!
- **Familiarity** – local news is most relevant!
- **Immediacy** – new News is News!
- **Continuity** – people want to find out more about things in the public eye. They want updates on existing News stories.
- **Amplification** – Is it a big event? Involves lots of people? Plane crash kills one or Plane crash destroys city – what’s more exciting?
- **Unambiguity** – Is it clear and definite?
- **Uniqueness** – ‘Man Bites Dog’ is more exciting than ‘dog bites man’.
- **Simplicity** – a simple story is easier to read.
- **Personalisation** – human interest draws on heart-strings.
- **Predictability** – did people think there would be a riot and there was? People love knowing they were right!
- **Unexpectedness** – Surprise!
- **Elite Nations /People** – Celebs, Royals, US and UK.
News Values: Daily Mail

• Selects 5 news values for the DM.
• Explain why you think they are a key news value for the paper.

• Negativity
• Familiarity
• Immediacy
• Continuity
• Amplification
• Unambiguity
• Uniqueness
• Simplicity
• Personalisation
• Predictability
• Unexpectedness
• Elite Nations /People.
Major Task: Creating your own DM

• In teams of 3 to 5 people, you are going to create a Daily Mail front page.
• You have 3 lessons and 2 preps to do this.
Within your team you must allocate the following roles:

- **Editor in Chief** - You will oversee all elements of the newsroom, and make sure your work adheres to the values and political leaning of the brand. You will assign stories to reporters after you have decided what stories you’re running with.
- **Copy Editor** - you are in charge of the layout and design of the pages.
- **Reporters** - you are responsible for investigating and writing the stories.
- **Photographer** - You will work with the reporters to get the best image to accompany their story (considering values of the brand).
Task Evaluation

• Along with your production work you must submit a group evaluation.

• You should justify the choices and decisions you have made by drawing upon your knowledge and understanding of news values, genre, language codes, ideologies and contexts.
Media Mag Article...

- Guardian
Case Study: Guardian

As a class we are going to fill out this case study sheet for The Guardian.

The edition we are going to use is the one from 10/01/2020

### News Media case study research sheet

You will need to research the two newspaper case studies: The Guardian (quality) and The Daily Mail (popular). You need to be aware of the differences between them as you will need to compare them in your exam answer. You should be at a stage where you can discuss the following for both case studies with solid examples:

<table>
<thead>
<tr>
<th>Case Study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular or Quality?</td>
<td></td>
</tr>
<tr>
<td>Edition date: Friday 10/01/2020</td>
<td></td>
</tr>
</tbody>
</table>

1. **Textual Analysis of specific editions:**

<table>
<thead>
<tr>
<th>Use of images</th>
<th>Selection of stories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of text and typography</th>
<th>Mise-en-scene</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Representations present/how is this achieved?**

   1. 
   2. 
   3. 
   4. 

3. **What are the main news values that are presented by this edition?**

### 2. Institutional information:

<table>
<thead>
<tr>
<th>Who owns the paper?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Company details:</td>
<td></td>
</tr>
<tr>
<td>Do they own any other titles/media businesses?</td>
<td></td>
</tr>
</tbody>
</table>
News Values: Guardian

- Selects 5 news values for the DM.
- Explain why you think they are a key news value for the paper.

- Negativity
- Familiarity
- Immediacy
- Continuity
- Amplification
- Unambiguity
- Uniqueness
- Simplicity
- Personalisation
- Predictability
- Unexpectedness
- Elite Nations /People.
Major Task: Creating your own G

- In teams of 3 to 5 people, you are going to create a Guardian front page.
- You have 3 lessons and 2 preps to do this.
Within your team you must allocate the following roles:

- **Editor in Chief** - You will oversee all elements of the newsroom, and make sure your work adheres to the values and political leaning of the brand. You will assign stories to reporters after you have decided what stories you’re running with.

- **Copy Editor** - you are in charge of the layout and design of the pages.

- **Reporters** - you are responsible for investigating and writing the stories.

- **Photographer** - You will work with the reporters to get the best image to accompany their story (considering values of the brand).
Task Evaluation

• Along with your production work you must submit a group evaluation.
• You should justify the choices and decisions you have made by drawing upon your knowledge and understanding of news values, genre, language codes, ideologies and contexts.
Phase 7. Audience: demographic

- **AGE**
- **SEX**
- **INCOME**
- **LOCATION**
- **OCCUPATION**
- **LEVEL OF EDUCATION**
- **MARITAL STATUS**
- **RELIGION**
- **RACE**
- **ETHNICITY**
- **SEXUAL ORIENTATION**

**Categories:**
- A: Upper Middle Class
- B: Middle Class
- C1: Lower Middle Class
- C2: Skilled Working Class
- D: Working Class
- E: Those at the lowest level of subsistence
## Audience: Psychographic

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAINSTREAMERS</strong></td>
<td>SEEK SECURITY. Tend to be domestic, conformist, conventional, sentimental – favour value for money family brands. Nearly always the largest group.</td>
</tr>
<tr>
<td><strong>ASPIRERS</strong></td>
<td>SEEK STATUS. Materialistic, acquisitive, orientated to image and appearance, persona and fashion. Attractive packaging more important than contents. Typically younger people, clerical and sales jobs.</td>
</tr>
<tr>
<td><strong>SUCCEEDERS</strong></td>
<td>SEEK CONTROL. Strong goals, confidence, work ethic, and organisation. Supports stability. Brand choice based on self-reward, and quality. Typically higher management and professionals.</td>
</tr>
<tr>
<td><strong>RESIGNED</strong></td>
<td>SEEKS SURVIVAL. Rigid and authoritarian values. Interested in the past and tradition. Brand choice stresses safety, familiarity and economy. Typically older people.</td>
</tr>
<tr>
<td><strong>STRUGGLERS</strong></td>
<td>SEEKS ESCAPE. Alienated and disorganised. Few resources beyond physical skills. Brand choice involves impact and sensation. Buys alcohol, junk food, lottery tickets, D and E demographic.</td>
</tr>
<tr>
<td><strong>REFORMERS</strong></td>
<td>SEEKS ENLIGHTENMENT. Freedom of restrictions and personal growth. Social awareness and independent judgement. Anti-materialistic but aware of good taste. Has attended higher education and selects products for quality.</td>
</tr>
</tbody>
</table>

### Decision making unit (DMU)

- **USERS**
- **INITIATORS**
- **INFLUENCERS**
- **BUYERS**
- **GATEKEEPERS**
- **DECISION MAKERS**
Why do we use the Media (why do we read the news)?

Uses and Gratifications Theory (not a set theory)

Uses and Gratifications theory as developed by Bulmer and Katz suggests that the user seeks out the media source that best fulfils their needs. The uses and gratifications theory assumes the audience chooses what it wants to watch for five different reasons.

- **Information and Education** – the viewer wants to acquire information, knowledge and understanding.
- **Entertainment** – Viewers use the media for enjoyment.
- **Personal Identity** - Viewers can recognise a person or product, role models that reflect similar values to themselves and mimic or copy some of their characteristics.
- **Integration and social interaction** – the ability for media products to produce a topic of conversation between people.
- **Escapism** – media is used to escape real life
Set theories – don’t panic

Bandura
- Audience is directly effected by what they view or read. Is this true for newspapers? Are they just echo chambers?

Gerbner
- Media ‘cultivates’ your ideas, if you see something again and again, you will accept it, or think it is the norm. ‘Mean world syndrome’
- Could be applied to audiences who remain within a print or digital ‘bubble’ and have their viewpoints constantly reinforced – ‘Guardian-readers’ and ‘Mail-readers’ who never read other sources of news.
- The presence of alternative viewpoints – e.g. in comments on news articles – may count as evidence against the cultivation effect in online media.

Hall
- Reception theory: Dominant, Negotiated and Oppositional readings.
- Comments on online news may be a rich source of different readings, as will other forms of audience research. News sources will tend towards a ‘preferred meaning’ within journalistic discourse, supporting this theory, but any examples of deeply ironic or polysemic messages could work as counter-examples, though both the Guardian and Mail have a strong ethos that tends to pervade their material (perhaps less so in the Mail Online?).

Jenkins and Shirky
- Audience are prosumers more than consumers – fandom.
- Examples of citizen journalism, interaction with news sites, and audiences using a media text as a starting point to generate a discourse that spills out in different directions would validate these approaches.
- Examples where application of traditional news values sets the news agenda – i.e. much mainstream news reporting – would argue against these approaches.
Task: Audience research

• Draw and label the perfect audience member for the Daily Mail.
• Comment on all demographic aspects, and all psychographic aspects.
• Repeat the task for The Guardian.
Phase 8: Online News

Your task:

- Create a presentation (which you will need to present) on either the Guardian or Daily Mail’s online and social media offering.
- You could use Powerpoint, Keynote, or video based software like PowToon...
- You will need to find out the following:
Online news research...

- When was the paper’s website founded?
- What is its main content?
- What numbers of users does it have?
- How does the online content differ from the printed content of the day?
- Does it carry advertising? If so who advertises with them?
- Can you comment on the stories?
- Do they have video content?
- How do they fund the website?
- Has there been any complaints against the website?

- What social media does the news brand have?
- What sort of content is on the social media?
- Are there links from the social media to the main website?
- Is there any money made out of the social media?
Regulation of the press
From the syllabus

• The impact of the regulatory framework on the newspaper industry

• Impact of online news, and social and participatory media on regulation
The regulatory framework

- How it works
- Its impact on the newspaper industry
- How online, social and participatory media has impacted on regulation
Press freedom

• The UK operates as a democracy
• A cornerstone of any democracy is a free press, who are free to report stories that criticise those in power and hold them to account
• Traditionally the UK Press is known for standing up for those without power and constantly checking on the behaviour of those who do have power.
• https://www.youtube.com/watch?v=f6LKL4RKlw&t=191s (Crash Course)
• https://youtu.be/dyK5NZlm1X4 (Channel 4)
Self-regulation

• Any statutory (legal) restrictions on press reporting are considered contrary to this principle.

• Press regulation in the UK is post-publication and operates voluntarily, as opposed to being enshrined in law.

• So rather than be statutorily censored, the UK press follows a system of robust self-regulation.
The regulatory framework

- Since 2007 when the phone-hacking scandal came to light, newspapers and the regulator have come under intense scrutiny and have faced a loss of public confidence.

- Despite the Leveson Enquiry’s recommendation in 2014 that press regulation should be underpinned by the law, the press and IPSO have stood firm against this and to date, press regulation is entirely independent from government/statutory influence.
  - [https://hackinginquiry.org](https://hackinginquiry.org)
• All reporting must remain within the law of the land however
• Laws in regard to libel and slander, privacy, injunctions, contempt of court and clandestine devices must be followed
• Over time newspapers have become more responsible in the light of stricter sanctions, court cases against them, public distaste of sensationalised and invasive reporting, phone-hacking etc

The legal framework
The Regulatory framework

- Media regulation is about the enforcing of certain rules in order to maintain standards, protect the public and to ensure material published is within the law.
- The newspaper industry has its own ‘Editor’s Code of Practice’ that all journalists are expected to follow, online and in print.
- Over 90% of all the UKs national, regional and local newspapers and magazines are voluntarily signed up to regulated by IPSO (Independent Press Standards Organisation)
• IPSO is responsible for maintaining **journalistic standards** and good practice in the industry
• IPSO also investigates **complaints** about breaches of the Editor's Code of Practice.
• Anyone can complain and IPSO will investigate
• IPSO also provides low-cost arbitration for the public (from May 2018)
• **The Guardian**, Observer, FT and Evening Standard have not signed up to IPSO

**The regulatory framework**
Complaints

• Complaints generally focus on inaccurate reporting, invasion of privacy, intrusion into grief and shock
• Complaints are usually resolved fairly quickly between the editor and the complainant, with IPSO providing mediation
• IPSO will sometimes need to make a judgement and issue a ruling
• Most complaints are not upheld
• Where they are upheld, the newspaper will be required to publish a correction or an apology, or remove the article from their website.

• Newspapers have a strong image to uphold (family values, reporters of ‘truth’, trustworthy quality reporting etc) and are highly motivated to follow the code, and avoid negative publicity

• Taste (offensiveness) is considered subjective and is not something that IPSO regulate for

• [https://tabloidcorrections.wordpress.com/](https://tabloidcorrections.wordpress.com/)
Regulatory framework online

• The Editor’s code was adapted in 2009 in order to cover newspapers online as well as in print
• Today, both print and online newspapers are regulated by IPSO
• All blogs, tweets, comments by professional journalists working for an IPSO newspaper are also covered
Regulatory framework online

- User generated comments are covered on all sites that are pre-moderated by the newspaper
- But they are not covered if they have been shared and complained about from another website
- Citizen journalist content (eye witness accounts, phone video footage etc) is covered if used on a professional newspaper site
- Enforcing the regulatory framework online is more of a challenge than in print
• Under the traditional regulatory framework, newspapers are responsible for the comments/reactions to stories posted by their readers
• Newspapers have had to adapt to this and create internal codes of conduct to encourage readers to post and comment responsibly
• Their social media teams are responsible for heavily moderating comments to avoid complaints to IPSO (hate crime, libel etc)
• This is a tricky balancing act
• Readers like to comment, express opinions, interact with other users
• Comments pages provide an important social function – they inspire debate and discussion
• Free speech is all about being able to express an opinion that other people don’t want to hear

Regulatory framework online
• But free speech is not an automatic right
• If your free speech invades someone else’s privacy/incites hatred/libels someone or is offensive to the values the newspaper upholds then the newspaper have the right to censor your comments ie remove them
• This curtails free speech but is a necessary part of newspaper’s self-regulation
Regulatory framework online

- Also a story or comment can be re-tweeted and can go globally viral instantly
- Once an article has been shared, if the content is misleading, inaccurate or invasive the ‘damage’ to the victim has already been done, even if article, comment or tweet is then removed
• So regulating news online is fraught with difficulty and traditional regulatory approaches have limited effectiveness online
• Although laws apply in practice the internet is difficult to police
• The major online newspapers usually have a global presence as well as national. IPSO’s jurisdiction and the Editor’s Code is arguably only applicable on UK specific content
• News means something different today in the online age
• News is a fast-moving medium. Online news is instantaneous, the news agenda shifts constantly and stories are constantly updating
• News can be gathered and shared by anyone
• Social media users don’t always consider what is legal or factual before posting or re-tweeting
• IPSO is an industry regulator NOT an audience regulator

Regulatory framework online
• The public are required to be responsible, to ‘self-regulate’ and follow the law of the land in the virtual world, as well as in the real world.

• Social media users don’t always know the law, ignore it, don’t think it applies to them or assume that ‘free speech’ is an automatic right.

• Consumers source news from a range of different sites such as blogs, many unregulated (bloggers are not ‘the press’ so don’t come under IPSO’s remit).

Impact

• The rise of citizen journalism and fake news has left the public confused about who or what to trust
• Audiences have less trust in professional news agencies today as a result
• This is somewhat ironic as fake news is being generated by non-journalists as a disruptive tool for political reasons
• https://www.youtube.com/watch?v=1aTApGWVG0I (fake news)
• https://www.youtube.com/watch?v=UQcClzjz9_s (TED)
Regulation of fake news - a ‘by-product’ of the freedom of the internet - has largely been left to the major tech companies (e.g., Facebook, Google) who until recently have done little to attempt to regulate content.

The major newspaper brands have used the problem of fake news to reassure readers that the professionally driven, trusted brands are the best way to receive news.

Paradoxically this reinforces the power and control of the major conglomerates (Curran and Seaton).