Digital Media

Unit 1 – Media products and audiences

Overview of Allocation of GLH per Topic

Models of media ownership	12 – 15 GLH	Target audiences and how media organisations collect audience data	12 – 15 GLH
Advertising and distribution	12 – 15 GLH	Evaluating audience research data for market possibilities	12 – 15 GLH
Technical codes and how meaning is created in media products	12 – 15 GLH	The media effects debate and regulation	12 – 15 GLH

Scheme of Work in Detail

Week/ Lesson	Learning Outcomes and Topics	Unit content to be covered, activities, links to useful resources
Digital Media Unit 1: Media products and audiences		
Week 1 Lessons 1 – 2	Learning Outcome 1: Understand the ownership models of media institutions • Media providers • Conglomerate institutions – objectives, purpose, audience Approx. 2 ½ - 3 hours	**Unit content** • The different types of media industries and specialist providers within these industries need to be discussed (i.e. magazines, newspapers, television, film, web, radio, computer games) • Conglomerate institutions and their structure (i.e. commercial objectives, purpose, audience) **Activity 1 – Introduction – 30 minutes** Working in pairs ask learners to create a mind map that is split into the different media sectors. Ask them to think of as many companies or brands as they can in each sector and write on the mind map. Learners are to then feed back and share with class, adding to their list as they listen to others. They can use a platform such as www.blogger.com to set up a Unit 1 learning blog to scan/upload all their classwork for revision. **Activity 2 – Task – 60 minutes** Show learners *Wired*'s Disney conglomerate and subsidiary chart and Figure 1.3 of Chapter 1 of the Cambridge Technicals Level 3 Digital Media textbook. https://www.wired.com/2015/11/how-disney-is-making-sure-youll-never-be-able-to-escape-star-wars/

		Reinforce the terms **conglomerate**, **subsidiary**, and **cross media ownership**. Using the Disney chart for reference, ask learners to research another large media conglomerate, such as Sony or Warner Brothers, on https://wikipedia.org and recreate a similar chart using basic software, such as Word or PowerPoint. Ask them to put the names of the individual subsidiaries and examples of brands/products the company has produced. At this stage the Unit 1 Delivery Guide LO1 Lesson Element 1 (p.12) could also be used to **revise terminology** as an independent learning task. **Activity 3 – Task – 60 minutes** Using the Panmore Institute's analysis of the Walt Disney Company's corporate mission statement http://panmore.com/walt-disney-company-mission-statement-vision-statement-analysis ask learners to work in small teams and identify the key commercial goals of Disney. They should then identify three main brands/products produced by Disney and research: 1. How much money the brand/product made to date 2. How Disney used its cross media ownership and subsidiaries to market the brand/product 3. The types of people (audience) who might buy the product and why. Findings could be made into a short presentation, with learners uploading the research onto their learning blogs. **Knowledge test – past paper exam question** Explain the term 'conglomerate ownership'. Use an example to support your answer. **[3]**
Week 2 Lessons 3 – 4	Learning Outcome 1: Understand the ownership models of media institutions • Vertical and horizontal integration • Synergy and cross-media promotion	**Unit content** • How commercial media institutions operate using vertical and horizontal integration

	Approx. 2 ½ - 3 hours	• How media institutions use synergy and cross-media promotion to increase awareness of their brands and products **Activity 1 – Task – 60 minutes** Working in small groups ask learners to reference previous work on Disney/another global media conglomerate the group has been studying for reference and support. Then give each group a different conglomerate to research. Using the basic vertical integration linear process of **production, distribution** and **consumption** ask learners to plot which companies that the conglomerate owns produce content, companies that can be used to distribute content to reach audiences and companies or services that audiences can use to consume or interact with products. Use the diagram from Strategic Management Insight https://www.strategicmanagementinsight.com/topics/img/media-industry.png#.XaBaHdJFVOA.link to help learners understand that the stage of consumption is also about how they access and interact with content. Learners should then feed back to class. They can add their work to their Unit 1 learning blog for revision. **Activity 2 – Task – 60 minutes** Using learners' understanding of different media sectors and cross-media ownership, show how **horizontal integration** is integral to the distribution of a product for a media conglomerate using Figure 1.2 Chapter 1 in the Textbook. Using the BBC as an example, ask learners to work in small groups, take a different BBC watercooler TV programme (e.g. *EastEnders, Strictly Come Dancing*) and plot how the product is distributed and advertised using the BBC's subsidiary companies and assets in different media sectors. Learners to feed back to the rest of the class and put notes/their work on the Unit 1 learning blog for revision. **Activity 3 – Task – 30 minutes**

		The effect of horizontal integration is **synergy**, which is **cross promotion** using the most efficient methods of advertising and marketing across subsidiaries within the conglomerate and commercial partners. Using the case study of *Avengers: Endgame* https://www.marvel.com/movies/avengers-endgame show how the film was marketed across different media sectors by Disney to reach the film's primary target audience. Use resources, such as the *Hollywood Reporter* article below, to help investigate. https://www.hollywoodreporter.com/heat-vision/avengers-endgame-how-marketing-sold-finale-a-neverending-series-1204689 Learners to feed back to rest of the class and put notes / their work on the Unit 1 learning blog for revision. **Knowledge test – past paper exam question** (i) Identify the name of a cross-media company. **[1]** (ii) Explain how the company you identified above uses synergy. Use examples to support your answer. **[4]**
Weeks 3 – 4 Lessons 5 – 7	Learning Outcome 1: Understand the ownership models of media institutions • Independent ownership • Public service ownership and remit Approx. 3 – 3 ½ hours	**Unit content** • How independent media institutions operate • The fundamentals of public service models **Activity 1 – Task – 90 minutes** Learners should now have a substantial understanding of how a conglomerate company operates. This task covers **independent companies** and **joint ventures.** Using the Warp Films and 'This Is England '90' case study on p.3 of the textbook as an example, ask learners to pick one of the following digital media companies, based on their specialist interest or pathway: - Calamity Films https://www.calamityfilms.co.uk - Roll 7 https://www.roll7.co.uk

		- Aardman Aminations https://www.aardman.com - Hartswood Films (TV) http://www.hartswoodfilms.co.uk - Finger Industries http://www.fingerindustries.co.uk Ask them to investigate one of their **key media products**, and answer: • How was the product funded? Was it produced for a larger company? • How was the product marketed? • Who was the main distributor of the product? • Did the company have to work with any other company during the production process so that the product could be consumed by audiences on a mass scale? Learners to feedback to rest of the class and put notes / their work on the Unit 1 learning blog for revision. **Knowledge test – past paper exam question** Explain the difference between a conglomerate and an independent company. Use examples to support your answer. **[4]** **Activity 2 – Task – 30 minutes** To introduce the concept of public service broadcasting, discuss the fact the BBC is publicly funded by the licence fee and should create content that **informs, educates** and **entertains**. Ask learners to access the BBC TV iPlayer guide https://www.bbc.co.uk/iplayer/guide, and TV schedule guide links https://www.tvguide.co.uk and https://www.radiotimes.com/tv/tv-listings/ to find 5 different TV programmes for each purpose. Learners to feed back to rest of the class, add to notes and put notes / their work on the Unit 1 learning blog for revision.

		Activity 3 – Task – 60 minutes Ask learners to look at the programmes they have chosen that inform, educate and entertain. As part of the PSB remit content needs to target a variety of audiences. In small teams learners should look at who they think the programmes they have chosen target. Based on earlier lessons, learners should look at the different media sectors within the BBC's cross-media ownership structure. In small groups, they should make a presentation identifying at least three media products /content that address differences in the demographics below: • Mainstream/Mass audience • Niche audience • Age • Gender • Ethnicity • Disability • Regional identity • Sexuality. **Knowledge test – past paper exam question** Explain how a public service company operates differently to a commercial company. Use an example to support your answer. **[4]**

Week 5 Lessons 8 – 9	Learning Outcome 1: Understand the ownership models of media institutions • The production process • Job roles in digital media sectors Approx. 2 hours	**Unit content** • The production processes behind media products • The different types of job roles in media organisations. **Activity 1 – Task – 30 minutes** Introduce learners to the concepts of **pre-production**, **production** and **post-production**, using definitions on p.6 of the textbook. Ask learners to work in teams and give each group one of the following digital media sectors to investigate: • Film • TV • Video games • Music • Web and app design • Animation • Radio • Print and publishing (magazines and newspapers) Using resources such as https://www.mediacollege.com ask learners to brainstorm the types of activities required at each stage of the production process. They are to create a basic presentation with rationale for each idea and feedback to the rest of the group. This can also be completed as a Q&A. **Activity 2 – Task – 90 minutes** Learners could consider their future career aspirations to personalise their learning for this task. They could then choose **two** digital media sectors that they might like to investigate different careers in.

		Based on the learning completed in Activity 1, learners are to look at the different activities that need to be completed at each stage of the production process. They are then to use resources such as https://www.screenskills.com and https://www.thebalancecareers.com/digital-media-skills-2062387 to make a list of at least four job roles at each stage for both the sectors they have chosen, identifying the requirements of the job role. They should then put their work on their Unit 1 learning blog for revision. **Knowledge test – past paper exam question** Explain how **two** job roles in a media sector you have studied contribute to the production phase of a media product or brand. **[4]**
Week 6 Lessons 10 – 11	Learning Outcome 4: Understand the target audiences of media products • Mainstream and niche products/audiences Approx. 2 hours	**Unit content** • To define key audience terminology. **Activity 1 – Task – 120 minutes** Introduce learners to the concepts of **mainstream/mass** and **niche** using definitions on p.17 of the textbook, or on p.21 of the Unit 1 Delivery Guide. Ask learners to access https://www.ti-media.com/brands/ and identify **three** magazine titles that they think are mainstream and **three** titles that they think are niche. Ask them to identify at least five reasons to justify their answers. All students to participate in Q&A and make notes on others' ideas. Using the task on p.21 of the Unit 1 Delivery Guide, learners are to use knowledge gained from work studied for LO1 about conglomerate and independent companies. Ask learners to choose one film from a conglomerate company (such as Disney) that targets a mainstream audience and one film from an independent company (such as Revolution Films) that targets a more niche audience.

		They should then identify elements such as the cast, promotion, use of special effects and narrative that shows how they target and reflect the interests of their audience, creating a short presentation on their findings and evidence should be a mixture of written analysis and supporting screenshots. **Knowledge test** To consolidate learning screen the trailer for *Fish Tank* (2009) https://www.youtube.com/watch?v=gg1yMOdjyp0 Ask students to identify three ways in which *Fish Tank* targets a niche audience.
Weeks 7 – 8 Lessons 12 – 14	Learning Outcome 4: Understand the target audiences of media products • Audience profiling Approx. 3 hours	• Audience profiling – the 'Imaginary Entity' • NRS social grade profiling **Activity 1 – Task – 60 minutes** The task on p.22 of the Unit 1 Delivery Guide should be used so learners consider why digital media companies make audience profiles before products are produced and once they are distributed to audiences Using the information on p.18 of the textbook, show learners how digital media companies create ideal audience members or 'imaginary entities' by profiling their audience. This is so they can produce a targeted product, and an audience that can be sold to advertisers. This can also be done by using media pack resources from Bauer Media https://www.bauermedia.co.uk/media-packs **Activity 2 – Task – 45 minutes**

		Using the information on p.18 of the textbook, show learners how the NRS Social Grades, which were developed in the early 1960s, are still used today by organisation such as PAMCo to categorise audiences of media products as part of demographic profiling. Ask learners to work in teams and pick one product that they believe would target each social grade and explain why. **Activity 3 – Task – 45 minutes** Using the above, learners should create their own 'imaginary entity' and streamlined media pack based on a niche magazine of their choice. They should create the media pack with images from the internet to support hobbies, interests and lifestyle being sold to advertisers on the media pack. **Knowledge test** Identify **three** reasons why media companies create demographic profiles of their target audience. **[3]**
Weeks 9 – 10 Lessons 15 – 18	Learning Outcome 4: Understand the target audiences of media products • Audience research organisations Approx. 4 hours	**Unit content** • Audience research organisations – including: PAMCo (formerly NRS), RAJAR, BARB, ABC, ACORN • How audiences are categorised by media producers based on methods of demographic profiling by audience research organisations **Activity 1 – Task – 60 minutes**

		Investigating PAMCo (formerly NRS). Using https://pamco.co.uk ask learners to watch the introductory video on the left hand side of the homepage to investigate the type of data that PAMCo research for digital media publishing companies. Ask learners to choose **one** newspaper and **one** magazine that PAMCo have collected audience research data for. Guide them through selecting and exporting data and ask them to analyse the main audience demographic for each publication. Ask learners to swap results with peers to make notes about different publications. **Activity 2 – Task – 60 minutes** Investigating RAJAR. Using https://www.rajar.co.uk ask learners to click on the latest infographic data in the middle of the homepage to investigate the type of data that RAJAR research for radio stations. Ask learners to choose **one** local radio station and **one** national station that RAJAR collect audience research data for. Guide them through selecting data and ask them to analyse the listenership for each station. Ask learners to swap results with peers to make notes about different stations. **Activity 3 – Task – 60 minutes** Investigating BARB. Using https://www.barb.co.uk ask learners to click on the 'Viewing Data' tab on the navigation bar of the homepage to investigate the type of data that BARB research for television institutions. Ask learners to choose **one** programme from a BBC channel and **one** programme from an ITV channel. Guide them through selecting and exporting data and ask them to analyse the main audience for the programmes.

		Activity 4 and knowledge test – 60 minutes Teachers should go through some of the other digital media audiences research and profiling organisations such as ABC, ACORN, MiDIA, Ofcom, Statista, ESA to look at the different types of data collected and the different presentations of the data to familiarise learners with a variety of potential studies. To consolidate learning, two pieces of audience data from the same organisation should be chosen. Learners should be given a question such as: Identify **four** interpretations about the audience demographic. **[4]** Identify and explain **one** way that media institutions can use this data. **[3]**

Week 12 Lessons 19 – 20	Learning Outcome 2: Understand how media products are advertised and distributed • Traditional and digital advertising methods Approx. 2 hours	**Unit content** • The difference between types of advertising in media industries, including the variety of traditional methods and contemporary digital methods used **Activity 1 – Task – 60 minutes** 1. As a starter task, ask learners to get into small groups and identify methods used to advertise products to audiences pre-2000 and what methods exist post-2000. Learners to feed back and teachers to use terms such as **push and pull media** forms. 2. For the main task, using work completed in LO1 and LO4, ask learners to pick one product they have studied and identify their target audience. This should be a video game or film. Disney is a good example of a conglomerate that use creative, interactive marketing methods to create awareness of its products. Use the Referral

		Candy article to support. https://www.referralcandy.com/blog/disney-marketing-strategy/ Learners are then to complete a presentation outlining all the traditional ways the product was marketed and how digital methods supported this and allowed for more creative methods. **Activity 2 – Task – 60 minutes** Using a **case study brief** from Unit 6 such as My Life TV https://ocr.org.uk/Images/506806-question-paper-social-media-and-globalisation.pdf or From The Box https://ocr.org.uk/Images/529925-question-paper-social-media-and-globalisation.pdf ask learners to create a blended marketing campaign to promote the product launches. Learners should identify why they have chosen the traditional and digital methods. Content ideas should create **synergy** and be as creative as possible to engage the outlined audiences. **Knowledge test – past paper exam question** Explain **two** ways products are advertised to audiences in the digital age. Use examples to support your answer. **[4]**

Week 13 Lessons 21 – 22	Learning Outcome 2: Understand how media products are advertised and distributed • Evaluating advertising methods Learning Outcome 5: Be able to evaluate research data used by media institutions • Primary research methods and audience research Approx. 2 hours	**Unit content** • Audience research • Evaluating how media products are advertised to audiences • Digital advertising **Activity 1 – Task 120 minutes** To gain an understanding of how audiences interact with advertising, learners can produce an online questionnaire to then distribute to their peers using a survey platform such as www.surveymonkey.co.uk. They are to ask questions such as: • Do you watch TV adverts on live TV or do you use catch up/streaming services? • Do you notice billboards? If so, what was the last product you saw advertised? • Do you interact with YouTube adverts? • Do you experience web adverts pushed on social media for goods you have bought online? Analyse the results to see how people interact with advertisements. Create another questionnaire asking peers to pick a product and discuss how and why they interact with online advertising.
Weeks 14 – 15 Lessons 23 – 25	Learning Outcome 5: Be able to evaluate research data used by media institutions • Primary research methods and audience research • Secondary methods of research. Approx. 6 hours	**Unit content** • Primary research • Secondary research methods **Activities** Using the content synoptic with Unit 2 tutors should reinforce primary and secondary research methods.

		The tasks on p.25-27 of the Unit 1 Delivery Guide can be used. These tasks cover the skills needed to research primary and secondary information in relation to audience reception. **Knowledge test – past paper exam question** Identify **four** methods for collecting audience feedback used by media producers for specific media products you have studied. **[4]**
Week 15 Lesson 26	Learning Outcome 2: Understand how media products are advertised and distributed • Distribution of digital media products. Approx. 2 hours	**Unit content** • Distribution methods – traditional and digital. **Activity 1 – Task 120 minutes** 1. As a starter task, ask learners to get into small teams and recap from Lessons 19 and 20 to discuss traditional and digital forms of advertising. 2. For the main task, using work completed in LO1, LO2 and LO4, ask learners to work in teams to pick one product from each digital media sector (e.g. music, film TV, radio). They should then create a presentation looking at all the ways each product can be accessed via traditional and digital methods. 3. Key terms **catch up TV, video on demand (VoD), time shifting, simulcasting, streaming, downloading, narrowcasting** should be discussed, and learners should apply this to their products. Streaming services, such as **BBC iPlayer, ITV Hub, All4, Global Player, Spotify** and other apps/websites, should be used to support. **Knowledge test – past paper exam question** Identify **three** channels of distribution that are considered successful in the digital age in terms of products reaching audiences. Justify your answers. **[6]**
Weeks 16 – 19 Lessons	Learning Outcome 3: Understand how meaning is created in media products • Misè-en-scene	**Unit content** • Denotation/connotation

27 – 32	• Camerawork • Editing • Sound Approx. 6.5 hours. NB content for moving image analysis in this SoW can be adapted using the tasks and conventions in the Unit 1 Delivery Guide to support analysis of print/web and audio media products.	• The use and application of production techniques to create media products– audio visual codes and conventions • Key media language elements of misè-en-scene, camerawork, editing and sound The suggested activities on p.16-17 of the Unit 1 Delivery Guide can be used to reinforce key terms associated with how meaning is created in audio-visual media products. **Activity 1 – Task – 30 minutes** **Key theory – Roland Barthes**– semiotics. Tutors should discuss the key terms of **denotation** and **connotation**. Teachers to adapt key concept material from https://opentextbc.ca/mediastudies101/chapter/semiotics/ in relation to the digital media products studied. **Activity 2 – Task – 90 minutes** Using the guidance in the BFI presentation, teachers should look at the basics of the key misè-en-scene elements and analysis of the film *La La Land*. https://www.bfi.org.uk/sites/bfi.org.uk/files/downloads/bfi-media-conference-2017-teaching-language-mise-en-scene-grace-eardley-into-film.pdf **Knowledge test** Tutors should ask learners to pick a relevant product in the sector they are working in. They should then analyse how the elements of misè-en-scene create meaning in the product. **Activity 3 – Task – 90 minutes** Using the websites below teachers should look at the basics of key camerawork elements.

		http://www.screenonline.org.uk/education/teachingwithfilm/filmtechniques.html https://www.studiobinder.com/blog/ultimate-guide-to-camera-shots/ https://wolfcrow.com/15-essential-camera-shots-angles-and-movements/ After exposition, learners should find shot types, movements and angles in relevant clips, for example: *The Shining* (1980) https://youtu.be/F2lU8PnA24A *Cold Pursuit* (2019) https://www.youtube.com/watch?v=B_xBG3W9j80 **Knowledge test** Tutors should ask learners to pick a relevant product in the sector they are working in. They should then analyse how the elements of camerawork create meaning in the product. **Activity 4 – Task – 90 minutes** Using the Learn About Film website, teachers should look at the basics of key editing techniques. https://learnaboutfilm.com/film-language/editing/ After exposition, learners should find key editing techniques in relevant clips, for example: *Pulp Fiction (1994)* https://youtu.be/_GfJSxMr5TU *Lord of the Rings (2001)* https://youtu.be/zmj25u5mVvg *Tree of Life (2011)* https://youtu.be/wslybRQaDE4 **Knowledge test** Tutors should ask learners to pick a relevant product in the sector they are working in. They should then analyse how editing techniques create meaning in the product.

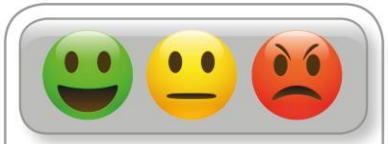
		Activity 5 – Task – 90 minutes Using the Learn About Film website, teachers should look at the basics of key sound techniques. https://learnaboutfilm.com/film-language/sound/ After exposition, learners should find key sound/sound editing techniques in relevant clips, for example: *Apocalypse Now (1979)* https://youtu.be/TqtehtSB0LI *Life on Mars* https://youtu.be/uJQX1OFxBgg *Thor: Ragnarok (2017)* https://youtu.be/q9P2ZYtGgWc **Knowledge test** Tutors should ask learners to pick a relevant product in the sector they are working in. They should then analyse how sound techniques create meaning in the product.

Weeks 20 – 21 Lessons 33 – 35	Learning Outcome 3: Understand how meaning is created in media products • Narrative theory • Genre theory • Theories of representation Approx. 4.5 hours	**Unit content** • Analysing the codes and conventions of media texts and how they contribute to creating wider meaning using theoretical ideas **Activity 1 – Task – 90 minutes** Using narrative theories of Barthes (narrative codes) and Levi-Strauss (binary opposition) analyse how the technical elements of mise-en-scene, camerawork, editing and sound create meaning. Teacher to break down how codes of enigma, action and oppositions are created. **Knowledge test – past paper exam question** Analyse how the concept of narrative can be applied to a media product you have studied. Use examples to support your answer. **[12]** **Activity 2 – Task – 90 minutes** Using genre theories of Neale (repetition and difference) and Altman (semantic/syntactic approach) analyse how the technical elements of mise-en-scene, camerawork, editing and sound create meaning. Teacher to break down how genre expectations and familiarity of codes are created for audience pleasure. **Knowledge test – past paper exam question** Analyse how genre conventions have been used to create meaning in a media product you have studied. **[12]** **Activity 3 – Task – 90 minutes**

		Using representation theories of Hall (race), Mulvey (gender) and Gauntlett (identity) analyse how the technical elements of mise-en-scene, camerawork, editing and sound create meaning. Teacher to break down how stereotypes are used so that audiences understand and can relate to products. **Knowledge test – past paper exam question** Analyse the concepts of 'genre' and 'representation' in a media product you have studied. **[12]**
Weeks 22 – 24 Lessons 36 – 37	Learning Outcome 6: Be able to evaluate legal, ethical and regulatory issues associated with media products Approx. 6 hours	**Unit content** • Evaluating the ethical impact of contemporary media products • Evaluating the potential effects on audience (e.g. violence debates for film and video, use of social media products and body image debate, the media and moral panics). **Activity 1 – Task – 90 minutes** Tutors could start by questioning learners about what they think the difference is between a passive and active audience and whether they could think of examples to support their definitions. This could be a starter task to the lesson. Answers could include: • **Passive audience**: audiences are susceptible to negative media messages from the products they consume. For example, violent video games and the effects on children. • **Active audience**: audiences actively engage with media products and make sense of the messages based on cultural and personal influences. For example, messages and themes in Disney films and how they are interpreted by adults compared to children. Ask learners to look at the debates on media effects using the following articles as discussion points:

		http://www.ox.ac.uk/news/2019-02-13-violent-video-games-found-not-be-associated-adolescent-aggression https://www.psychologytoday.com/gb/blog/human-flourishing/201908/video-games-violence-media-and-suicide https://www.makeuseof.com/tag/negative-effects-social-media/ They are to then present back findings and their own point of view. **Activity 2 – Task – 60 minutes** Learners should be taught about the key concept of **moral panics** (Cohen). Using https://revisionworld.com/a2-level-level-revision/media-studies-level-revision/moral-panic-theory to provide a simple definition, ask learners to discuss any issues in society where groups of people or media products have been made **folk devils.** **Knowledge test – 60 minutes** Learners are to plan and answer the following question: 'The content of digital media products makes people commit acts of violence.' Discuss the statement based on digital media products you have studied. Use contemporary examples and theoretical ideas to support your answer. **[20]**

Weeks 25 – 26 Lessons 38 – 40	Learning Outcome 6: Be able to evaluate legal, ethical and regulatory issues associated with media products Approx. 6 hours	**Unit content** • Media regulation. **Activities** Using the content synoptic with Unit 2 tutors should reinforce regulatory bodies and copyright of material. The tasks on p.29-30 of the Unit 1 Delivery Guide can be used. These tasks cover key media regulators and allow learners to access guidelines for discussion. Websites that need to be accessed are: www.bbfc.co.uk www.asa.org.uk www.ipso.co.uk www.ofcom.org.uk https://pegi.info **Knowledge test – 60 minutes** Learners are to plan and answer the following question: 'Media regulation is an outdated concept in the digital age.' Discuss the statement using contemporary examples and theoretical ideas to support your answer. **[20]**



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