

Topic: Section A Television News Section B News Websites

Section A-Thinking about the Media-Investigating

Candidates will need to demonstrate their **knowledge and understanding** of the set topic in relation to the main areas from the specification framework. The topic of News for the examination will be studied in relation to the **convergent nature of the media**.

This resource will explore the topic of News in relation to the following areas:

- **Genre:** codes and conventions of television news, similarity and difference across different news programmes, an exploration of typical news programme formats and online news platforms linked to the relationship with audience needs.
- **Narrative:** the role of selection and construction in creating narratives, narrative structures, the ways in which media language constructs points of view and conveys particular messages and values.
- **Representations:** how the media presents people and the way events and issues are represented in the news from a national, regional and local perspective.
- **Media organisations:** sustaining and extending markets, regulation, marketing, promoting and branding, cross-media platform presence, new technologies and distribution.
- **Audience and users:** targeting audiences, audience/user engagement, audience/user response and interpretation, uses and pleasures.

What is news?

- Mind map your initial ideas. What is your understanding of the word 'news'?
- Compare your definition with a partner. Have you come up with a similar point of view?
- Share your ideas with the whole class.
- Now write a definition which includes points that have been discussed.

Some points that might emerge: *something not previously known, a factual report, something important, an event that has happened recently...*

Dictionary definition:

Newly received or noteworthy information, especially about recent events.

<http://www.oxforddictionaries.com/definition/english/news>

Starting points

- What are today's news stories?
- How did you find these?

Is there shared knowledge in the class? Mind map the stories that have grabbed pupils' attention. Note initial points as to where these stories were heard about? E.g. breakfast news, radio headlines...

Teacher Note: *a useful starter could be to show a montage of images taken from all the news stories of the previous week and to ask students what the story is. This type of engagement activity is useful to gauge students' awareness of news- it encourages media awareness outside of the classroom and places expectations on students that they come to a media lesson with something to contribute regarding news. As the scheme progresses other questions related to whether the stories are global, regional or local can be introduced. Further questions such as what are the news values behind the stories? Or which stories are examples of hard news and which are soft news etc.*

Research activities:

- Conduct a more in depth class survey and present findings about the ways in which teenagers access news.
- Widen your research by asking different family members/different generations about how they access news. [You could conduct an interview or devise a questionnaire]
- Be prepared to report back your findings.
- Are there significant differences in the way that young people and older people access news today?

Teacher Note: *Findings show that young people tend to access news throughout the day via social media and smart phones while older generations turn to trusted peak time television bulletins such as BBC News and ITV News and daily national newspapers.*

Television news:

Despite the challenge of digital media and the wide range of different ways in which news can be consumed, television news is still an important, reliable and trusted source of news in Britain.

- List any television news programmes that you are familiar with –write on a white board or post it note.

Some current news programmes cited might include: *Channel 4 News, BBC Breakfast, BBC News at Six/Ten, ITV News at Ten, Good Morning Britain, C5 News*

- BBC National news programmes: Scotland, Wales and Northern Ireland

- Other suggestions might include BBC2 *Newsnight* [or other programmes with news content that can open up discussion about genre conventions/subgenres]
- Study one channel's programming schedule on a particular day.
- Firstly try to identify the news programmes.
- At what points in the day is news broadcast?
- How often is news broadcast? How long are the programmes?
- Are there different types of news programmes? [paired/group work on different allocated channel schedules before whole class feedback]

Teacher Note: Learners will bring to the class activities prior knowledge based on their own experience of broadcast news. Looking at television schedules will help to reveal the importance of news programmes to a channel's identity as there are key juncture points throughout the day when television news is broadcast such as BBC News at One/BBC Regional news [1.30pm] BBC News at Ten etc. A similar pattern is followed across the main broadcast channels. The study of schedules also gives to learners an insight into traditional broadcasting outside of their more likely experience of television as mobile, on-demand or distributed viewing.

Class Survey: Television Channels and News Programme Viewing

Questionnaire:

- Answer the questionnaire fully so that both as an individual and then as a class demographic there is a clear profile of the ways in which teenagers engage with television and in particular how teenagers engage with news broadcasting.

Possible questions:

1. What television channels do you watch?
2. Who do you think is the target audience of your preferred television channel?
3. What channels do other family members in your home watch? Are they the same as the channels you watch or are some different?
4. Give a range of reasons why you watch television.
5. How many hours, on average, do you watch television?
6. How often do you watch television news?
7. If you have watched or often watch television news generally do you watch the whole news broadcast or specific segments e.g. the headlines or the sport section?
8. In a television news programme in what order would the following appear:
 - Weather news

- Sport
 - National news
 - International news?
9. Where would you expect to find the most detailed analysis of news:
- Radio
 - Television
 - Newspaper
 - News website
10. When do you think most people would tune in to television news: morning news programme/ afternoon news/evening news? Give reasons.
11. As a teenager do you feel it makes a difference whether you watch a news programme that is aimed specifically at teenagers or whether you watch a programme aimed at an adult audience? Give reasons for your answer.
12. Do you think it is important for teenagers to watch news programmes? Give reasons for your answer.
13. What types of news stories do you think teenagers are more likely to be interested in? Suggest three.

Teacher Note:

*Building on initial research regarding accessing news, learners can be given a questionnaire to complete directly about television news. Some questions provide opportunities to explore **audience uses and gratifications/targeting** etc.*

*The findings can be presented in an appropriate way including bar graphs/pie charts etc. and there is a good opportunity for incorporating numeracy skills in a way to enhance understanding of the topic. There are some suggested questions above that encourage **Thinking about the Media –Investigating** which is the focus of this unit.*

Uses and gratifications

Why is news important to audiences?

The uses and gratifications theory [Blumler and Katz] helps us to understand the ways in which audiences actively engage with and use the media to meet particular needs. The features are:

P	Pleasure or diversion from everyday routines and life. Sometimes looking at the lives of other people [real or fictional] can provide a sense of escapism from our own.
I	Identity can be reinforced if we think about issues, an event, or other people's points of view and consider whether as a person we agree or disagree with what is being presented to us. Most people engaging with a news story will have a point of view about it. Sometimes our views are reinforced and sometimes they are challenged.
C	Community is when we talk about things that have happened with other people. The media is like a social glue that gives people things to talk about and so builds relationships. With developing technologies people are increasingly able to share their views with others and respond to news via social media, building online communities/relationships.
K	Knowledge about the world around us is communicated via the media. News gives us information about our world [global, regional or local] and the issues or events that are considered important.

- Consider your own engagement with news in the media. Which aspects of the uses and gratifications theory best fit your own experience? Also think about the ways in which news is accessed – how do the different ways of accessing news help to fulfil the different needs of audiences? Use the grid to organise your notes.

P	Pleasure or diversion
I	Identity
C	Community
K	Knowledge

Teacher Note: some points that might emerge for discussion include the routine of traditional, linear, live television broadcasts that fit into audiences' lifestyles as morning/mid-day/early evening and late night slots allow traditional broadcasts to reach mainstream audiences.

Diversion is an important element of television news as routinely a news programme offers escape from a viewer's own life, particularly, as insight is given to other people's lives nationally and internationally.

Many stories are issue based and encourage a strong sense of personal **identity**. Through the reporting of news events an audience is often positioned to relate to, sympathise or have empathy with people caught up in difficult situations. Our own ideological views and values are often reinforced in response to topical stories –Brexit/Trump's Presidency/the election/university fees/black lives matter UK protests and so on.

Relationships are formed through talking about news events whether at home with family, with friends or via social media. Some of the most tweeted about stories of 2016 include #Rio2106, #PokemonGo, #Euro2016. As for **knowledge** this is probably the primary reason why audiences tune in to a news bulletin or check social media updates to find out what is trending. Development of new technologies allows for 24/7 access to news so that individuals are constantly informed about stories close to home or in the wider world. It can be argued that our perception of the world is shaped by the mass media as the 'most important' news stories of the day make the traditional television news headlines.

Analysing News Programmes

Study the first five minutes of two television breakfast news programmes.

What are the similarities and differences between them? Consider:

- Presenters

- Mode of address
- Set design including colours/furniture/screens etc.
- Content –news stories/features such as entertainment slots/guests
- Format [the way in which different features are arranged]
- Technical codes e.g. use of music, camera shots, camera movement

Key features	Programme 1: BBC Breakfast	Programme 2: Good Morning Britain
Presenter Mode of address Set design Content Format Technical codes		

Teacher Note: *grids that can help to focus note taking extracts are easily accessible for close study. Prepared still images can also help learners zoom in on detail and so develop skills of analysis.*

<http://www.bbc.co.uk/programmes/b006v5tb>

<https://www.itv.com/hub/good-morning-britain/2a3211>

*This activity deepens understanding of **genre** and the key codes and conventions of television news programmes, similarity and difference across different news programmes; it begins to explore typical news programme formats linked to the relationship with **audience needs**. This activity, based on the two main broadcasting channels, also introduces the idea of channel identity and **media organisations**.*

Competition for audiences presenter profiles

Television channels are constantly in competition with each other for their audiences. The ratings regularly report which programmes have attracted the highest number of viewers. BBC and ITV both use their flagship programmes, particularly their news at ten slots to battle for viewers.

Teacher Reference: <http://www.radiotimes.com/news/2016-01-11/new-stars-new-look-new-formats--bbc1-and-itvs-battle-for-the-news-at-10>

BARB RESEARCH: Broadcasters' Audience Research Board <http://www.barb.co.uk/>

- Visit the official BARB site and find the facts and figures relating to channel viewing figures. Your teacher will give you key questions to research.

Teacher Note: *learners can access the site directly and be asked to find out such data as: viewing figures for a given week, on the channel that has the biggest audience reach, what type of programme by genre attracts*

the most figures or viewing figures for particular channels such as BBC News channel. Screen grabs of key data can be given and direct questions posed if access to the site is not possible. This research can broaden learners' understanding of competition, the importance of sustaining audience figures and so on. Examples of such are below:

Channel	Average daily reach		Weekly reach		Average weekly viewing	Share
	000s	%	000s	%	Hrs:min per person	%
ALL/ANY TV	41,842	70.32	54,326	91.30	22:24	100.00
BBC 1	22,993	38.64	41,349	69.49	4:19	19.25
BBC 2	9,945	16.71	28,004	47.06	1:08	5.04
ITV	13,863	23.30	31,808	53.45	2:39	11.84
ITV +1	2,148	3.61	9,679	16.27	0:13	0.97
ITV HD	2,896	4.87	8,397	14.11	0:30	2.24
Channel 4	9,528	16.01	28,951	48.65	1:05	4.81
Channel 4+1	1,970	3.31	9,194	15.45	0:09	0.68
Channel 5	7,724	12.98	24,383	40.98	0:53	4.04
Channel 5+1	804	1.35	4,369	7.34	0:04	0.32
Channel 5 +24	567	0.95	2,983	5.01	0:03	0.25
Sky 1	1,472	2.47	6,542	10.99	0:08	0.63

BBC News

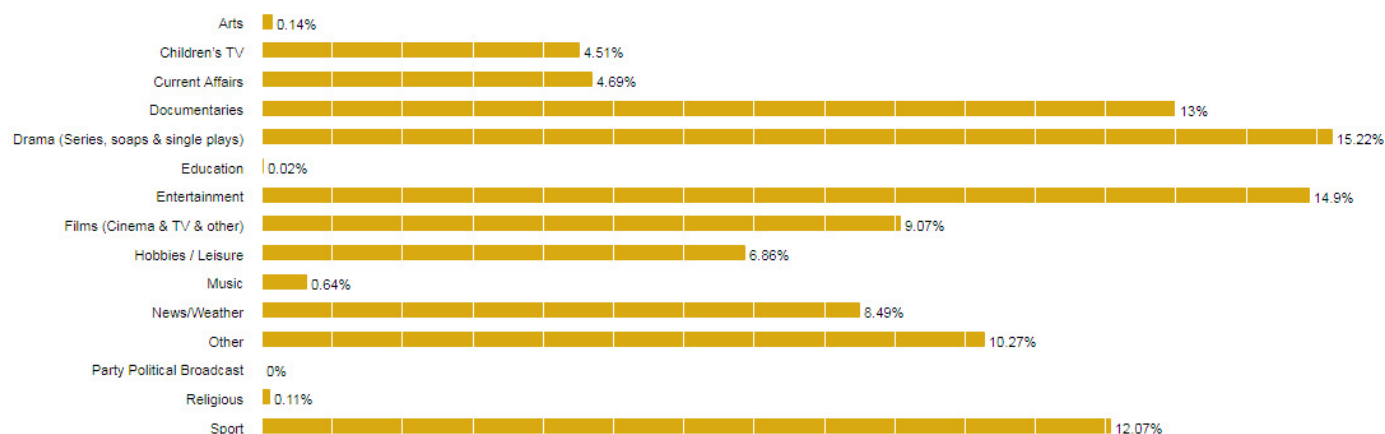
w/e 30 Jul 2017

		7 day data (000s)
1	TEN O'CLOCK NEWS (TUE 2200)	194
2	THE PAPERS (SAT 2230)	171
3	BBC NEWS (SAT 1800)	161
4	BBC NEWS AT FIVE (TUE 1700)	160
5	SIX O'CLOCK NEWS (TUE 1800)	158
6	TEN O'CLOCK NEWS (WED 2200)	157
7	BBC NEWS (SUN 0900)	154
8	THE PAPERS (FRI 2245)	154
9	SPORTSDAY (FRI 2230)	150
10	BBC NEWS (SAT 1700)	150

Monthly viewing by genre

Month

% Share of audience, Jul 2017

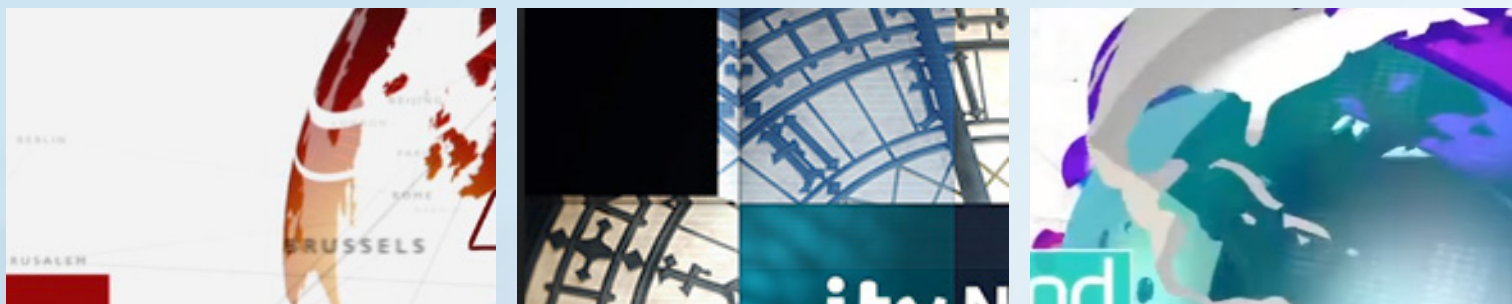


Branding

Teacher Note: *The logo activity provides a bridge to understanding channel competition and the need to create a distinctive brand identity which is recognised by targeted audiences across platforms.*

<https://rts.org.uk/article/battle-news-viewers>

- Can you identify the news programmes from the incomplete logos displayed? [resource sheet or project for learners]



[Images include: BBC News at Ten, ITV News at Ten, Newsround,]

- What is meant by the term 'brand identity'?
- Why is brand identity important to news programmes and television channels?
- Write down your understanding of the term. [white boards/books or post it notes]
- Share your understanding with the person next to you. Now share as a whole class.

Definition

Brand Identity consists of the visual elements of a brand such as the colours, the logo design and the use of font style that together identify and distinguish the news programme in the audience's mind. A brand is often associated with particular values that the viewer agrees with and trusts. [This is increasingly important in an era of 'fake news' stories.]

Brand identity is important to news broadcasters because as news moves increasingly online it is important that news brands maintain their profile across digital platforms.

- Analyse the ident for BBC News at Ten, ITV News at Ten and Newsround.
- Label and annotate.
- What is distinctive about each ident?

An ident helps to establish a programme's distinct identity through colour/visual images/typography. An iconic ident helps to reinforce a programme's and channel's brand identity.

Title Sequence Analysis [including opening shots]

BBC News and ITV News

Make notes on:

- Graphics
- Colour
- Images
- Sequencing
- Music
- Pace
- Opening camera shots/position/movement
- Studio set up
- Mise-en-scène
- Mode of address

- How does the title sequence establish the identity of the programme?
- What expectations are created?
- Complete an analysis of another title and opening of a television news programme independently. This could be on a different channel to the BBC or a regional news programme.

Teacher Note: *a sequence of screen grabs can help analysis alongside viewing the audio visual sequence*

<https://www.youtube.com/watch?v=WxYXyljpQcQ>

<https://www.youtube.com/watch?v=VUa3E0ypDCo>

Looking at older title sequences, there are many different national and regional title sequences on youtube which can develop understanding of the increasingly high production values of television news programmes.

Codes and Conventions of Television News programmes

- Read through the glossary of television news terms.
- Choose 9 features and place on a grid.
- Watch 15 mins of a news programme. Identify each feature – if using a bingo grid be prepared to explain in detail when each feature was used and its purpose or function.

e.g. **Direct address** ✓ - the presenter looked directly at the camera so forming a direct relationship with the viewer. The studio presenter of a news programme is also known as the **anchor** ✓. It is the role of the **anchor** to both **present** the **news items** and **coordinate links** to other contributors ✓

Teacher Note: *a range of vocabulary activities can be undertaken in order to introduce new terms with students at the beginning and end of lessons - Bingo/taboo/prepared Quizlet activities all help to secure familiarity with specific topic terms. Encouraging explanation of purpose/function and effect extends skills of critical analysis.*

*In order to consolidate the above learners can add detail on a **prepared grid** and write up a short, focused response to the question below that uses all the **key terms**.*

- What are the key codes and conventions of a television news programme? Refer to the programme viewed to support your answer.

Feature	Detail	Purpose/Function and effect
Set design		
Presenter	The presenter looks directly at the camera and speaks with a formal mode of address. He is wearing a suit with shirt and tie.	The direct mode of address is a convention of a news programme which helps to form a direct relationship with the viewer. The formal mode of address and smart dress code creates a sense of seriousness and trust.
Camera work		
Sound		
Ident		

Appealing to Different Audiences –

Newsround: A news programme broadcast on CBBC aimed at 6-12 year olds

How is Newsround constructed to appeal to younger viewers?

Comment on:

- Titles
- Set design
- Presenter
- Mode of address [language]
- News stories
- Structure
- Other features



Teacher Note: Stills can be used to model the process. Episodes are readily available on the BBC website www.bbc.co.uk/newsround. As the Newsround programme is 5.59 secs long in its entirety it is useful to consider format/running order and all the different features of television news studied so far. At this point learners might be confident enough to complete an analysis independently with some prompts to cover.

- Compare Newsround to a news programme aimed at an adult audience. What features are similar? What features are different? [Refer back to previous notes]

Some points might include:

Newsround	Adult news programme
<ul style="list-style-type: none"> • Length of programme is short [5-10 min bulletins] • Bright colour palette to appeal to boys and girls • Furniture round, more modern and informal • Settee • Language more informal ('bye') • Lots of graphics and on screen visuals to help illustrate a story 	<ul style="list-style-type: none"> • Main news programmes tend to be half an hour • More serious, restricted colour palette e.g. red/black/white [BBC] or muted blues and greys [ITV] • Formal work desk • Office chair • More formal mode of address • Facts, statistics, data and experts with some on screen graphics

News Presenters

According to RAJAR data 43% of 15-24 year olds receive updates about their favourite Radio Station and Programme presenters and for adults this figure is 31%. http://www.rajar.co.uk/docs/news/RAJAR_DataRelease_InfographicQ22017.pdf



Do you have a favourite programme presenter – *this can be on radio, for a news programme or any other programme?*

- What is it about this presenter that you like?
- Do they have a distinctive personality?
- Are they good at something in particular?
- How do they dress and speak? Can you relate to them in some way?

A selection of current news presenters

BBC

Fiona Bruce

Huw Edwards

Louise Minchin

George Alagiah

ITV

Alastair Stewart

Ranvir Singh

C4

Jon Snow

Krishan Guru-Murthy

Newsround

Ricky Boleto [<http://www.bbc.co.uk/newsround/13842641>]

Leah Boleto [<http://www.bbc.co.uk/newsround/13840612>] also [<http://blog.hellomagazine.com/leahgooding/>]

[Newsround provides presenter profiles on the website which is a useful resource as the mode of address and information provided helps to establish a relationship with the target audience]

C5

Sian Williams

Matt Barbet

Consider the news presenters studied in previous clips.

What are the important qualities for a news programme presenter?

- Research the presenters listed –there are others, research your regional presenters

- Make notes on their appearance – dress /manner/gestures/age/gender/ethnicity
- Can you research any career related biographical information?

Key concept: Representation is the way in which people [news programme presenters in this instance] are presented in the media. Viewers decode signs of dress, gesture, appearance and language and respond to these representations according to their own expectations and cultural experiences. All images/representations are constructions and so the producers of these images are trying to transmit certain messages about them.

- After researching news presenters are there any common representational codes?
- Do the representations reflect the target audience?
- Do you think audiences have certain expectations of what a news presenter should look like?
- Analyse these two news presenters

Make notes on:

- Technical codes –framing, camera position
- Mise-en-scène-background iconography/props
- Dress codes
- General appearance
- Facial expression
- Age/gender/ethnicity
- Messages communicated about them and how audiences might respond



Huw Edwards BBC



Ricky Boleto Newsround

- Go to the channel 5 news programme website Home page <http://www.channel5.com/show/5-news/>
- Look at the profiles for the presenters

<http://www.channel5.com/character/sian-williams-2/>

<http://www.channel5.com/character/matt-barbet-2/>

- What information do we find out about the two presenters? What does this add to our image of them?
- If you can click on their Twitter accounts. Why are audiences/users encouraged to follow the presenters on Twitter?



<https://twitter.com/mattbarbet>

- In what ways are audiences encouraged to become actively involved with the programme beyond the original scheduled broadcast?




5 NEWS ON FACEBOOK

4:49pm 10 August 2016

Want to have your say on our stories or see the best viral clips? Head to our Facebook page here.


...



Watch our latest clips

3:01pm 08 August 2016

Missed a recent programme? For our latest reports, head to our YouTube channel here. Highlights include: World's longest aircraft takes a...



Contact us

3:44pm 07 August 2016

Here are the different ways to get in touch with the team:
Email c5planning@itn.co.uk
Telephone +44 207 430 4405 (story ideas) or +44 203 580...

Teacher Note: it is productive to provide students with opportunities to explore official **news programme websites** such as C5 news. Increasingly the broadcast programme encourages viewers to go to the official websites for further information about stories and to become interactive participants rather than just traditional viewers. The broadcast programme is increasingly a gateway to the brand's other digital platforms. The more viewers that move online the more the brand's status and profile is reinforced, it also allows for wider/younger demographics to be reached. Encouraging viewers to follow presenters on Twitter again reinforces the brand and the relationship between the viewer with the presenter who is presented as both professional and human. [Appearances on *Strictly Come Dancing* and more entertainment type shows are increasingly common in this respect and serve a similar function but in the past this was something beyond an audience's expectations of a news presenter: see programmes past to present and also this <http://www.bbc.co.uk/programmes/p00bpkwp> old archive clip of BBC news presenter Angela Ripon revealing that news presenters do actually have legs and was probably the first occurrence of a news presenter revealing a more human, less serious side outside the parameters of a television news broadcast. More recent films, e.g. *Anchorman* [2004], offer a range of scenes that send up the traditionally male dominated world of 1970s news broadcasting-check for suitability of any clip for individual institution.

News programmes past to present

- Study a news clip from the past : https://www.youtube.com/watch?v=xlsv-l4_8o0
- How does this compare to today's television news broadcasts? Refer to previous notes/learning
- Draw up a list of past v present news programme features.

Further investigation:

This link explores 50 years of BBC news [2004] <http://news.bbc.co.uk/1/hi/entertainment/3829605.stm>

This interesting page provides an outline of how news has changed over the decades from the original transmission on 5th July 1954 to today's wide range of news programmes and dedicated news channel with 24hr rolling news.

Teacher Note: *projecting images of presenters will allow for deconstruction of these key representations. In addition a montage of presenter images will allow for an exploration of common traits/signifiers. A series of prompt questions-lower to higher order will deepen understanding of the concept moving from description to values embedded within the portrayals. The web link provides a wealth of information about the changing face of news and how news technologies have impacted on expectations of television 'news'.*

For Discussion

Surrounding issues and debates: the BBC recently published the salaries of its staff but it is the salaries of its top earners, which include news presenters, that has generated the most headlines and grabbed the most media attention. Huw Edwards the News at Ten anchor was 6th on the list of high earners as his salary was published as being between £550,000 and £599,999. His figure is thought to be similar to other news presenters on ITV, Channel 4 and Sky. The publication has caused some debate for a number of reasons: some people have considered these salaries to be too high as the BBC is funded by the television licence fee. Out of all of the highest earners the top seven are also white males, only five out of the top twenty are females and no one in the top twenty is black, Asian or minority ethnic. So this has led to discussion regarding a gender pay gap and lack of diversity at the BBC. Some people have defended the salaries arguing that as the BBC is a global highly regarded organisation that attracts millions of viewers it needs to attract and reward the best presenters.

Teacher Note: *this issue could be the spring board for discussion of the BBC as an institution [PSB rather than commercial] about the under representation of different ethnic groups and about the importance of presenters to a channel's identity in a competitive market. Statement cards are a useful way to generate discussion and unpick some relevant contemporary issues. Ranking statement cards or putting in agree/disagree piles can ensure active engagement.*

For Teacher Reference:

<http://www.itv.com/news/2017-07-19/bbc-salaries-revealed-chris-evans-gary-linekar-and-graham-norton-highest-paid-stars/>

<http://www.independent.co.uk/News/business/news/bbc-pay-compare-itv-sky-top-stars-highest-earners-salaries-sexism-gender-pay-gap-a7849106.html>

<http://www.bbc.co.uk/aboutthebbc/insidethebbc/whoweare>

News Values

What stories have made the news recently? Write down three recent news stories.

Why do you think these stories have made the news? Why have they been considered newsworthy? Discuss.

*Decisions on the selection and prioritising of news are made by media gatekeepers. An analysis by J. Galtung and M. Ruge revealed that there are particular factors applied across a range of news organisations that influence news selection. These are known as **news values**.*

There are 12 news values:

- Frequency
- Size and scale
- Predictability
- Closeness to home [proximity]
- Demand
- Unexpectedness
- Rarity
- Continuity
- Elite nations
- Elite people
- Ordinary people [human interest]
- Negativity [bad news]

Can you apply any of the news values to your suggested stories? Do your reasons/ideas why they made the news match up?

Use the news values cut up resource cards to see if you can remember each news value.

In pairs one person reads the definition the other person gives the news value term.

Top news stories of the year: 2016/early 2017

1. The Queen turns 90
2. Pokemon Go launched in the UK
3. Italian earthquake kills 300
4. Britain leaves the European Union
5. Donald Trump wins the American presidential election
6. Kim Kardashian is robbed at gunpoint in Paris
7. Killer clown craze sweeps the UK in the run up to Halloween
8. Sadiq Khan becomes Mayor of London

9. England Manager quits after just one game
10. Oscar Best Picture award mix up

In pairs study a selection of news stories from 2016/2017.

- Which do you think are the most important ones? Can you put them in a rank order 1-10?
- Compare them with another pair. Have you come to similar conclusions?
- Share your top and bottom news story with the class- be prepared to explain your thinking.
- Now match them to the news values.
- Try to explain why they are considered to be 'news' in relation to the common news criteria – news values.

A single news bulletin

The following news stories features in a lunchtime broadcast [*Lunch time news ITV1 1.30pm August 11 2017*]

- » New scientific research suggests that animal organs might be used for human organ transplants in the future
 - » Contaminated eggs now affect 17 countries -700,000 distributed in the UK
 - » A lost wedding ring miraculously found in Australian outback [*lost in the sands by holiday couple*]
 - » Trump gives a warning to North Korea that America is ready [originally via the president's twitter account]
 - » Emergency services respond to a house explosion in Sunderland
- For each of the news stories can you suggest a news value [refer to your list, there may be more than one per story]
 - Can you put them in the order in which you think they would have been read – running order? [Refer back to your glossary of terms]
 - Are the stories hard news or soft news? [Refer back to your glossary- hard news can be considered as serious news stories usually about politics, economics, war/conflict, and crime. Soft news- news stories that are sometimes related to entertainment and the arts or light hearted, feel-good stories considered to be less serious news]

Key Terms:

Running order: The order of news stories on a news programme. Most important stories are placed first.

Selection: This is what is chosen to be in the news programme by its creators.

Mediation: This refers to both the selection and construction. It is the process that a news story goes through before it is broadcast to an audience.

Construction: Every media text, in this instance a news programme, has been constructed to achieve a particular effect, to communicate a particular message.

Representation of a news story

- Focus on one news story featured in a mainstream news programme and a Newsround programme and on a news website
- How is the story *represented*? What angle is taken for the news programme? Is the story presented from both sides or is there a particular viewpoint? What about the language used – is it balanced?

For example this is how the President Trump and North Korea story was presented on the BBC website and the Newsround website:

The screenshot shows the BBC News website interface. At the top is the BBC logo and navigation links (Home, News, Sport, Weather, iPlayer, TV, Radio, CBBC, More). Below this is a red banner with the word 'NEWS' and a 'Local News' button. A secondary navigation bar lists various news categories (Home, UK, World, Business, Politics, Tech, Science, Health, Education, Entertainment & Arts, Video & Audio, Magazine, In Pictures, Also in the News, More). Below the navigation bar, the main content area features a large headline: 'Trump: US 'locked and loaded' on N Korea'. The headline is accompanied by a photo of Donald Trump and Mike Pence. To the right of the headline are several smaller news stories with their own images and titles: 'Fire on Oxford Circus Tube train', 'Cafe charges men more for coffee', 'Bin volunteers labelled 'scab army'', 'More soldiers failing drug tests abroad', 'UK 'faces Islamist threat for decades'', and 'Tata Steel signs pensions deal'. At the bottom of the page, there is a 'BREAKING' banner with a red 'X' icon.

News



Trump tells North Korea to behave

US President Donald Trump tells North Korea to stop sending threats after reports in the US media suggest that North Korea now has weapons that could reach American soil.

🕒 9 August 2017

<http://www.bbc.co.uk/newsround/40873038>

This is how the same news story was presented in some national newspapers

- How does reporting on television news differ from reporting in newspapers?

[refer back to any work done relating to newspapers as part of your media studies as in newspaper reporting language can be loaded and quite biased. In newspapers there is often a clear ideological point of view.]



Television News	Newspapers

Teacher Note: Learners can be introduced to the BBC's public service remit which can be accessed and condensed on link below. This is an important area for learners to understand particularly if Television News is being studied in relation to other news platforms. 'Impartiality' is on the media glossary.

Core Values of the BBC - <http://www.bbc.co.uk/editorialguidelines/guidelines/impartiality>

'Impartiality lies at the heart of public service and is the core of the BBC's commitment to its audiences. It applies to all our output and services - television, radio, online, and in our international services and commercial magazines. We must be inclusive, considering the broad perspective and ensuring the existence of a range of views is appropriately reflected.'

Reaching Different Audiences

- Make a list of the sort of stories that your demographic are **stereotypically** interested in.
- What **News Values** are appropriate to this demographic?
- Are they generally different to the interests of an older demographic?

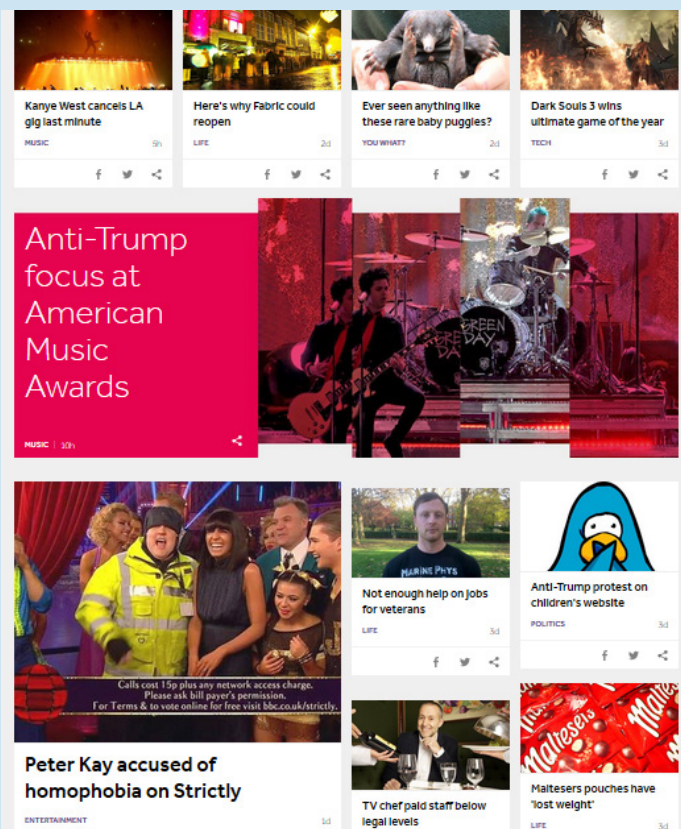
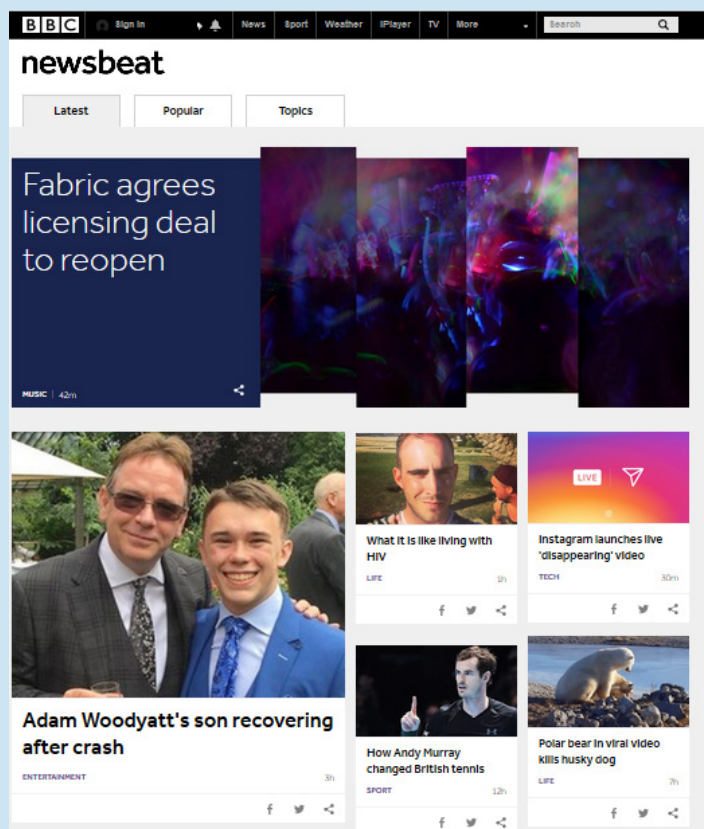
Newsround is aimed at 6-12 year olds

BBC's Newsbeat is aimed specifically at a younger demographic

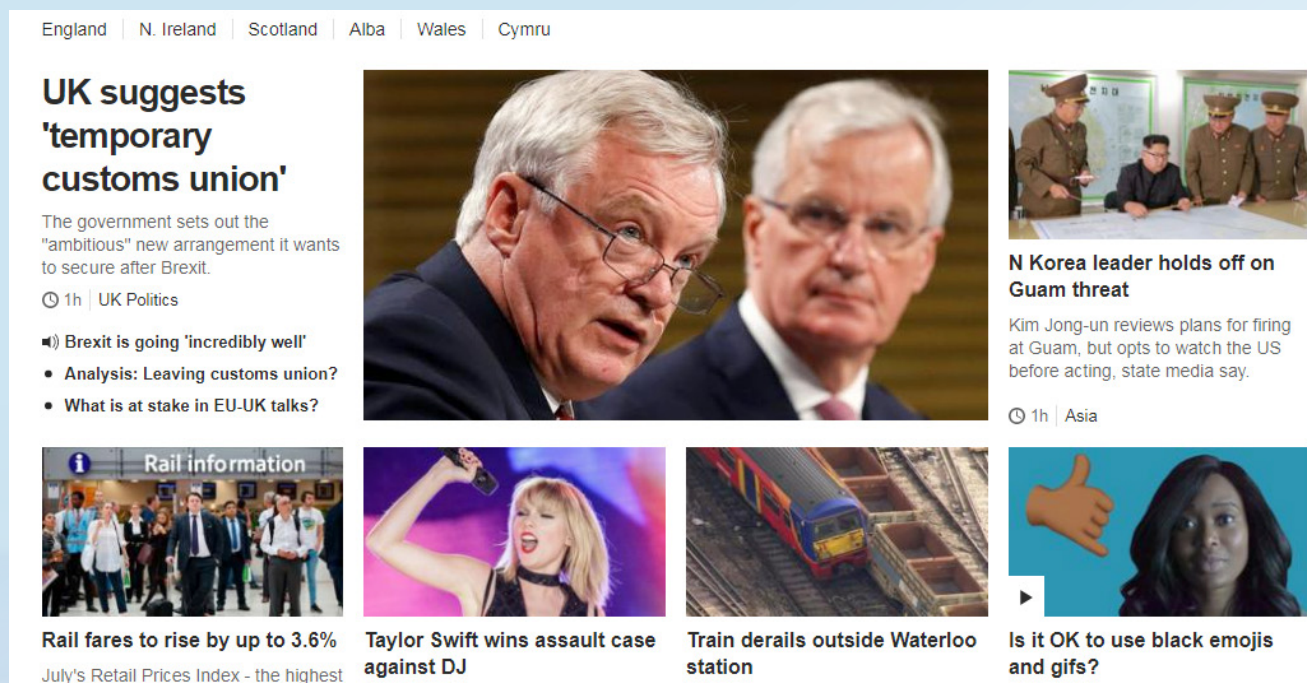
[Newsbeat is the flagship news programme on BBC Radio 1 and BBC Radio 1Xtra. Newsbeat is produced by BBC News but differs from the BBC's other news programmes in its remit to provide news tailored for a specifically younger audience. The fifteen-minute Newsbeat programme is broadcast at 12:45 and 17:45 during the week on Radio 1 and 1Xtra. Short bulletins are also heard throughout the day on both stations on the half-hour with extra bulletins broadcast at peak times. Newsbeat also has a strong online, social media presence.

Compare the BBC News webpage with the Newsbeat webpage

- What is the difference in News Values?
- Can you see any cross over?
- What sorts of stories are on this page do not feature on Newsbeat?
- Why is this?
- Do you think Newsbeat's focus is 'fair' to young people?



BBC NEWS Website



Teacher Note: looking at news aimed at young people across different platforms opens up discussion about what interests different demographics, and puts Television news broadcasts in a wider context. This clip <https://www.youtube.com/watch?v=UoZmCzRrQZM> talks about what it takes to be a Newsbeat journalist and how journalism has changed and needs to change further to reach younger audiences. The relevance here is to declining audiences for traditional news broadcasting –which is just one aspect of a channel's cross platform news provision.

Constructing news stories

Structure of a news story:

A news story needs to communicate the key elements of a story concisely and so typically addresses the 5Ws which are Who? What? Where? When and Why? –

Choose a news story and try to identify the main aspects

- **What** is the story about?
- **Who** is the story about/who is involved?
- **Where** does this take place?
- **When** has this event happened? Is it ongoing?
- **Why** has this taken place? What has led up to the situation? Or how has this happened?

How has *further information* been added? Is there a link to an on location reporter? Is there a special correspondent? Are graphs, maps or any other visual information used to explore the story in more depth?

The structure tends to form an inverted pyramid with the most important elements at the start of a news story and the further details and experts towards the end.

This can be carried out while watching a news broadcast or by looking at a story online. This can be studied while online, extra information can be clicked on with embedded AV etc., or a printable version given to students.

<http://www.bbc.co.uk/newsround/40873038>

<http://www.bbc.co.uk/news/world-asia-40909468>

Narrative

News stories are often about very complex issues which need to be communicated in a way that can be understood by viewing audiences.

Most news stories follow a conventional structure:

- Introduction of the situation [usually a disruption-something has happened]
- Problem
- Cause of disruption
- Attempt to repair

Many news stories are ongoing so closure may be delayed but there is usually some explanation of the

next steps and the quest towards resolution and final outcome.

Some narrative theories can be useful when analysing the structure of a news story.

Todorov can be useful in order to identify the underlying structure, similar to the above conventional structure.

- Equilibrium [situation]
- Disruption
- Recognition of the disruption
- Attempt to repair
- Resolution [see above note]

Strauss

News stories are often structured in terms of **oppositions**

West v East,

Villain [perpetrator of a crime] v victim

Individual v organisation

- Study a series of news stories – can the key oppositions be easily identified?
August 2017: Trump v Kim Jong-un / Jogger v innocent pedestrian / Taylor Swift v DJ David Muella

Barthes

Two main codes are useful:

The **enigma code** which engages the audience and controls how much information we are given. Trails often establish an enigma and lead to further information later in the news programme.

The **action code** moves the story along which is often in the form of visual sequences or the news report script.

Writing a News report

BBC School Report offers opportunities for media students to put into practice what they have learnt about News. The following news links are useful for practical class activities:

What is news? <http://www.bbc.co.uk/schoolreport/19269088>

Finding News <http://www.bbc.co.uk/schoolreport/19272270>

Gathering news <http://www.bbc.co.uk/schoolreport/19270163>

Script writing

<http://www.bbc.co.uk/schoolreport/28309703>

Finding News

<http://www.bbc.co.uk/schoolreport/28272189>

For the script writing a reporter from **Radio 1's Newsbeat** explains the process involved in writing a good script for **TV, Radio** and **Online**: this is interesting as all platforms covered so far are incorporated in his advice.

Creative writing task:

- Find a news story that you think would be of interest to a teenage demographic – *listen to the advice from the finding news link from BBC School Report.*
- Search: social media, Newsbeat website, Newsround. Are there any local stories that you are aware of, are there any school related stories, are there any relevant topics or issues that you think need to be explored?
- Find out the main facts [remember to note the *5ws* and *how*]
- Is there an angle that can be taken that will make the story relevant to the younger/teen demographic?
- Write your report. Individual/paired work.

Teacher Note: *after practising researching and writing a news report individuals/pairs can team up with another pair to complete a wider group activity.*

[Simple example http://news.bbc.co.uk/1/shared/bsp/hi/pdfs/lesson_plan_3_activity_2_example_answer.pdf]
http://news.bbc.co.uk/hi/english/static/audio_video/programmes/radio_newsroom/transcripts/18_00hrs.stm
useful transcript examples here –more detailed.

Complete the following tasks in groups.

You are to create a television news programme to appeal to a teenage demographic.

- Choose a name for your news programme
- Briefly explain why you have chosen this name.
- Design your programme ident –consider use of colours/graphic design/font style
- Write a profile of the presenter(s) consider their appearance/clothes/manner
- Suggest three types of news stories that the programme will broadcast
- Outline your running order
- Briefly explain how you decided on a running order

- Write a 30 sec television news bulletin for one of the news items. Think about your mode of address.
- Design and label the set.
- Explain how the television news programme will appeal to the target audience.

News in the online age

Despite the BBC Ten O' Clock News being the BBC's flagship programme, like all news television broadcasts, it faces increasing competition from online competitors. Average viewing figures for BBC Ten O' Clock news are a strong 4.8 million compared to ITV News at Ten's 2.2 million viewers but generally figures are declining. Younger generations prefer quick, easily accessible news sources and as the average BBC viewer is 61 it can be advantageous for the BBC to attract a younger demographic through online news services.

News Websites

What are the main differences between accessing and consuming news through a news website compared to viewing a television news broadcast?

Teacher Note: *learners need access to IT facilities in order to fully explore news websites and experience the interactive nature of online news. Screen grabs below illustrate a few points and can serve to direct students to some key learning points.*

- What are the key features of websites? [e.g. domain name, search bar, menu bar, interactive features, social media links, thumbnails, inline video, UGC opportunities]
- How is brand identity established and maintained?
- Is there a hierarchy in terms of news features?
- How are users encouraged to interact?
- How is the experience of accessing a news website different to viewing a television news broadcast?

Some points that could emerge:

Television news programme	News Website
<ul style="list-style-type: none"> Scheduled at particular times in the day Television sets at home remain the traditional way of viewing scheduled news Clear hierarchy through the selected running order Clear conventional format as sport, entertainment news, weather towards the end of the programme Television programmes cover 'breaking news' but broadcast of programme itself is at key juncture points in the day Main points of a news story covered as time allocation limited –headlines with some in depth analysis Large mainstream, older demographic [see previous BARB figures] Regional news is covered in separate news broadcasts after the national news programmes. 	<ul style="list-style-type: none"> Can be accessed at any point in the day Can be accessed in any locations via tablets, phones There is a hierarchy of stories but users free to select stories they want more information on and that are relevant to them via menu bar Users more active and interactive Stories can be responded to and audiences can contribute stories so shaping the news agenda –audiences are now consumers and producers of news [prosumers] News is updated throughout the day Stories can be covered in more depth with additional content and analysis. More appealing to a younger demographic. Regional and local news can be accessed at a click.



The screenshot shows the BBC News website's 'Have Your Say' section. At the top is the BBC logo and navigation links like Home, News, Sport, Weather, etc. The main heading is 'NEWS' with a 'Local News' button. Below this are regional links for England, N. Ireland, Scotland, etc. The 'Have Your Say' section includes a sub-heading 'How to share with BBC News' and text inviting users to share stories via email, SMS, or WhatsApp. It features a large image of a desk with a laptop, tablet, and smartphone. To the right, a 'Watch your stories' section lists video clips: 'Rhino on the road' (0:52), 'Blind Ambition' (2:27), and 'Fly swat!': The live election programme's odder moments' (1:35). Below the main text are three boxes: 'Share your photos' (with a photo of a squirrel), 'Want the BBC to investigate a question?' (with a large question mark), and 'Contact us on WhatsApp' and 'Engage with BBC News on social media'. A 'Share with BBC News' section provides contact details for SMS, email, and Twitter. At the bottom is a 'Follow Us' button.

News websites that can be explored include:

[Teacher Note: *these websites although accessed by younger demographics are still adult based and therefore some stories might not be considered suitable for class – sometimes selecting and screen grabbing stories or teacher led explorations might be an alternative approach to completely independent exploration by students-depends on your class and institution*]

Huffington Post [now HuffPost]

Huffington Post UK

www.huffingtonpost.co.uk/ ▼

The destination for U.K. news, blogs and original content offering coverage of British politics, entertainment, style, world news, technology and comedy.

FRONT PAGE VIDEO NEWS POLITICS LIFESTYLE PARENTS TECH YOUNG VOICES COMEDY ENTERTAINMENT STYLE WHAT'S WORKING

Grenfell Tower • TrumpWatch • Sourced by HuffPost • Beyond Brexit • Life Less Ordinary • Media • Impact • Conversations • Electrify The World • Business • Waugh Zone

GOING BIGLY ON BIGOTRY

Trump Blames Alt Left For Charlottesville Violence In Craziest Press Conference Yet



Nice' Speech.. Trump Praised By Former KKK Leader For 'Honesty And Courage'.. 'Today Is The Day Donald Trump Became President Of The Confederacy'.. 'White Supremacy Is Repulsive. This Bigotry Is Counter To All This Country Stands For'

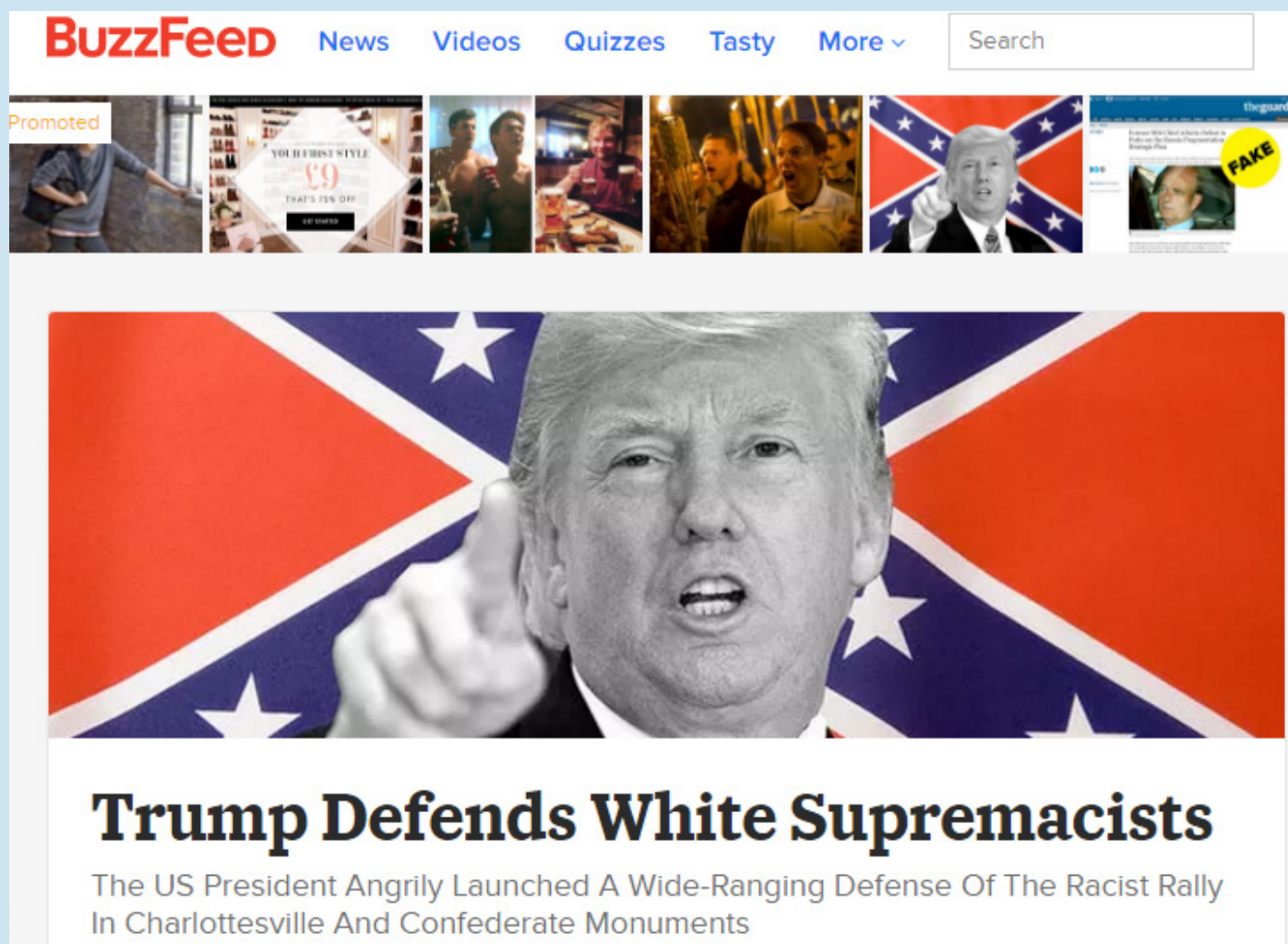
| UK NEWS

BuzzFeed

BuzzFeed

<https://www.buzzfeed.com/> ▼

BuzzFeed has breaking news, vital journalism, quizzes, videos, celeb news, Tasty food videos, recipes, DIY hacks, and all the trending buzz you'll want to share ...



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Promoted

Trump Defends White Supremacists
The US President Angrily Launched A Wide-Ranging Defense Of The Racist Rally In Charlottesville And Confederate Monuments

Teacher Note: *this article outlines some issues relating to securing audiences in the online age.*

For teacher reference-

<https://rts.org.uk/article/battle-news-viewers>

<http://www.digitalnewsreport.org/publications/2016/what-is-happening-to-television-news/>

Importance of social media:

What are the advantages and disadvantages about using social media to find out about news? Write down your initial ideas.

Advantage	Disadvantage

A very student friendly outline of the future of news can be found through these links:

<http://www.bbc.co.uk/news/av/technology-31012616/future-of-news-how-important-is-social-media-to-the-future-of-news>

Listen to the views given. Add to your initial list.

A number of contributors raise some points about how:

- social media is increasingly important to journalists in terms of finding and distributing news
- social media can be the place where news stories break first
- social media can be self- selecting and therefore limiting [people only choose news that you are interested in]
- social media cannot always be trusted –there are issues around authenticity

Where news is heading in the future:

- If television and print news is in decline how might we access news in the future? Be creative and imaginative considering new technologies/devices. Present a vox pop with your views.

New technologies are constantly evolving –there is no definitive answer so students can use their knowledge of the topic of news and their imagination to outline the future of news before listening to some industry experts.

<http://www.bbc.co.uk/news/av/magazine-31003695/bbc-future-of-news-industry-experts-assess-where-news-is-heading>

<http://www.bbc.co.uk/news/av/technology-30933013/future-of-news-how-will-you-be-watching-the-news-in-2020>

What stories do people share?

- What were the top Twitter # stories of 2016? Draw up a top 5/top 10 as a class.
- Compare against this compiled list:
 1. #Rio2016
 2. #Election2016 [American]
 3. #PokemonGo
 4. #Euro2016
 5. #Oscars [OscarsSoWhite protests]
 6. #Brexit
 7. #BlackLivesMatter
 8. #Trump
 9. #RIP [many artists died in 2016- Bowie, Prince...]
 10. #GameofThrones

<http://money.cnn.com/2016/12/06/technology/twitter-top-events-hashtags-2016/index.html>

What in your opinion have been the top stories of 2017 so far? Draw up a list.

[This can be compared against compiled data early 2018 most lists are compiled at the end of a year]

Creative Activities –consolidating learning news online

All news organisations consistently highlight the importance of attracting younger audiences/uses.

Creative task:

Create a homepage for a news site aimed at a younger 15-24 year old demographic.

- Devise a name for your news site
- List 3 stories that will appear
- Choose one story and explain why you have included it
- Design the homepage. Use the typical features of a website homepage.
- Explain the layout.
- How is brand identity established?
- Explain how your webpage appeals to the target audience

[Webpage Templates could be useful –versions can be found online e.g. wix.com]
