Use this booklet to help you revise all the things you need to analyse in the TV drama section of the exam, all the different social groups that you could be asked to look at, and all the key words / terminology.

Ask me for an electronic copy of this if you want to use the links more easily.
Aerial shot (or crane): a view from directly overhead to afford a clear view – sometimes used to emphasize the spectacle. A crane shot is usually necessary to achieve this (sometimes called a bird’s eye shot)

http://www.youtube.com/user/FilmSchoolOnline#p/u/9/8tZiFwSmhBI

Canted Angle – A shot which is tilted to one side. This is often used to create a feeling of disorientation.

Close up (and variations): close ups, including extreme, big and medium close ups, are used to draw the viewer closer and to involve them in what is happening; they also used to observe reactions and emotions, such is happiness, elation or tension. These shot often used to privilege the protagonist over other characters and position the audience with him or her

Crab Shot: a type of shot which involves the camera being placed in a confined space. e.g. A shot taken from inside a cupboard is the subject opens the cupboard door.

Crane Shot (or Aerial): a type of shot in which a camera is positioned on a specially designed crane, which can be raised and lowered and will. A crane shot is a high-angle shot but the versatility of the equipment allows a director to start a shot from a high-angle and then swoop down toward the subject at ground level.

http://www.youtube.com/user/FilmSchoolOnline#p/u/9/8tZiFwSmhBI
Deep Focus: a camera technique that allows objects both near and far from the camera to be in focus at the same time.

Establishing shot: the shot (usually wide or long), often used at the start of a programme or film, a new section of a programme or at the start of a new scene to establish the relationship between the set/location and the characters and to show the whole view.

Hand-Held shot: A shot filmed with the camera not on a tripod but instead held by the camera man, often whilst walking. This makes the shots seem quite shaky. This can make the audience feel the scene is more realistic, or can make us feel like we are part of the action.

Head-On Shot: for a type of shot in which the action comes directly toward the camera. Head-On shots are often used in war or action movies to enhance the sense of involvement and excitement of the audience, for example, charging cavalry may be directed at the camera.

High angle: to provide a view from above the subject(s), often making the subject look vulnerable, isolated or powerless. This is sometimes combined with a crane shot into a closer shot of the subject(s).

Long Shot: a distance shot where the camera is a long way from the subjects being filmed. A long shot can be effective as an establishing shot that sets the scene for the action and roles in the viewer.

Loose Frame – Describes a shot where there is a lot of room around an object or person. Usually used to show them as being alone or isolated or unimportant.

Low-Angle Shot: a shot where the camera approaches a subject from below eye level. A Low-Angle shot can emphasize the size of the object being filmed and add
to a point of view perspective. It can make the character shown seem big and powerful and it can make us or the character we are seeing through, seem small and weak.

**Master Shot**: a camera shot used at the beginning of a sequence to establish the component elements and relationships in such a way as to allow the audience to make sense of the action that follows.

**Pan**: camera action involving gently moving the camera 180° across the subject matter in a horizontal plane.

**Point-of-View Shot (POV or Subjective Filming)**: a camera shot taken from the position of the subjects, used to enhance a sense of realism and audience involvement in the action.

**Pull Focus** – Describes a shot where one thing was on focus, and then the lens is changed so that something else stops being blurry and becomes in focus. Often used to show how something has become more important.

**Rule Of Thirds** – Describes a technique used to make a shot look interesting. Rather than placing a person or object in the middle of the frame, they are placed at the sides, or where the lines cross on this imaginary grid.

**Shallow Focus** – Describes a shot where an object near the front is in focus, and everything else behind is out of focus (blurry). Often used to make one thing seem more important. Eg

**Soft focus**: in images, the use of a special lens or filter to create a hazy light around the subject. Soft focus shots are associated with the romantic or sentimental treatment of subject matter.
Subjective Filming (or POV): a type of shot in which the camera is positioned as if looking at the world through the character’s eyes.

Tight Frame: Describes a shot that is composed with the person or object given very little space around them. Often used to make them seem important, or trapped.

Tilt: a camera movement that involves moving the camera vertically up and down from a fixed position.

Tracking Shot: a camera shot in which the camera moves along rails to follow the subject. When the rails are replaced by a moving platform on wheels, the shot is called a dolly shot. As you wont know how this shot was filmed you can call it either a Tracking OR a Dolly shot.

Whip Pan: a very fast pan between two or more characters all points of interest. He gives the impression camera has been ‘surprised’ by activity and is used in the place of a more conventional cu or shot/reverse shot.

Wide shot: this can be used as an establishing shot of a set or location or to show a large crowd of people. They can also emphasize the isolation of a single figure.

Zoom/Reverse Zoom: the adjustment of the camera lens to allow the operator progressively to move in close off or to pull away from the subject.

180 degree Rule – Where, during a scene featuring two people or more, we can imaging an imaginary line joining those two people together. Adhering to the 180 degree rule would mean you would always ensure your camera was on one side of that line and the camera would never be crossed to the other side. Sticking to the 180 degree rule allows the viewer to feel comfortable, helps us understand the positioning of the characters and makes it feel like real life. 
http://www.youtube.com/user/Sarahmediafilm#p/c/6A39684E8F4376B7/0/HdyyuqmCW14

Breaking the 180 degree rule (Crossing the Line) – Where, during a conversation or a scene between two people, the camera does NOT stick to one side of the line (see above) and crosses over at some point. This disorientates the viewer as we are unable to work out the position of the characters within the room. It makes the scene seem odd or strange and may reflect the feeling of the characters.
To see video examples of various shot types:

http://www.youtube.com/watch?v=fe2PqbUk0bU&feature=related
EDITING TERMINOLOGY

**Action match**: A shot that cuts to another continuing a piece of action or movement between the shots. Allows audience to see a smooth action despite a cut in the shot. For example we might see someone shoot a gun, and the editor would perform an action match so we then see the bullet hit someone else and they fit together seamlessly so we see both people’s perspectives.

http://www.youtube.com/user/Sarahmediafilm#p/c/9A8A1640CC2BB752/1/IaUPi7MPOSQ

http://www.youtube.com/watch?v=ONMSe_zhq70

**Continuity Editing**: an editing style that aims to present the text in a chronological manner to emphasize the real-time movement of the narrative and to create a sense of realism for the viewer by giving the impression of continuous filming. Continuity editing creates a narrative that approximates to the real experience of moving through time, even though screen time usually covers a much longer period. Audiences feel comfortable with a linear progression that reflects their everyday experience.

http://www.youtube.com/watch?v=qoaw7iTPlZc

**Cross cutting (also known as Parallel editing)** – Where an editor cuts between two separate scenes happening in two separate locations at the same time. This serves to illustrate a contrast or a link between them. For example, cross cutting between adults having a quiet drink in a pub, and a wild teenage party will contrast the two age groups. Another example is in the Godfather where the editor cut back and forth between the christening of a child in a catholic church, and the violent killing of several men. The cross cutting in this sequence emphasises the violence as we see it juxtaposed against childlike innocence and religion.

http://www.youtube.com/user/FilmSchoolOnline#p/u/13/A7SLL9esQOA

**Cut** – The move from one shot to another can tell us lots of things. For example, it can draw our attention to things. If a woman is day dreaming at her desk and the editor cuts to a scene of a man, we can assume that she may be dreaming about him.

**Cutaway**: a brief shot that is not totally necessary but is cut into a scene showing a related action, object or person, not necessarily part of the main scene, before cutting back to the original shot. For example a couple may be having an argument which is the main scene but the editor may choose to include a cutaway shot of their child’s crying before cutting back to the couple arguing. This emphasises the child’s emotions and helps the audience to understand that we are to disapprove of these people’s argument.

http://www.youtube.com/watch?v=ONMS_7_MTg

**Dissolve** - Dissolve is when the first shot is on screen and the 2nd shot starts appearing on top of it more and more until all you can see is the 2nd shot. Often used to link two scenes or two people together. Sometimes used to show time moving on etc.

http://www.youtube.com/watch?v=qoaw7iTPlZc
**Ellipsis**: the removal or shortening of elements of a narrative to speed up the action. For example, an editor might use ellipsis in a sequence about a young man taking a drink by cutting straight to him as an old man, drunk and alone. The editor has missed out the story in the middle to speed up the action and show us how quick this man’s life has passed.

**Eyeline Match**: a type of editing that maintains the eyeline or level when cutting from a character to what’s the character sees. The effect of the edit is to create a sense that what the camera sees is what the character sees. It puts us in the position of the characters and helps us feel empathy for them.

[http://www.youtube.com/watch?v=qoaw7iTPlZc](http://www.youtube.com/watch?v=qoaw7iTPlZc)

**Fade**: a type of moving image editing where the image gradually fades and disappears, leaving a white or black screen. A fade to black often suggests that time has passed or a situation has ended. A fade to white often suggests a dream sequence.

**Graphic match** – A cut from one shot to another that look visually the same (possibly linked by a similar shape, a similar colour etc. They are there to show us a clear link between two scenes. Often this is making a comment on the issue. For example, a young girl playing with a red doll then is cut together using a graphic match with a woman holding a baby dressed in red. This might suggest that the young girl has grown up into the woman. Or it might emphasise the gender stereotype of women looking after babies.

[http://www.youtube.com/watch?v=qtbOmpTnyOc](http://www.youtube.com/watch?v=qtbOmpTnyOc)

**Jump Cuts** – a cut that moves to a very similar part of the same scene but missing a piece of action out (eg a character is on one side of the room, and then is on the other and we don’t see him walking). They are often used to disorientate the viewer, or show how disorientated a character is. For example, if a party of young people was being shown and included lots of jump cuts, it would represent the young people as disorientated, implying they were drunk and wild.

[http://www.youtube.com/watch?v=ONMSe_zhq70](http://www.youtube.com/watch?v=ONMSe_zhq70)

**Linear Narrative**: a sequential narrative with a beginning, a middle and an end-in that order. Linear narratives provide a straightforward, sequential representation of events leading to a single resolution. As such, easily accessible to audiences and are the dominant form in mainstream media representations.
Long take: each time a shot is recorded it is called a take. A long take is one that is allowed to remain on screen for a long duration before it is cut. Long takes are often used to slow the pace of the scene down, making it calmer and more peaceful.

http://www.youtube.com/user/Sarahmediafilm#p/c/AACD3B2246DAEFF3

Montage – a montage is a series of shots edited together to show time passing and something happening in that time. Famous examples are in Rocky where we see a montage of shots of Rocky training and getting better and better before his fight.

http://www.youtube.com/watch?v=DP3MFBzMH2o
http://www.youtube.com/watch?v=CQvNu8LoTo0

Parallel Action (Cross-cutting) the narrative technique of showing two or more scenes happening at the same time by cutting between them.

http://www.youtube.com/watch?v=zn05SNN9p3g
http://www.youtube.com/user/FilmSchoolOnline#p/u/13/A7SLL9esQOA

Short take: a short take is one that is allowed to remain on screen for a short time before the editor cuts to something else. Short takes are often used to speed the pace of the action up, making it more dramatic and exciting.

http://www.youtube.com/user/Sarahmediafilm#p/c/AACD3B2246DAEFF3

Shot / Reverse Shot – cutting between two people having a conversation (rather than including them both in one static mid shot) can help to contrast them and make them seem different. It highlights their differences and also allows us to see the reactions of characters.

Slow motion: used in the editing process to slow down the action for emotional or comic effect.

Split Screen: an editing technique which involves the cinema screen being split into two or more parts to allow the showing of events that are taking place at the same time.

Superimpose: the appearance of writing/symbols or images on top of an image so that both are visible at once, increasing the amount of information the viewer has in one shot.

Visual effects – depends on what it is. Often it depends on what the character’s reactions to these special effects are. For example, a man who has no reaction to a massive fiery explosion will seem brave and masculine. Graphics on screen (eg numbers and facts as seen in CSI, may represent someone as intelligent or competent in their work. Showing someone in colour when the rest of the image is in black and white emphasises them and draws the audience’s attention to them as important.

Wipe: a moving image editing technique that involves one image wiping another off the screen. This suggests that whatever scene / character pushes the other one off
the screen, is more important or powerful. Wipes can go left or right, up or down and even be in shapes like stars! http://www.youtube.com/watch?v=VnixMJvOtPl
SOUND TERMINOLOGY

Ambient sound  - The sounds of the location eg water noises near a river, cows mooing in a farm etc. They tell us what kind of place we are in and if we see how characters react to these sounds it tells us a lot. Noisy cars, horns, people, traffic represent a region as being busy and urban and not very homely.

Asynchronous sound – Asynchronous sound is where the sound is either out of sync with the visuals or is unrelated to the visuals. Sound that is just out of sync would make the viewer feel disorientated and would make the characters and scene seem strange. Sound that is unrelated to the visuals may be there for emphasising something. For example, in the Godfather film, we see a man murdering people in cold blood, but hear the sounds of a priest christening a baby. This contrast emphasises the loss of innocent life. [http://www.youtube.com/watch?v=bC1-6nDGRfc&feature=related](http://www.youtube.com/watch?v=bC1-6nDGRfc&feature=related)

Contrapuntal sound – sound or music that seems strange in comparison to the scene we are seeing. For example in the film the Shining, during beautiful scenes of winding roads and countryside on a sunny day, we hear quite scary ominous music. [http://www.youtube.com/watch?v=rQNqFfXSt38&feature=related](http://www.youtube.com/watch?v=rQNqFfXSt38&feature=related)

Dialogue – the words the characters say. What do the characters actually say? Do they reveal their beliefs, or their attitudes? How do they say it? If someone’s voice sounds nervous and wobbly it tells us a lot about their character. If they speak softly it implies they are weak or emotional. If they have a deep booming voice it makes them seem more masculine. Don’t forget accents as they tell us where someone is from and emphasise their differences from others.

Direct address (also known as breaking the 4th wall) – where the character talks to the audience directly. Don’t confuse this with a point of view shot. It is very unusual and breaks the reality for the audience, but also helps us to see that character as an equal, a friend, as someone to sympathise with. Often seen in shows like Scrubs and Malcolm in the Middle.

Diegetic Sound: sound that you could hear if YOU were one of the characters inside the scene. This include words the characters say, background noises like traffic and crowd noise and even music IF it is heard by the characters eg at a club, on a television etc. Diegetic sound can set the mood of the piece, influence a character’s behaviour or emotions, and help the viewer to see a scene as realistic etc.
Non Diegetic Sound – Other sound that the characters in the scene could not hear. For example, a musical soundtrack, a voice over etc. Non diegetic music sets the scene and time period as well as atmosphere. A voice over allows the audience to hear someone’s thoughts and empathise with them.

Pitch – Low pitch described a sound that is deep and low (eg Thunder) and high pitch describes a sound that is higher and lighter (eg a phone ringing)

Rhythm – Describes the beat of the music, whether it is fast or slow. Sound or music with a fast rhythm is often used to increase a sense of urgency or threat. Sound or music with a slow rhythm is often used to depict calmness and peace. Sound or music with an irregular rhythm is used to confuse the audience and make them feel uncomfortable.

Voice over: the use of a voice, over images, perhaps as an introduction, a linking narrative device for or to comment on action. It allows the audience to see inside the head of a character, helping us to empathise with them.

Sound bridge – a portion of sound that covers a cut, normally to link two scenes together. For example if you were to see a woman talking about how much she missed her boyfriend, and her voice continued as a sound bridge on top of the shot of him, even if just for a few seconds, it emphasises that he is the man she is talking about. Sound bridges are often used to try and mask cuts from the audience, making it seem more realistic.

Sound motif – Hard to spot in a short clip. But this is a sound which normally represents a certain character. For example the Da DA of the shark in the film jaws. We associate that music with them.

Sound Effects – A sound accompanying an action, sometimes musical. For example in the film Psycho, short sharp violin noises accompany each stab of the knife during the famous shower scene. This emphasises the violence of each stabbing motion and makes it more dramatic.

Soundtrack: Music from a soundtrack (all the sounds) or score (just the music) emphasises the themes and emotions of a scene or character. Think about the beat and instruments used. For example a high energy dance track with loud crashing tones will emphasise someone’s youth. a girly soft piano music might help us to see a woman as stereotypically delicate and feminine.

Synchronous sound - synchronous sound is sound that is in sync with the visuals and was filmed at the same time.
MISE-EN-SCENE TERMINOLOGY

Lighting (general) – can be used to highlight important characters

High Key Lighting – A bright and well lit scene with very few shadows. Often used to make a location or character seem friendly, happy, safe. http://www.youtube.com/watch?v=sUvkWkxFb2M

Low key Lighting – a dimly lit scene with lots of shadows. Often used to make a location or character seem shady, untrustworthy, dangerous, unsafe. http://www.youtube.com/watch?v=91gU93J2Q8k&feature=relmfu

Chiaroscuro Lighting – a scene lit with extreme lighting, lots of shadows, some very bright parts. See the effects of low key lighting. Also used to make a location or character seem very dramatic and unusual. http://www.youtube.com/watch?v=9SlH_uvPuRw

Body Shape and Language – the way a character’s body looks and the way they hold their body eg confident, slumping down, cowering from someone etc. It tells us what type of person they are and how they feel about others.

Facial Features and Expression – the way a character’s face looks and shows emotion. For example a shocked expression, sadness, a look of love. You can also comment on the way they look such as a interesting features such as bad teeth, small, squinty eyes etc. It tells us what type of person they are and how they feel about others.

Props – Items a character possesses or picks up eg a gun or a bunch of flowers etc.. They can tell us lots about what type of person someone is

Costumes – clothes a character is wearing. You could comment on the style, shape, choice of item, colour, etc. They can tell us lots about a character, what type of person they are, how they are feeling etc. For example a floaty dress might represent someone as being traditionally girly. A policeman’s uniform might represent someone as having authority and power. Baggy, shapeless clothes might suggest someone is shy, where as tight clothing might suggest they are confident and flirtatious.

Hair & Make Up – the appearance of the hair of a character and the cosmetics a character might be wearing such as lipstick, a skin head etc. They tell us things about the character. For example a woman wearing very little make up might be seen as being very naive and innocent.

Voice / Tone – The way a character speaks tells us a lot. Someone who stutters might be nervous. Someone who shouts may be angry and powerful.
**Colour** – Colours in a scene often represent things. Red can represent anger, passion, danger, love. Blue can seem calm and peaceful, sometimes sad. You must pick the most appropriate meaning for the scene.

**Location** – A place where the scene is set. A location can tell us lots about the people in it. For example a dirty, bloodstained basement could signify that a character was a villain or up to no good. A messy bedroom might signify that the character who owned it was disorganised. Don't forget to look out for how a character reacts to their location as well (eg if they are comfortable there or not)

**Breaking the Fourth Wall (Direct Address)** – Describes a time where a character may look directly at the camera and speak to the audience. This is highly unusual but can be seen regularly in shows like Malcolm InThe Middle. This is designed to emphasise that character as the most important, as powerful, and as someone we should be siding with as it helps us feel like we are “one of them” and as though we are one of their friends.
GENERAL TERMINOLOGY

**Agenda** – A plan or belief system within a group, normally hidden from others. For example there is a belief that the BNP have a racist agenda.

**Antagonist** – The leading villain in the show (or the one the protagonist has to go up against)

**Archetype** – A easily recognised type of character that can be found in many stories. For example, the hero, the princess, the damsel in distress, the loyal friend, the villain, the temptress.

**Binary Opposites** – Two contrasting characters or scenes that are seen in one show, that are clearly meant to be total opposites. For example there may be a sweet innocent girl who is scared and weak, paired against an evil powerful man. They would be binary opposite characters. Binary opposites could be concepts such as good/evil, light/dark, male/female, old/young

**Connotation** – Hidden Meaning. For example, “the connotation of the main female

**Conventional** – Something that is seen to be “normal”. So a conventional female character would be quite weak, girly, and may be a mother or a housewife.

**Dominant Ideology** – A set of beliefs that are widely accepted as being the most normal, or the most accurate. For example, the dominant ideology of men is that they are strong, brave and work to provide money for their families.

**Homophobia** - Actions, behaviours, feelings or words which seem to discriminate against people because of their sexuality. This is normally because the person who is being homophobic believes there is a difference between sexualities and thinks that one sexuality is better than the other.

**Juxtaposed** – Two different things placed next to each other to create meaning. For example a shot of a baby may be juxtaposed with a shot of a funeral to emphasise the circle of life.

**Male Gaze** – A theory by a lady called Laura Mulvey which suggests that all media products encourage the characters and audience to “leer” at and “look” at women. For example, “the camera angle looking down Sarah’s cleavage encourages the audience to take a ‘male gaze’ over the female character”

**Media Language** – Simply means the combination of technical elements such as camera shots, camera movement, editing, sound and mise-en-scene.

**Patriarchy** – A type of society where men are dominant over women. Many feminists believe that we live in a patriarchal society where women are forced to be weaker and subservient.
**Positioning** – how the audience are encouraged to interpret a particular situation. For example, “the audience are positioned to sympathise with the female character.”

**Protagonist** – The leading character in the show

**Realist / Realism** – A style of tv show / film which attempts to be as “realistic” as possible. For example, “Shameless is considered a realist programme.” Being a “realist” programme doesn’t necessarily mean the show IS realistic or accurate.

**Racism** – Actions, behaviour, feelings or words which seem to discriminate against people because of their skin colour. This is normally because the person who is racist believes that there is a difference between people who have different skin colours and they believe one skin colour to be better than another.

**Sexism** – Actions, behaviours, feelings or words which seem to discriminate against people because of their gender. This is normally because the person who is being sexist believes there is a difference between the two genders and that one gender is better than the other.

**Stereotype** – An overly exaggerated representation of a type of person that is normally negative. For example a teenage stereotype would be a hoodie wearing, knife carrying, criminal.

**Unconventional** – Something which is seen to not be “normal.” For example am unconventional female character might be powerful, the boss of a company, and very dominant over other characters.

**Versimilitude** – A feeling of reality / real life created by particular elements. For example, “The series Outnumbered creates a feeling of verisimilitude for the audience by using a real house, every day storylines that would affect an average family, and improvised dialogue.”

**Xenophobia** - Actions, behaviours, feelings or words which seem to discriminate against people because of their country of origin. This is normally because the person who is being xenophobic believes there is a difference between the countries and that one country is better than the other.
DISABILITY ON TV

Disability tends to still be represented in terms of stereotypical characters. For example:

- Physically Disabled / Disfigured – often shown as outsiders, unable to do normal things
- Mentally disabled – Often shown as strange, odd, childlike, outsiders
- Able Bodies / Minded – often shown as “normal” and “ideal”.

Characters with disabilities are often portrayed in TV Dramas as being outsiders, strange, unable to do everyday activities, immature, weaker than “able bodied, able minded” characters, less attractive etc. Traditionally in films, villains were often given a disability or deformity to make them seem scarier or more evil. Although our association of disability with “evil” has since declined, society often still links disability to weakness and makes disabled characters objects to pity.

If you get “disability” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify who is able / disabled in the clip?
- Are people with disabilities shown as different interests, personalities, attitudes, behaviours from people who don’t have disabilities? If so, how?
- Is their disability represented as being important in their life?
- Are people without disabilities represented stereotypically as being normal / better / more powerful? If so, how?
- Are people with disabilities represented stereotypically as being abnormal / weak/ pathetic? If so, how?
- How do other characters in the clip treat the characters with disability?
- What is the message the clip is trying to portray about sexuality?
- Don’t ignore the able bodied characters as they need to be analysed too!

Disabled characters on TV

Joe Swanson in Family Guy (in a wheelchair)  The entire cast of Cast Offs (variety)

Lizzie from Emmerdale (deaf)
Artie from Glee (in a wheelchair)                 Spencer from Hollyoaks (learning disability)

Izzy from Coronation Street (wheelchair user)

Tommy from Coming Down the Mountain (Down’s Syndrome)

Examples of disability in TV drama that you can analyse for practise:

Secret Diary http://www.youtube.com/watch?v=auSAGvpM7W8

Touch Of Frost http://www.youtube.com/watch?v=_Gl8jVX9WWM

The Street http://www.youtube.com/watch?v=80K5P1qqQO1

Coming Down the Mountain http://www.youtube.com/watch?v=jlcVhqcKukw&feature=related

Hollyoaks http://www.youtube.com/watch?v=wm9utEQTdts

Cast Offs http://www.youtube.com/watch?v=em4Z0jfOExA

A whole collection of film and tv clips that feature disability

http://www.youtube.com/user/thsmediastudies#p/c/BBC935847FFC4878
ETHNICITY ON TV

The representation of people from different ethnicities has changed massively over the years. This is probably because the population in Britain has become much more diverse recently and current society is much more used to mixing with people from all different cultures and backgrounds.

Here are some examples of very negative generic stereotypes that used to be seen (and in some case still are) in film and tv:

- White people – often shown as good, pure, heroes, strong, or sometimes racist
- Black people – often shown as exotic, strange, tribal, criminal, poor
- Asian people (Chinese, Korean etc) – often shown mainly as intelligent, submissive (quiet and shy), nerdy, interested in technology
- Indian people – often shown as being poor, living in large families, very traditional, working in corner shops
- Middle Eastern people (arabs etc) – often shown as being terrorists, violent, aggressive, rich
- Immigrants – often shown as being a drain on society, criminals, illegal, bad for Britain, taking British jobs

People often note that in TV drama, people from particular ethnicities have storylines that all centre around their culture. For example, Indian characters often battle with the clash between British culture and their traditional culture eg: arranged marriages etc. They rarely have storylines that don’t have something to do with their ethnicity. People also have commented that often people from minority ethnic groups (eg non white) are often portrayed in a very negative way.

If you get “ethnicity” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify what ethnicities people are?
- Are people from different ethnic backgrounds shown as different interests, personalities, attitudes, behaviours? If so, how?
- Is their ethnicity represented as being important in their life?
- Are people from particular ethnicities portrayed as being better, more powerful, than others?
- Are people from particular ethnicities portrayed as being abnormal/weaker/more pathetic than others?
- How do other characters in the clip treat the characters from different ethnic backgrounds?
- What is the message the clip is trying to portray about ethnicity?
- Don’t ignore the white characters as they need to be analysed too!
Shows featuring characters of various ethnicities on TV

- Ben from Hotel Babylon
- Martha from Doctor Who
- Anwar from Skins
- Patrick from Eastenders
- Mike from Glee
- Tariq from Spooks
- The cast of Misfits
- Arab and friends from Beaver Falls
- Teachers

Clips with examples of ethnicity

- Spooks [http://www.youtube.com/watch?v=HjwvCoiKZ-8](http://www.youtube.com/watch?v=HjwvCoiKZ-8)
- Hotel Babylon [http://www.youtube.com/watch?v=7VG5GJQjyGo](http://www.youtube.com/watch?v=7VG5GJQjyGo)
- Eastenders [http://www.youtube.com/watch?v=y094LCAUMTo](http://www.youtube.com/watch?v=y094LCAUMTo)
**SEXUALITY ON TV**

Sexuality tends to still be represented in terms of stereotypical characters. For example:

- Gay Men – camp, feminine, funny, outrageous OR very attractive, and sleep around
- Lesbian Women – Butch, manly, blunt, man haters

Despite changing equality laws and a wider acceptance of different sexualities within much of society, TV has always remained quite conservative as they are scared of offending their viewers. Heterosexual (straight) characters are represented as the “norm” and homosexual (gay) characters are often represented as being different, strange, or separate from mainstream society. Some critics say that when TV does feature gay characters, they are never just characters that “happen to be gay.” Their sexuality always plays a key part in their storylines and they don’t seem to have any issues outside of their sexuality.

If you get “sexuality” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify what the sexualities of the characters are?
- Are people of different sexualities shown as having different interests, personalities, attitudes, behaviours? If so, how?
- Is their sexuality represented as being important in their life?
- Are particular sexualities represented as being normal / powerful / better? If so, how?
- Are particular sexualities represented as being abnormal? If so, how?
- What is the message the clip is trying to portray about sexuality?
- Don’t forget that “straight” is a sexuality too. Don’t ignore the straight characters as they need to be analysed too!

**Shows featuring characters of different sexualities on TV**

- Kurt from Glee
- Teddy from 90210
- Sean from Coronation Street
Good clips to watch to practise analysing sexuality:

Gimme Gimme Gimme - http://www.youtube.com/watch?v=tv8Cz0i_VZY
Flash Forward - http://www.youtube.com/watch?v=A-ayQfoNBEk
Sugar Rush http://www.youtube.com/watch?v=MyKb5Gx0XQq&list=SL
CLASS & STATUS ON TV

The representation of people from different classes has changed massively over the years. Up until the 1950’s, the upper classes were the class mainly shown on tv and in film. This is because they were some of the only people able to afford to go to the cinema and own a television. As more and more people from working class background watch TV, more and more TV programmes feature working class characters.

Having said that, there are still some stereotypes associated with different classes:

- Upper Classes (eg Made in Chelsea) – often shown as rich, clever, snobby, very posh
- Middle Classes (eg My Family)– often shown as "normal", good family values, well behaved
- Working Classes (eg Coronation Street) – often shown as poorer, less happy, less intelligent, but with strong community links
- Lower / Under Classes (eg Shameless) – often shown as being criminals, no family values, no community links, bad parents etc

People have often noticed that in many TV shows, people of different classes, don’t mix. And when they are shown together, they are often shown as clashing and being very different.

If you get “class” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify what class characters are?
- Are people from different classes shown as having different interests, personalities, attitudes, behaviours? If so, how?
- Is their class represented as being important in their life?
- Are people from particular classes portrayed as being better, more powerful, than others?
- Are people from particular classes portrayed as being abnormal /weaker/ more pathetic than others?
- How do other characters in the clip treat the characters from different classes?
- What is the message the clip is trying to portray about class?
Shows featuring different classes on TV

Frank from Shameless
Bianca and her family from Eastenders
Vicky Pollard from Little Britain
Ben and Susan from My Family
Pete and Sue from Outnumbered

Clips with examples of class
Cranford - http://www.youtube.com/watch?v=VTBOoW-hR-0
The Street - http://www.youtube.com/watch?v=7pJhL-A8XyE
The Rotters Club - http://www.youtube.com/user/nicktennear#p/u
Footballers Wives http://www.youtube.com/watch?v=D099h6TRD0I&playnext=1&list=PLACD5D3B3F6081864
The representation of people of different ages has changed massively over the years. Up until the 1950’s, there were really only two age groups shown in films and television (adult and child). This was because that most children left school at a young age and went straight to work and became adults. In the 1950’s more young people started staying in education and began leading very different lives from both children and adults and so developed the idea of the “teenager”

Having said that, there are still some stereotypes associated with different ages:

- **Children** – often shown as being young, innocent, naive, pure, sweet, helpless, powerless
- **Teenagers** – Often shown as being aggressive, moody, lazy, criminals, hate school,
- **20’s-30’s** – Often shown as the ideal age for love, parties, fun, making money, being glamorous and attractive. In films the heroes are often this age group.
- **Middle Aged** – often shown as being past it, unattractive, not aware of popular culture, uncool, boring lives, dominant over others, no real connection to their kids, grumpy. In films the villains are often from this age group.
- **Elderly** – often shown as being unattractive, slow, weak, ill, confused, pathetic, powerless, not important, dependent on others.

If you get “age” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify what approximate age the characters are?
- Are people from different age groups shown as having different interests, personalities, attitudes, behaviours? If so, how?
- Is their age represented as being important in their life?
- Are people from particular age groups portrayed as being better, more powerful, than others?
- Are people from particular age groups portrayed as being abnormal /weaker/ more pathetic than others?
- How do other characters in the clip treat the characters from different age groups?
- What is the message the clip is trying to portray about age?
Some shows featuring characters of different ages

- Skins
- Waterloo Road
- Outnumbered
- Shameless
- Miss Marple
- Touch of Frost
- Coronation Street

Clips with examples of age

- Monarch Of The Glen: [Link](http://www.youtube.com/watch?v=gLQwQk_PQtE)
- Eastenders: [Link](http://www.youtube.com/watch?v=4VyiH9HUcI4)
- Blackpool: [Link](http://www.youtube.com/watch?v=s7ohiEFW2e0)
- Skins: [Link](http://www.youtube.com/watch?v=Ho69_sCkwyl)
REGIONAL IDENTITY ON TV

Regional Identity refers to the part of the United Kingdom someone is from. It could refer to a general area such a “north” or “south”, a country such as “English” or “Scottish” or specific towns such as “London” or “Manchester.”

There are several regional stereotypes widely seen on television:

- **Scottish** – often shown as being money obsessed, won’t pay for anything, drinks a lot of alcohol, loves the outdoors, wears kilts, eats haggis, quite aggressive and violent
- **Welsh** – Often shown as living in the middle of the countryside, with people making jokes about them “shagging sheep”
- **Irish** – often shown as living in the countryside, working in rural areas such as farms, being very religious, being good at dancing and singing, very friendly but less intelligent
- **English** – often shown as being racist, obsessed with beer and football living in London. Sometimes the stereotype goes in the opposite direction of showing English people as very rich, posh, happy, living in castles and being very “royal.”
- **London** – There are 2 main stereotypes of Londoners. One is that they are often shown as being rich, posh, snobby, upper class, Hugh Grant types from central or west London. The other is that they often shown as being from north, east or south London, poor, common, lower class, criminalistic, violent “Kidulthood” style
- **Manchester / Newcastle / Liverpool** – Often shown as being “chavs”, wearing fake designer labels, or tracksuits, drinking a lot, being aggressive, uneducated, criminals
- **Essex** – often shown as being glamourous but cheap, footballer’s wives, lots of partying, being quite stupid
- **Yorkshire** – Often shown as living in rural countryside, with rolling hills and cobbled streets, being quite old fashioned
- **Cornwall / Somerset** – Often shown as being “backwards”, living in rural areas, working on farms
- **South England** – often shown as being the centre of culture, modern, classy, clever, sunny, richer, doing middle class jobs such as managers etc
- **North England** – often shown as being poorer, bad weather, lower class, aggressive, less culture, less clever, doing working class jobs such as builders etc
If you get “regional identity” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify where the characters are from within the country?
- Are people from different areas shown as having different interests, personalities, attitudes, behaviours? If so, how?
- Is their regional identity represented as being important in their life?
- Are people from particular regions portrayed as being better, more powerful, than others?
- Are people from particular regions portrayed as being abnormal /weaker/ more pathetic than others?
- How do other characters in the clip treat the characters from different regions?
- What is the message the clip is trying to portray about regional identity?

Some shows that feature different regional characters (or are based in different regions)

- Torchwood (London, Wales, Space)
- Coronation Street (Manchester)
- Shameless (Manchester)
- Skins (Bristol)
- Eastenders (East London)
- Made In Chelsea (West London)
- The Only way Is Essex (Essex)
Clips from shows that feature different regional identities

North & South [http://www.youtube.com/watch?v=pvBKdaY8Y3w](http://www.youtube.com/watch?v=pvBKdaY8Y3w)
Our Friends In The North [http://www.youtube.com/watch?v=NU2Mu6_trho](http://www.youtube.com/watch?v=NU2Mu6_trho)
GENDER ON TV

Gender Identity refers to whether the characters are men or women. It could also include transgender, transvestite, and androgynous characters.

There are several gender stereotypes widely seen on television:

Male Stereotypes

- Traditional masculine man – often shown as being muscly, strong, brave, heterosexual, working in manual jobs such as building, plumbing etc. They are often aggressive, tall, and dominant over women, works to provide for family, does no cleaning, cooking or childcare
- New Man – Often shown as being less masculine but still heterosexual, very peaceful, looks after the family, stays at home to look after family, does cleaning and cooking etc, shown as equal to women
- Gay Man – Often shown as being very feminine, weak, working in jobs such as fashion or hairdressing, bitchy, etc

Female stereotypes

- Traditional feminine woman – often shown as being girly, likes pink, wears dresses, does feminine jobs such as working in fashion, hairdressing or stays at home to look after the children, needs a man to cope, weak, scared of things, needs rescuing, pure and innocent
- Sexy woman – very flirty, dresses in a revealing way, more powerful than traditional women, uses men to get what she wants, no loyalty to other women, bitchy
- Lesbian Woman – Often shown as dressing in a masculine fashion, doing masculine roles, hating men, looking masculine

It is important to remember that not all characters will fit into these categories and you may have characters that are mixtures. All you need to do is work out what the technical elements say about them. If you get “gender” as an issue in the exam, you should be thinking about the following things when watching the clip:

- Can I identify what gender the characters are in the clip?
- Are people from different genders shown as having different interests, personalities, attitudes, behaviours? If so, how?
- Is their gender represented as being important in their life?
- Are people of different genders portrayed as being better, more powerful, than others?
- Are people from different genders portrayed as being abnormal/weaker/ more pathetic than others?
- How do other characters in the clip treat the characters of different genders?
- What is the message the clip is trying to portray about gender?
Some shows that feature different gendered characters

Footballer’s Wives
Torchwood
Hustle
Spooks
Skins
Cranford
Lark Rise To Candleford
Bad Girls

Some clips from TV dramas featuring different genders

Doctor Who [http://www.youtube.com/watch?v=yd5lO9mI XM](http://www.youtube.com/watch?v=yd5lO9mI XM)

Rome [http://www.youtube.com/watch?v=3Im4NuFvbw](http://www.youtube.com/watch?v=3Im4NuFvbw)

The Bill [http://www.youtube.com/watch?v=9-Ts7ipuaLs](http://www.youtube.com/watch?v=9-Ts7ipuaLs)

Life On Mars [http://www.youtube.com/watch?v=Wbir5E1Ue ec](http://www.youtube.com/watch?v=Wbir5E1Ueec)

Cutting It [http://www.youtube.com/watch?v=w9A3WzpW5g8](http://www.youtube.com/watch?v=w9A3WzpW5g8)

Wire In The Blood [http://www.youtube.com/watch?v=ftzTWzJcUJM](http://www.youtube.com/watch?v=ftzTWzJcUJM)

The Cops [http://www.youtube.com/watch?v=ctc8AeBX9yA](http://www.youtube.com/watch?v=ctc8AeBX9yA)

Hustle [http://www.youtube.com/watch?v=9xomQDTzZqA&playnext=1&list=PLACD5D3B3F6081864](http://www.youtube.com/watch?v=9xomQDTzZqA&playnext=1&list=PLACD5D3B3F6081864)
HINTS AND TIPS

By the time you get to the exam, you MUST be able to watch a short clip 4 times, make notes during the 3 of the screenings, and then write an essay using key terminology analysing how one of the following social groups is represented through the use of camera, editing, mise-en-scene and sound:

- Gender
- Age
- Class
- Regional Identity
- Disability
- Sexuality
- Ethnicity

Remember that when the examiner marks your essays they give you marks for the following things:

- Your understanding of how technical elements create meaning
- How relevant your answer is to the specific question
- Your use of a wide variety of frequent examples that are clearly relevant to your answer
- Frequent and accurate use of key terminology
- Your use of accurate grammar, punctuation and spelling
Analytical vocabulary

This shot/scene/example (etc.)...

<table>
<thead>
<tr>
<th>ANALYTICAL WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>... establishes...</td>
<td>sets up, creates</td>
</tr>
<tr>
<td>... signifies...</td>
<td>Shows / acts as a sign for (e.g. red signifies danger)</td>
</tr>
<tr>
<td>... denotes...</td>
<td>provides a straightforward reading</td>
</tr>
<tr>
<td>... connotes...</td>
<td>Suggests or offers a cultural or interpreted meaning</td>
</tr>
<tr>
<td>... suggests...</td>
<td>provides a possible interpretation</td>
</tr>
<tr>
<td>... implies...</td>
<td>suggests</td>
</tr>
<tr>
<td>... illustrates...</td>
<td>provides a clear example of</td>
</tr>
<tr>
<td>... foreshadows...</td>
<td>hints at what is to come</td>
</tr>
<tr>
<td>... contrasts with...</td>
<td>offers a very different image / interpretation to (another example)</td>
</tr>
<tr>
<td>... is juxtaposed with...</td>
<td>creates opposite feelings/readings (compared with another e.g.)</td>
</tr>
<tr>
<td>... demonstrates...</td>
<td>Is an example</td>
</tr>
<tr>
<td>... identifies...</td>
<td>Pinpoints, makes clear</td>
</tr>
</tbody>
</table>

Audience Readings

This shot/scene/example (etc.)...

<table>
<thead>
<tr>
<th>PHRASE</th>
<th>HOW TO CONTINUE THE PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>... allows/invites the viewer to...</td>
<td>... deduce / infer / understand / realise</td>
</tr>
<tr>
<td>... creates and expectation that</td>
<td>... X or Y will happen</td>
</tr>
<tr>
<td>... heightens the sensation of...</td>
<td>... fear / dread / excitement / passion etc.</td>
</tr>
<tr>
<td>... invites the audience to...</td>
<td>... sympathise / empathise / identify with (a character)</td>
</tr>
</tbody>
</table>
ESSAY WRITING IN THE EXAM

If you struggle remembering what technical elements you should mention, try and remember these to give you some hints:

<table>
<thead>
<tr>
<th>CAMERA – CAMS</th>
<th>SOUND - DVDN</th>
<th>EDITING - PECT</th>
<th>MISE-EN-SCENE - PLACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compositions</td>
<td>Dialogue</td>
<td>Pace</td>
<td>Props</td>
</tr>
<tr>
<td>Angles</td>
<td>Voice</td>
<td>Effects</td>
<td>Lighting</td>
</tr>
<tr>
<td>Movement</td>
<td>Diegetic</td>
<td>Cutting</td>
<td>Appearance</td>
</tr>
<tr>
<td>Shots</td>
<td>Non-Diegetic</td>
<td>Transitions</td>
<td>Costume</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Setting</td>
</tr>
</tbody>
</table>

If you are worried about how to structure your answer, just make sure that with every point you make you include the following information:

<table>
<thead>
<tr>
<th>TERMINOLOGY</th>
<th>MEANING FOR THE CHARACTER</th>
<th>MEANING FOR THE SOCIAL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a key piece of terminology to describe a technical element</td>
<td>Explain what the meaning of this aspect is and what it suggests about the character it relates to</td>
<td>Explain what wider significance this has in relation to representing the social group in question eg gender / class etc</td>
</tr>
<tr>
<td>In ‘Monarch of the Glen’, the low angle medium close-up on Paul, from Amy’s height...</td>
<td>... signifies Paul’s dominance from Amy’s perspective.</td>
<td>It reminds the audience that adults use their physical presence to dominate younger people – seen from Amy’s perspective this could be read as unfair</td>
</tr>
<tr>
<td>In ‘Primeval’, the last shot of the tiger sequence is on Cutter, rather than Abby, the shooter.</td>
<td>This establishes the male rather than the female point of view, despite the girl’s heroism...</td>
<td>... representing an old-fashioned masculine dominance of the narrative.</td>
</tr>
<tr>
<td>In ‘The Silence’, diegetic sound is sometimes subjective, from Amelia’s point of view. Walking happily through the park the</td>
<td>This sympathetically illustrates how Amelia compensates for her deafness by making more use of other senses that hearing audiences may take for granted.</td>
<td>This invites the audience to appreciate that a deaf person’s experience is different, rather than worse, than their own.</td>
</tr>
<tr>
<td>audience hears only things she touches: leaves, the wall and so on.</td>
<td>In ‘Feather Boy’, both the children and the elderly residents exhibit <strong>negative body language</strong>, backing away from each other on first meeting.</td>
<td>This <strong>suggests</strong> that both groups are unfamiliar and fearful of each other, because of their different ages.</td>
</tr>
</tbody>
</table>