



Units 3 and 4 Media

Practice Exam Solutions

Stop!

Don't look at these solutions until you have attempted the exam.

Any questions?

Check the Engage website for updated solutions, then email practiceexams@ee.org.au.

Note: Below are suggested solutions only. A range of responses are acceptable. Ask your teacher or tutor to look over your work and suggest improvements.

Section A – Narrative

Question 1a

Key words: identify and define.

In your answer, you must identify a correct production element and the role it plays within your narrative. You must then present a correct definition using appropriate media terminology to gain full marks.

Question 1b

Key words: discuss, audience's understanding, character relationships and motivations

This question requires you to discuss how one production element (identified in part a) is used within your narrative to assist the audience in understanding the nature of character relationships and their motivations.

To gain full marks, students must:

- Discuss how a production element is used to emphasise the nature of a relationship within the narrative. For example, explore how the lighting, sound or shot types suggests whether a relationship is friendly or not.
- Provide an example that clearly shows their understanding of character motivations and how their production element assists in understand why a particular character is inclined to act in a certain way or how they are positioned within the narrative.
- Use correct media terminology.
- Use the production element identified in Question 1a, ensuring it is one that can be used effectively for this question.

'With the use of warm and expressive lighting creating soft rosy tones on the characters faces as they embrace, the audience is lead to believe that the relationship between the two protagonists is of a romantic nature...'

Question 2

Key words: discuss, establish setting and genre(s).

Question 2 required you to discuss how the setting and genre(s) of a narrative are conveyed to an audience through the specific use of two of the following production elements: lighting, sound, visual composition & mise en scene and camera.

To gain full marks, students must:

- Identify the correct setting and genre(s) within their narrative.
- Explain elements of the setting and how they are emphasized or brought to the attention of the audience through two of the production elements (for example, the type of music may suggest the country or culture a film is set in).
- Explore how the same production elements are used to convey the genre(s). For example, the use of silence and audio shocks are often used within horror and suspense genres.
- Discuss different aspects of the production element. For example, if you chose to discuss mise en scene, you must explore more than one part (i.e. not just costumes).
- Pick the most appropriate production elements that will be easy to justify and explain for the narrative.
- Use correct media terminology. For example, if you are discussing lighting – ensure to describe it in terms of whether it is expressive, naturalistic and so on.
- Explain specific scenes or sequences in sufficient detail.

‘The disturbing fluorescent lighting within an empty room and the placement of dirty medical tools next to an examination table combines to suggest both the horror genre and the hospital setting...’

Question 3

Key words: discuss, audience expectations, reception context, audience perceptions

This questions asked students to explore how an audience’s experience and perceptions during the viewing of the narrative may be affected or altered by their expectations and the context within which they view the film.

To gain full marks, students must:

- Discuss the expectations of audiences before seeing the film and how this may affect their enjoyment or understanding of the film. What has motivated the audience to see the narrative? Is it the actors, genre, production values or director?
- Explore the reception context and show their understanding of this concept.
- Discuss specific elements of the reception context. This may include: what distractions are present, whether they view the film in a cinema or at home, the reason for seeing the film, etc.
- Be specific – explore specific expectations or contexts that may cause an audience to read or interpret a text in a certain way or whether this experience is affected.

‘The juxtaposition of Jim Carrey; an actor renowned for his comedy films, into a drama playing a serious and melancholic character may surprise and intrigue audiences, encouraging them to perceive the film with an open mind...’

Question 4

Key words: discuss, narrative possibilities, development and progression of the narrative

This question requires students to explain the relationship between both the opening sequence and the development of the narrative to its closure, looking specifically at narrative possibilities and how they are explored. Two production elements must also be used in explaining these possibilities as they develop.

To gain full marks, students must:

- Refer to the opening and closing sequences in their answer.
- Explore several narrative possibilities including at least one that is clearly resolved in the closing sequence of the narrative.
- Discuss both narratives equally.
- Explore how certain narrative possibilities may influence the direction of the narrative.
- Convey their understanding of the relationship between opening and closing sequences and how they complement each other.
- Choose at least two production elements to use in their discussion of the narrative possibilities in terms of how they are constructed within the narrative.
- Strike a balance between description and analysis. Avoid spending too much time describing events of the narrative but rather on their connections to the closing sequence and audience understanding.
- Use appropriate media terminology when discussing the production elements.

'The suggestive close ups and soft piano music establishing the possibility of a romantic relationship between the two protagonists in the opening sequence is ultimately resolved as the couple marry in the closing scene...'

Section B – Media Texts and Society’s Values

Question 1a

Key words: identify and describe

In this question, students are required to identify a social value that is present within the production period of their text. Students must use correct terminology when identifying their social value (i.e. ‘the acceptance of’ or ‘that women should...’) and describe it in terms of its place and function within the time of text production to gain full marks.

Question 1b

Key words: explain and reflected

In this question, students must explore how a representation within their text supports or reflects a certain social value (as identified in Question 1a) that was present during the time of production.

To gain full marks, students must:

- Show how the particular social value is reflected through a representation, paying attention to characters, relationships, events and plot development.
- Describe only relevant elements of the representation to the social value.
- Discuss how the social value has influenced the content of that representation in terms of types of characters, their attitudes and so on.
- Use appropriate media terminology (is it a dominant, oppositional, emerging, traditional or alternative value?)

‘the traditional social value of the acceptance of women as home makers is reflected in the text through the female protagonist engaging in the stereotypical duties of a house wife including cleaning, cooking and caring for the children...’

Question 2

Key words: discuss, dominant social values, supported, challenged

This question requires students to look specifically at the dominant social values of the production period and identify whether they are supported and/or challenged within the representations of the text.

To gain full marks, students must:

- Look specifically at the dominant social values within the text; that is, values that are held by a majority of people in a society at a particular time.
- State to what degree these dominant social values are supported and/or challenged (*‘to a significant degree...’*) in the text.
- Discuss at least two dominant social values of the production period.
- Provide relevant examples from the text to support and/or challenge the dominant social values discussed.
- Use appropriate terminology when identifying the attitude towards the social value.

‘The acceptance of homosexuality as a dominant social value of the production period is supported to a considerable extent in the text, demonstrated by the gay couple who receive acceptance and respect from their family members...’

Question 3

Key words: describe, supports, challenges, dominant, alternative, emerging, oppositional

In Question 3, students must describe the degree to which one of the representations within their text is supporting and/or challenging a dominant, alternative, emerging or positional social value of that production period.

To gain full marks, students must:

- Have a correct understanding of the nature of a dominant, alternative, emerging or oppositional social value and identify these correctly.
- Pick one representation that can be justified well and is a strong example of one of the types of social values.
- Discuss to what extent the representation is dominant, alternative, emerging or oppositional.
- Provide a good description of the representation, analysing the characters and the events that may or may not support the social value.
- Use the appropriate media terminology.

'The text challenges the dominant social value of the time that men should be the sole breadwinners in its depiction of a role reversal, with the unemployed husband and hard working mother...'

Question 4

Key words: discuss, contextual factors, influenced the content

This question requires a student to convey how certain elements of the production context during the production period may have influenced the content and nature of representations within the text.

To gain full marks, students must:

- Discuss all of the contextual factors in relation to its influence on the content.
- Maintain a balance between a broad and narrow focus – discuss how the contextual factors have influenced the text on a general (setting, characters) and narrow (particular story lines, dialogue, etc) basis. Use specific examples of events and scenes but also discuss the text as a whole.
- Not assume a causal influence – use sentences like 'may have influenced' or 'could have contributed to...'
- Discuss the year and country of production (may influence themes, setting, employment, hobbies, attitudes), processes of distribution and production sources (was the text on prime time television and therefore, restricted in its content?) and the production personnel involved (their attitudes, morals and experiences). In detailing this context, links must be provided to how the text content has been shaped or changed.
- Use appropriate media terminology.

'With a primarily female writing team, one can assume the predominance of the female protagonist's story line of her struggles with unemployment and relationships is influenced by this team of female writers who are more likely to have such experiences to draw material from...'

Section C – Media Influence

Question 1a

Key words: describe, audience, actively involved

Students must pick one communication model or theory studied that understands an audience to be actively involved in interpreting texts. Students may pick models or theories such as the use and gratifications or the reinforcement theory. An answer must describe how this model functions and the nature of the active audience.

Question 1b

Key words: provide evidence and supports

This question requires students to present a piece of credible evidence that supports the assumptions of the communication theory or model described in part a.

To gain full marks, students must:

- Present evidence that is from a credible source (include statistics if known).
- Describe evidence that directly supports the assumptions of the communication theory or model discussed in question 1a.

‘With an increase of 40% in mammography bookings over the 2 weeks following the increased coverage of breast cancer, this ‘kylie effect’ supports the notion that the media sets what issues are important and influences how an audience thinks about a certain issue...’

Question 2

Key words: discuss, media, negative effect on audience

Question 2 involves students detailing two examples that support the notion that the media may have a negative effect on an audience.

To gain full marks, students must:

- Discuss two strong examples that can be justified as negative examples of media influence.
- Explore how their chosen examples negatively impacted on an audience.
- Not assume a causal influence – use sentences like ‘may have influenced’ or ‘could have contributed to...’
- Provide accurate and appropriate examples.

‘Fashion and gossip magazines often contain countless images of emaciated models and articles on FAD diets promoting unhealthy behaviours and drastic weight loss, ultimately seen as negatively impacting on the self-esteem of young men and women...’

Question 3

Key words: describe, regulation, effectiveness

In this question, students must present an example of a type of regulation that may involve a media form (such as video games, TV, films) or the text content and whether or not it was effective.

To gain full marks, students must:

- Pick one type of regulation in terms of a media form (video games, television, radio) and/or text content (scenes cut, censoring language).
- Discuss the goal of this type of regulation.
- Discuss its effectiveness in terms of whether it achieved its desired goals and outcome.
- Describe the type of regulation placed on the media form and/or text content (was it banned? Altered? Available only to a particular audience?)

'The banning of video games rated above MA 15+ in Australia is ultimately ineffective as it encourages piracy with keen gamers still able to access them online through illegal torrents...'

Question 4

Key words: Evaluate, arguments and evidence, for and against, regulation of media content.

Question 4 requires students to provide an analysis and evaluation of the arguments and evidence for and against media regulation within Australia. The inclusion of the effect of government legislation, codes of practice and industry bodies is also required to explain the type of regulation, the reasons for it and whether or not it is necessary.

To gain full marks, students must:

- Present a balanced analysis of arguments for **and** against the regulation of Australian media content.
- Discuss at least two examples of government legislation, codes of practice and/or industry bodies that are involved in regulation.
- Provided a cohesive and structured response.
- Not present their own opinion, both sides of the argument must be evaluated.
- Use examples to support the arguments for and against this media regulation.

'Whilst some may believe that regulation is essential to prevent the promotion of negative and copy-cat behaviours, this assumes the audience is passive, bringing little of their own experiences and knowledge to actively interpret meaning from media texts...'