



Free Exam  
for 2012-17 VCE study design



# 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](mailto: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

Responses are dependent on the production element selected.

Sample response:

*“Mise en scene, a French term that literally means ‘put in the scene’ refers to the way shots, setting costumes and lighting are constructed and combined and may be analysed to determine meaning.”*

### Question 1b

Responses are dependent on the production element selected in part a. and the media text selected by students.

To gain full marks, students must:

- Provide specific examples of how their production element influenced audience understanding. For example, explaining how mise en scene, acting or sound provides information on the following elements: setting, genre, character feelings or motivations or structuring of time.
- Provide specific examples on how the production element may influence audience reception. This may include a discussion of the acting techniques or actors chosen, the soundtrack or genre of music or the individual elements of mise en scene and their impact on the audience.
- Use the same production element defined in part a.
- Use correct media terminology.

Sample response:

*‘The non-diegetic French accordion heard during the opening shots of the Eifel Tower and the chapel aids in establishing the film’s location to be in Paris and assists the audience in becoming aware of the setting within the first few minutes of the film...’*

**Question 2**

This question requires students to explain, using two production elements in their answer, how both the establishment and development of relationships between characters in the other narrative film they studied can engage the audience.

Responses are dependent on the production elements and the media text selected by students.

To gain full marks, students must:

- Identify two production elements to incorporate into their explanation of the establishment and development of character relationships.
- Discuss the opening sequence in regards to the establishment of possible current relationships between characters and how this can effectively engage the audience.
- Look at the progression and development of character relationships throughout the narrative and how both unpredictable and climatic events and tension can captivate the audience.
- Provide detail on how character relationships within narratives (using specific examples from their own text) are engaging for an audience in terms of a romance, friendship, antagonistic or familial relationship.
- Use appropriate media terminology.

Sample response:

*'In one particular scene, the camera provides a lingering close up of the main character's face smiling and looking directly at the girl by the convenience store. By using a close up, the audience can clearly see Scott looking happy and his intentions to approach the girl and thus, alludes to the possibility of a budding relationship between the two new characters that may be intriguing to the audience.'*

**Question 3**

This question requires students to discuss how different camera techniques, technologies and qualities used in both texts contribute to audience understanding of two story elements with a choice of point/s of view, setting, genre and multiple storylines.

Responses are dependent on the story elements and media text selected by students.

To gain full marks, students must:

- Pick two of the story elements listed in the question and provide examples of how camera techniques, technologies and qualities can influence an audiences' understanding of the element.
- Students who chose point/s of view could discuss: how camera angles, framing and shots contributes to audience understanding of point of view.
- Students who chose setting could discuss: how camera angles, framing, filters, movement and type of film stock could influence audience understanding of time period, location and also a change in setting.
- Students who chose genre could discuss: how camera shots, movement, framing, angles, filters and film stock could convey a particular genre.
- Students who chose multiple storylines could discuss: how camera movement, angles and transitions could assist audiences in understanding the link between storylines or their importance in the narrative.
- Use appropriate media terminology.

Sample response:

*'The shaky handheld camera effect used for the entirety of the film coupled with the fast tracking shots and extreme close ups aids in conveying the horror genre to the audience as these are popular and stereotypical features of films within this genre...'*

**Question 4**

This question requires students to explain the interrelationships between two production and two story elements in regards to how they communicate ideas to the audience.

Responses are dependent on the production and story elements and the media text selected by students.

To gain full marks, students must:

- Refer to one or more of the following: the opening, development and resolution of the narrative, genres or styles within the texts, structuring of time and cause and effect.
- Provide two detailed examples of how a production and story element combined to convey an idea or theme to the audience.
- Address at least one of the story elements suggested in the dot points. For example, discuss how lighting communicates the genre/styles referenced by a text to the audiences.
- Use appropriate media terminology.

Sample response:

*'...the fast, disjointed editing conveys the non-chronological order throughout the film where unpredictable fades to black, cut-away shots and contraction of the protagonist's main events assists in conveying to the audience the slow loss of memory and the time and place where the action lies...'*

## Section B – Social Values

### Question 1a

Sample response:

*'A 'dominant social value' is a certain belief or attitude that is held by a majority of people in a society at a particular time. Social values that are dominant can change over time but often have a significant long-lasting impact on media texts produced within the time period.'*

### Question 1b

In this question, students must identify and explain an example of a dominant social value that was present during the production period of one of the texts they studied and how it may have influenced its content.

Responses are dependent on the media text selected by students.

To gain full marks, students must:

- Correctly identify a dominant social value present in the time period of their text.
- Use appropriate media terminology to describe the value. For example, students will not gain marks for this aspect if they simply state the issue as 'women as homemakers' which provides no indication of the attitude. Instead, students could write 'the acceptance of women as sole homemakers'.
- Explain how the dominant social value influenced the content of one or more media texts. This may include looking at the construction of character representations, stereotypes, script, issues and themes explored and so on.
- Describe only relevant elements to the social value.

Sample response:

*'The dominant social value of the 1960s was the acceptance of women as homemakers and the value placed on the 'nuclear family'. This is reflected in the show 'Leave it to Beaver' where June Cleaver, wife and mother to two children, is shown as the perfect housewife spending most of her time in the home cooking, cleaning and caring for her family. She is often seen in the kitchen and wearing an apron and neat clothes, further conveying her role as homemaker...'*

### Question 2a

This question requires students to describe an example of a representation in a media text.

Responses are dependent on the media text selected by students.

To gain full marks, students must:

- Describe, in adequate detail, a representation within the selected media text.
- Include various aspects of the representation, for example, the script, costume, personality and attitude towards major themes and whether these are stereotyped.
- Use appropriate terminology.

Sample response:

*'One representation in Leave it to Beaver is the female archetype of a homemaker seen in the character, June Cleaver. The majority of her screen time is in the home and her time revolves around caring for her children and husband which is stereotypical of a housewife...'*

**Question 2b**

In Question 2b, students must discuss how two representations (including the one described in part a.) have been influenced by a particular social issue or discourse present during the time of production.

Responses are dependent on the media text selected by students.

To gain full marks, students must:

- Describe in adequate detail one other representation than the one discussed in part a.
- Describe or identify an issue or discourse (an ongoing discussion about an idea or social issue) that was present during the time of production using appropriate media terminology and identifying correct attitudes and values surrounding the chosen issue or discourse.
- Provide examples of how the representations may have been influenced by the issue or discourse.

Sample response:

*'By the 1960s, the discourse surrounding gender had changed dramatically and gender roles were no longer assumed with growing equality in terms of the acceptance of females in professional working roles. In Sex and the City, the character Carrie reflects this in her professional writing career that provides her with adequate income to afford a high-end apartment in New York and expensive clothes...'*

**Question 3**

This question requires students to analyse how two or more media texts they have studied have been influenced or impacted by changing or emerging social values in society. Answers must also reference a chosen issue or discourse and dominant or oppositional social values.

Responses are dependent on the media text selected by students.

To gain full marks, students must:

- Provide accurate examples of social values that are emerging in their production period.
- Adequately identifying a social value. For example, 'the attitude towards...'
- Provide examples from at least two texts they have studied, choosing the most relevant and applicable examples.
- Include a discussion of the influence of a discourse or issue on the changing social value and the relationship with dominant or oppositional social values. For example, the acceptance of homosexuality was an emerging social value during the 1990s yet could have been considered an oppositional social value some years before.
- Use appropriate media terminology.

Sample response:

*'In Modern Family, the emerging social value of the acceptance of same sex couples raising children is reflected through the committed relationship between Mitchell and Cameron and their adopted daughter, Lily. The discourse surrounding child-rearing within same sex relationships has changed over time and has received growing support in the past decade which is revealed in Modern Family as Cameron and Mitchell are shown as loving and devoted fathers to their daughter...'*

## Section C – Media Influence

### Question 1a

Responses are dependent on the communication model or theory selected.

Sample response:

*'The use and gratifications theory is concerned with how people use the media to satisfy their own needs. This model suggests audiences are active in the communication process and may use the media for a variety of reasons such as for information (for example, finding out the weather), personal identity, integration, entertainment/relaxation purposes and social interaction.'*

### Question 1b

This question requires students to compare and contrast how two communication models or theories (including the one described in part a.) see the role of the audience in the consumption of media texts.

Responses are dependent on the communication models or theories selected.

To gain full marks, students must:

- Choose two models that have a different view on the role of the audience (for example, comparing the Bullet theory, which sees the audience as passive to the use and gratifications theory which sees the audience as actively consuming media texts)
- Compare and contrast their view on audience consumption.
- Use appropriate media terminology and correctly identify communication models or theories

Sample response:

*'While the bullet/hypodermic theory sees audiences as passive and being directly influenced by media messages, the use and gratifications theory understands audiences to be actively involved in media consumption by picking and choosing the media texts they consume to meet their needs...'*

### Question 2

This question requires students to discuss censorship in Australia and one argument and evidence for its role in regulation.

To gain full marks, students must:

- Describe the act of censorship in Australia and what types of media are censored. For example, reference to video games, films or books which receive a classification or may be barred from release as a result of banned content is appropriate.
- Provide one argument and evidence as to why it is important in media regulation.
- Use appropriate media terminology.

Sample response:

*'Australian censorship of video games, seen as one of the strictest in the world, ultimately prevents many young children and teenagers from viewing or playing games that are considered inappropriate or contain imagery or violence that could negatively impact on their development...'*

**Question 3**

In this question, students must provide one example of when the media has been seen to have a positive influence on an audience and society.

To gain full marks, students must:

- Identify an example of a positive media influence.
- Describe it in sufficient detail and explain how the example was seen to have had a positive influence. For example, it may have changed attitudes or behaviour that had previously been detrimental or harmful to society.

Sample response:

*'Television shows like 'Sesame Street' and 'Play School' can have a positive effect on young children by stimulating their intellectual and cultural development...'*

**Question 4**

Question 4 requires students to discuss the degree to which media regulation in Australia is effective, providing two arguments and evidence either for or against its overall effectiveness.

To gain full marks, students must:

- State the degree to which it is effective.
- Support this position with evidence and arguments (at least two).
- Use real-life examples and different evidence from different media texts and formats. For example, regulation of TV or video games.
- Use appropriate media terminology.

Sample response:

*'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...'*