



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 1

Responses are dependent on which production elements students choose to define. Each correct definition is worth 2 marks.

Sample high-scoring responses:

***Acting** is an important way narratives are developed through film. Acting refers to the way in which an actor portrays his/her role through a combination of body movements, facial expressions and dialogue delivery. Acting is usually combined with other production elements such as visual composition to focus on the facial expressions of the actor.*

***'Camera techniques'** are a key tool for developing and describing narrative. This production element refers to the way in which directors manipulate the camera. Specifically, camera techniques consider shot size, camera angle and camera movement.*

Question 2

Responses are dependent on which text students choose to discuss. Students **must** select one of the production elements they discussed in Question 1.

Sample high-scoring response:

The scene where the Joker (Heath Ledger) kills the crime lord Gambol in The Dark Knight is an example of how acting is used to communicate ideas about a character to the audience. The viewer is immediately startled by Ledger's sudden appearance, rising unexpectedly from behind a pool table and placing a knife across Gambol's throat. The Joker's leitmotif plays, (a low discordant violin) slowly rising in volume as Ledger leers around the room menacingly. Ledger's eyes then flick to one of Gambol's henchmen and asks menacingly "why so serious?" A mid-shot then shows Gambol slide to the floor, dead. The Joker calmly executes the remaining henchmen. His sardonic sense of humour is shown through witty dialogue, and a sinister smile. This example of acting by Ledger conveys to the audience that the Joker is an evil, unpredictable and dangerous character.

Question 3

Responses are dependent on which text students choose to discuss. Students **must** select a different text than that discussed in Question 2. In order to achieve full marks, students must discuss both:

- Structuring of time
- Mise-en-scene

Sample high-scoring response:

In The Dark Knight, director Christopher Nolan conveys Bruce Wayne's trip to Hong Kong via a structuring of time sequence that is constructed through mise-en-scene. The sequence begins with Wayne discussing his equipment requirements for the trip with Wayne Enterprise's CEO, Lucius Fox. A high-altitude air force mask sits on the table during the scene, this example of mise-en-scene informing the audience about Wayne's plans to parachute into Hong Kong.

Wayne then turns to his butler, Alfred, and asks, "Have you got an alibi?" Alfred replies "oh yes." The film then cuts to a shot of Wayne's romantic interest Rachel and District Attorney Harvey Dent dressed formally, staring with disbelief at a poster outside the theatre saying "Performance Cancelled". Nolan cuts again to a close-up of a newspaper article plastered on the window of the theatre displaying the headline "Billionaire absconds with entire Russian ballet". This poster, as well as the surprised expressions of Dent and Rachel, conveys to the audience the haste with which Wayne's plans have been made, as well as illustrating his penchant for creating a spectacle.

Finally, Nolan cuts to a different setting: a wide-angle shot of Wayne and Alfred sunning themselves on a boat full of bikini-clad ballet dancers. Behind the boat, an airplane lands and Wayne dives overboard, swimming towards it with a large duffel bag pulled behind him. This concluding shot is enough to inform the audience that Wayne is now travelling to Hong Kong with his equipment.

Question 4

Responses are dependent on which texts students choose to discuss. Students **must** discuss two texts and at least one story element listed in order to achieve full marks.

Section B – Media Texts & Society’s Values

Question 1a

Responses are dependent on which social issue or discourse and text students choose to discuss.

Sample high-scoring response:

Dominant social discourses about gender roles are reflected in the 1960s situation comedy, ‘Leave it to Beaver’. The text reflects an expectation that men act as ‘breadwinners’ for their families, while women are ‘homemakers’, who cook and clean.

Question 1b

Responses are dependent on which social issue or discourse and text students choose to discuss. The social issue or discourse **must** be the same as that discussed in Part A.

Question 2

Responses are dependent on which social issue or discourse and text students choose to discuss.

Question 3

Responses are dependent on which social issue or discourse and text students choose to discuss. Students **must** identify if the social issue or discourse selected is dominant, emerging or oppositional.

Section C – Media Influence

Question 1a

Responses are dependent on which communication model or theory students choose to discuss. If a model or theory other than the 'hypodermic needle theory', students must explain clearly the link with the article. The model or theory chosen **must** be a form of direct media influence.

Sample high-scoring response:

The 'hypodermic needle theory' (HNT) was an early, linear communication model, for explaining the media's effect on audiences. HNT proposed that the media has a direct, immediate and powerful influence on the viewer, similar to Slater's argument that violent video games encourage violent behaviour.

Events such as Orson Welles' War of the Worlds broadcast and Hitler's speeches at Nazi rallies were used as evidence to support the HNT's contention that audiences can be directly influenced by a media message. Contemporary media theorists reject this theory as an overly simplistic way of analysing the media. Despite this, the theory has continued to garner support in the popular media, with some theorists linking violent video games to the Columbine High School shooting.

Question 1b

Responses are dependent on which communication model or theory students choose to discuss. Students **must** select a communication model or theory different to that used in Part A.

Sample high-scoring response:

In comparison to the 'hypodermic needle theory' (HNT), the 'uses and gratification theory' (UGT) is a model developed during the latter half of the 20th century that retains some present day relevance. UGT proposes viewers play an active role in choosing and using the media. Unlike in HNT, viewers in the UGT model can interpret a text in different ways. Modern applications of the theory include analysis of why people use social media websites such as Facebook and Twitter. One user may have a desire for social interaction, while another may be more interested in gathering news information. Both of these examples demonstrate how, under the UGT, audiences are goal oriented in their use of the media and choose media formats that best suit their needs.

Question 2

Responses are dependent on which theory of audience students choose to discuss.

Sample high-scoring response:

One theory of audience is that the audience is an active participant in the dissemination of media texts. This theory assumes that audiences are capable of choosing which texts they consume and will interpret the text in different ways. Communication theories that support this model of audience include the two-step flow communication model, uses and gratification theory and post-modern media theory.

Question 3

Responses are dependent on which methods of regulation students choose to discuss.

Sample high-scoring response:

The Australian media is regulated through a variety of mechanisms including government intervention and self-governance.

The Australian Communications and Media Authority (ACMA) is the main government institution responsible for regulating radio, television and print media. ACMA works with the relevant industry bodies to establish voluntary codes of practice that promote self-regulation within the media landscape. When a breach of these codes occurs, ACMA has the power to issue a formal infringement notice. ACMA also regulates the ownership of media outlets in Australia, which must comply with strict government quotas.

Self-governance mechanisms are another way Australia's media is regulated. The media are dependent on ratings and readership levels for profits and there is subsequently an inherent self-interest in producing content that a majority of the population will find interesting. For this reason, the media can be seen to be self-regulating, as if a company were to continually offend or deceive its viewers; it would suffer a drop in ratings and lose investment.

Question 4

Responses are dependent on which arguments about media regulation students choose to discuss. Students **must** discuss one argument in favour and one argument against in order to achieve full marks.

Sample high-scoring response:

One reason the Australian media landscape is regulated is to ensure diversity within print, television and radio ownership. Media ownership rules do not allow ownership of more than one television station or two radio stations in a given market. The intent of this policy is to stimulate competition thereby ensuring quality content.

An argument against media regulation is that any attempt to inhibit the media is an attack on freedom of speech and freedom of the press. Proponents of this argument suggest that placing limitations on the media is contrary to the notion of democracy. Instead, it is contended that the best way of regulating the media is through the establishment of industry bodies like the Australian Press Council, that fosters an environment of responsible self-regulation.

Question 5

Responses are dependent on what issue students choose to discuss, but it **must** be current and within Australia. Appropriate examples include:

- Media classification
- Regulation of media ownership
- Internet filtering