



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.

Section A – Narrative

Question 1

Key words: **identify** and **define**.

In your answer, you must identify a correct story element and the role it plays within your narrative. You must then present a correct definition using appropriate media terminology to gain full marks. You could pick one of the following:

- cause and effect
- character (establishment and relationships)
- point/s of view
- setting
- multiple storylines
- the structuring of time
- genre

Question 2

Key words: **discuss, communicating themes and ideas**

This question requires you to explain the relationship that exists between one story element (which you had to define in Question 1) and two of lighting, sound, mise en scene or camera in the communication of themes and ideas central to the narrative.

To gain full marks, students must:

- Pick and justify two of the production elements in sufficient detail.
- Pick at least 2 themes and/or ideas explored in the narrative.
- Ensure the story element they define in question 1 will lend itself well to the answering of this question in terms of ability to justify and provide sufficient detail.
- Analyse how these specific themes/ideas are emphasized or made apparent to the audience through the use of your chosen production elements.
- Use appropriate media terminology.
- Accurately identify themes and ideas (some examples may be the search for love, crime, friendships and so on)

Question 3

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

Question 3 required students to use the other text studied for narrative (different to the text from Question 2) to show how the point(s) of views are established by two different production elements.

To gain full marks, students must:

- Identify the correct point(s) of view from which the narrative is presented.
- Identify how many point(s) of view there are.
- Use appropriate media terminology when discussing your two production elements
- Explain how those two production elements combine to showcase the point(s) of view to the audience and how it makes them make it apparent (for example, a voice over, spotlight or close ups may all be effective techniques for point(s) of view establishment)

Question 4

Key words: **explain, cause and effect, engaging the audience, development of the narrative**

This question asked students to discuss how the cause and effect relationships within both of their narrative texts can contribute or underpin the development of a narrative and its contribution to audience engagement.

To gain full marks, students must:

- Discuss at least two cause and effect relationships from both texts you have studied and explain adequately.
- Explain the contribution of cause and effect to the development of the narrative and its plot.
- Explain how audiences may be engaged by underlying cause and effect storylines or sub-plots.
- Explain how cause and effect can develop from the opening to the closing sequence.

Question 5

Key words: **discuss, relationship, opening and closing**

This question requires students to explain the relationship between both the opening and closing sequences within both texts. Students must also refer to how narrative possibilities are established and developed, the structuring of time and how this relationship between the opening and closure of a narrative may contribute to audience engagement and understanding.

To gain full marks, students must:

- Refer to the opening and closing sequences in their answer.
- State the type of time structure – is it chronological or non-chronological?
- Discuss both narratives equally.
- Explain how links within both opening and closing sequences can enhance audience engagement with a narrative.
- Discuss the narrative possibilities from the opening sequence and whether these are apparent or resolved in the closing sequence to justify the relationship between the two.
- Use appropriate media terminology.

Section B – Media Texts & Society’s Values

Question 1a

Key words: **Identify, define, discourse**

Students must use appropriate media terminology to define the meaning of ‘discourse’.

Discourse is a term used to describe the ongoing debate and conversation that occurs in a society. It involves the creation of meaning through the interrelationships of texts, audiences and media organisations in society.

Question 1b

Key words: **describe, discourse, social issue, reflected**

Question 1b requires students to describe how one particular discourse or social issue relevant to the production period is reflected in one of the social values texts they have studied.

To gain full marks, students must:

- Explain one discourse or social issue and the attitude or values held by society towards it.
- Discuss why this discourse was particularly relevant or debated in the production period (what events or social values may have influenced it?)
- Provide an example of how this particular discourse has influenced a representation or the content of your text and in what way.
- Accurately explain a correct example of a discourse in society.

Question 2

Key words: **explain, representations, reflect**

This question requires students to explain the constructions and development of representations within one of their texts and how this may have been influenced by the social values of the production period.

To gain full marks, students must:

- Refer to 2-3 representations and how they are constructed in terms of costume, behaviour, dialogue, personality, presence, attitudes, etc.
- Explain how these representations are reflective of the production period in terms of its social values. For example, the construction of the stereotypical homemaker within a 1960’s sitcom may reflect the social value of the time that women have a responsibility to stay home and care for their husbands and children.
- Explain two specific social values of the production period that are reflected in the representations.
- Choose two different social values that address two diverse representations.
- Use appropriate media terminology to describe the construction of these representations.

Question 3a

Key words: **identify, describe, emerging social value**

Question 3a requires students to detail one example within one of the texts studied for social values of an emerging value. Emerging social value are values that may have developed as a result of falling or inadequate traditional or dominant ones and may replace them in time.

To gain full marks, students must:

- Identify a correct emerging social value and explain sufficiently why it is or was emerging within the production context.
- How the emerging value is reflected in the text using examples of events, characters or issues explored.

Question 3b

Key words: **compare, contrast, supports, challenges, dominant, oppositional, emerging**

In Question 3, students must discuss one text and the other text from question 3a in terms of comparing and contrasting the extent of their support and/or challenges of the dominant, oppositional and emerging values of the production periods.

To gain full marks, students must:

- Have a correct understanding of the nature of a dominant, emerging or oppositional social value and identify these correctly.
- Choose a range of dominant, oppositional and emerging social values to discuss from both texts.
- Discuss both texts equally.
- Spend time comparing the extent of support and or challenges for the social values of the production period. Are the texts similar in this manner or different?
- Use the appropriate media terminology.

Section C – Media Influence

Question 1a

This question required students to detail an example of when a certain type of media form has been said to negatively impact on an audience. The types of media forms students could choose are:

- Video games
- Music/song lyrics
- Television shows
- Film
- Radio

It is also important to pay particular attention to part B as the type of media form you choose for this question will impact on the answer you present for the next part. Choose wisely!

Question 1b

Key words: **discuss, regulated, effective**

This question requires students to discuss an example of how the media form in question 1a has been regulated and to assess the effectiveness of that type of regulation.

To gain full marks, students must:

- Use the same media form described in the first part of question 1
- Discuss an appropriate media organization or government body that was responsible for the regulation (for example, the Australian Classifications Board, the Australian Communications and Media Authority).
- Assess how effective this regulation was in terms of whether it did or did not achieve its desired goal (for example, did banning video games rated R18+ in Australia prior to 2011 stop all consumers from playing them?)
- Discuss the mechanisms for regulation – was it banned from release altogether? Was a rating placed on it? Was the screening time or slot on television restricted?

Question 2

Key words: **analyse, arguments, extent of media influence**

In Question 2, students are required to produce an extended response that gives an analysis of both sides of the debate on the degree of media influence. Students must also refer to two different communication theories and/or models, evidence (such as studies or historical events) to justify each argument and the ideas surrounding passive and active audiences. Students are also given a sentence with which to incorporate into their answer which sees media influence as having a large 'cumulative' effect.

To gain full marks, students must:

- Utilize the sentence within a discussion of a high degree of media influence – students may also pick up that this sentence directly supports the assumptions of the cultivation theory in seeing the media as having cumulative effects that develop over time rather than short term ones.
- Discuss two theories that attempt to explain media influence. Students could discuss two of the following: the bullet theory, use and gratifications theory, reinforcement theory, cultivation theory, agenda setting function theory, semiotic constructivist theory, etc.
- Provide evidence from studies and historical examples to support certain explanations of media influence. For example, the 'Kylie Effect' study which showed increases in mammography after Kylie's public battle with breast cancer may be used to justify a considerable degree of media influence on behaviour.
- Maintain a measured response, detailing both sides of the argument.
- Discuss the notion of a passive and active audience and which theories utilize these types of audience.
- Discuss two communication theories that have a varying degree of media influence from very little to a high degree to use in your analysis of **both** arguments.

Structure their response – marks should be allocated for a clear structure and concise answer.