

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

	STUDENT NUMBER							Letter	
Figures									
Words									

# **MEDIA**

# Written examination

Monday 17 November 2003

Reading time: 3.00 pm to 3.15 pm (15 minutes) Writing time: 3.15 pm to 5.15 pm (2 hours)

# **QUESTION AND ANSWER BOOK**

### Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	2	1	15
В	2	2	15
C	3	3	15
D	3	3	15
			Total 60

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

### Materials supplied

• Question and answer book of 15 pages.

### **Instructions**

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

Instructions for Section A				
Answer <b>one</b> question from this section as an extended response in the space provided.				
The texts that I studied this year for narrative are				
Question 1				
The <b>structuring of time</b> is a major story element in all fictional narratives. Sometimes we are aware of being taken to a different time period through the use of techniques such as flashbacks, or by references a character makes to events which have happened earlier. On other occasions, the structuring of time seems to occur without our notice because we are so familiar with the way that production elements are used for this purpose.				
Discuss how time was structured in <b>two</b> fictional narratives you studied this year.  In your response you should refer to how the <b>structuring of time</b>				
<ul> <li>contributed to the development of the narrative (you may wish to consider this development in the contex of the opening and closing sequences)</li> </ul>				
• allowed individual storylines to comment on, contrast and/or interrelate with each other				
• engaged the audience with, for example, the characters and events of the narrative.				
OR				
Question 2				
All fictional narratives rely on <b>characters</b> : their goals, their desires, their strengths and their faults, and the differing circumstances in which these characters are required to function.				
Discuss how production and story elements were used to construct <b>two</b> characters in <b>two</b> of the narratives you studied this year (that is, <b>four</b> characters, <b>two</b> characters from <b>each text</b> ).				
For each character explain				
<ul> <li>how both production and story elements were used to develop that character in the narrative</li> <li>how the development of the character allowed for and/or encouraged audience engagement with tha character.</li> </ul>				
Indicate the question you have answered.				
Question 1 or Question 2				

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### SECTION B – Media production design

### **Instructions for Section B**

Answer **all** questions in the spaces provided.

# PRESS RELEASE

FOR RELEASE TO ALL MEDIA ORGANISATIONS Not for publication before 17 November 2003

# Let us introduce our Honour Youth Foundation.

Members of the Honour Youth Foundation are aware of the outstanding voluntary work done by many young people in the community. We have noticed these fine young people helping many people and groups in the community:

- Senior citizens
- · Handicapped children
- Surf life-saving clubs
- Environmental groups
- Newly arrived migrants
- Red Cross, CanTeen, St John Ambulance, and many more

### Aims of the foundation

We believe that often their wonderful contribution goes unnoticed by many in the community. In fact, more often our young people are criticised or portrayed in a very negative way.

Our Foundation wants to make the community more aware of the wonderful efforts of our young people.

We want to honour the magnificent contributions made by these people.

We hope we can also inspire other young people to take up the challenge of being a volunteer in the community.

### Media product to be supported

To make the community aware of the efforts of these young people, we propose to support the development, by young people, of media products in which a young person, or young people, can be seen helping the community. Interested young people are encouraged to develop ideas and proposals for our consideration. Our support may include access to technical equipment, or special funding.

The whole product, or a part of it, can be related to our aims. It can refer to those people or groups we have mentioned in this Press Release – or it can refer to other groups or people.

These products can be in any of the following media:

- Film/video/animation
- Slide tape/presentation program/data show
- Radio/audio
- Photography and/or images
- Print (newspaper or specialist magazines)
- · Multimedia

# **Question 1**

	or media form that would be relevant to achieving the aims of the Honour Youth Foundation the Foundation in its Press Release.
us outilited by	the Foundation in its Fress release.
	you believe <b>each</b> of the qualities and/or characteristics of the medium or media fo in part <b>a.</b> of this question would be effective in achieving the aims of the Honour You

2 + 4 = 6 marks

### **Question 2**

Prepare a **plan** for a media product.

The plan should

- communicate one or more of the aims that the Honour Youth Foundation identified in its Press Release
- use at least two production design specifications.

The plan can be for the whole media product or part of it. It may include visual representations.

The medium for your product is

This page is for any visual work for Question 2

# **SECTION C – Social values**

Instructions for Section C
Answer all questions in the spaces provided.
The text I studied this year for social values is
Period of production of the text
Question 1
Media texts are generally shaped by the attitudes held in the place and at the time of the text's production. This can be seen in various representations in a text. These can include social groupings (based on factors such a gender, race or age – for example women, Aboriginals, teenagers) and institutions (such as school, the familiand the law). The way these social groupings and institutions are represented can reflect the attitudes current in the society from which the text comes.
Describe two representations in the text you have studied this year.

# Question 2 Explain how the social values of the period of the text's production have influenced the two representations that you described in Question 1.

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4 marks

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### **Question 3**

The values of society can influence the fate of various characters in a narrative. At the end a 'good' or 'virtuous' character can be rewarded, perhaps by finding a loving partner. A 'bad' character may be punished in different ways. Sometimes a narrative can take a different course, and the fate of a character may make the audience think about whether a certain personality is in fact a bad or a good character. What happens may reflect the dominant values of society; at other times it may reflect alternative or oppositional values.
Discuss two ways in which the text you studied supports and/or challenges the social values of the period of its production. You may refer to any other text(s) if relevant.

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### **SECTION D – Media influence**

### **Instructions for Section D**

Answer all questions in the spaces provided.

A	-
Ouestion	
Outsuon	- 4

Individuals, and groups in society such as business companies, corporations, community groups and government bodies have, at different times, been critical of the media's influence upon society's opinions, attitudes and values. At other times, some of the same individuals or organisations may have specifically used the media for its potential to influence an audience.

Outline **one** example or instance where the media is said to have influenced its audience, or to have attempted

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3 marks

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### **Question 2**

Question 2
The nature and extent of the media's influence on its audience is the basis of a number of communication theories and/or models.
Outline <b>two</b> communication theories or models, showing how each theory or model presents the <b>nature</b> and <b>extent</b> of media influence.

3 + 3 = 6 marks

# **Question 3** Outline the arguments and evidence that have been presented in support of one of the theories or models you outlined in Question 2.

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