VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2007

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

MEDIA

Written examination

Monday 19 November 2007

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	3	3	25
B	4	4	20
C	3	3	20
			Total 65

- 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 16 pages.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

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

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

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SECTION A – Narrative

The narrative texts I have studied this year are

1. _____

2. _____

Question 1

Describe a setting featured in **one** of the texts you have studied this year **and explain** how **one** of the production elements listed below works with the setting to affect possible audience response to the narrative of that text.

- lighting
- visual composition
- sound

5 marks

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Question 2

Narratives may be categorised into genres, generic hybrids or types of stories such as horror, soap opera and teen movies.

Explain how **one** of the texts you studied this year uses production and/or story elements typical of **one or more** genres or types of programs.

5 marks

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Question 3

Characters play a major part in advancing a narrative. As a story element, the establishment and development of characters also affects how an audience engages with a text.

With reference to one or more characters in **both** texts you have studied this year, **discuss**

- character establishment and development and the relationships between characters within each text
- how character motivations affect narrative progression in each text
- how characters in both texts affect audience response to the overall narratives.

In addition to character, your answer should refer to **two or more** other story and/or production elements.

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15 marks

Total 25 marks

END OF SECTION A

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SECTION B – Social values

Name the main text you have studied for social values this year.

_____

Production period _____

Place of production _____

Question 1

Briefly explain how the general attitudes within a given society are linked to the media texts produced by that society.

You may refer to **any** media texts you have studied this year in your response.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4 marks

Question 2

Outline **one or more** of the **dominant** social values held in the society at the time the main text you studied for social values was produced.

_____

_____

_____

_____

_____

_____

3 marks

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Question 3

Describe **one or more** of the representations in your text. You may choose to describe a representation of a character, a relationship, an institution, a social issue, an object or behaviour. You should refer to how the representations are constructed by **various** elements **such as** framing, lighting, costume, setting and sound.

6 marks

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Question 4

Explain the extent to which any representation(s) in the text either support(s) and/or challenge(s) the dominant social value(s) you identified in **Question 2**.

7 marks

Total 20 marks

END OF SECTION B

TURN OVER

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SECTION C – Media influence

Question 1

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Homer Simpson watching television

Being a 'couch potato' has often been the description of the state Homer Simpson is in when he watches television. 'Veging out' or being 'mindless' are other ways of describing members of audiences of many popular media forms and texts.

Explain whether or not you think these are accurate assessments of the way **all audience** members relate to the media.

4 marks

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Question 2

Identify **and** explain **two** communication models or theories which contradict each other in their assessment of how much power the media has in influencing audiences.

6 marks

SECTION C – continued

TURN OVER

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Question 3

As a democratic nation, Australia generally upholds the principles of a free press and media, freedom of speech and freedom of expression.

Despite these general principles 'media content' in Australia continues to be regulated in a variety of ways.

With reference to any media form and/or texts you have studied this year **discuss**

- the major debates about regulation and control of 'media content' in Australia
- some of the organisations, groups or individuals involved in the regulation of 'media content' in Australia and the roles they perform.

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10 marks

Total 20 marks

END OF QUESTION AND ANSWER BOOK

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Extra space for responses

Clearly number all responses in this space.

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A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. **At the end of the examination, place the script book inside the front cover of this question and answer book.**

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