



Victorian Certificate of Education 2011

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

# 

# MEDIA

# Written examination

Monday 21 November 2011

Reading time: 11.45 am to 12.00 noon (15 minutes) Writing time: 12.00 noon to 2.00 pm (2 hours)

# **QUESTION AND ANSWER BOOK**

Section	Number of questions	Number of questions to be answered	Number of marks
А	4	4	25
В	4	4	20
С	4	4	20
			Total 65

#### Structure of book

- 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.

## **SECTION A – Narrative**

Name the texts you studied for narrative this year.

#### **Question 1**

Define one story element used in a text you have studied this year.

2 marks

#### **Question 2**

**Explain** how **another** story element works together with the production element, **sound**, to convey meaning to the audience in **one** of the narratives you have studied this year.

Using the **other narrative text** you studied this year, **discuss** how **two** of the following production elements **combine** to establish the point of view from which the narrative is presented.

- · camera/film/video techniques and qualities including shot selection, movement and focus
- lighting
- acting
- visual composition and mise en scène
- sound, including dialogue, music and sound effects
- editing/vision and sound design and mixing

Many narratives are carefully crafted and structured works of art that affect audiences' thoughts and emotions from the opening sequence to the closure of the narrative.

With reference to **both** texts you have studied this year, **analyse** the relationship between the opening and closing sequences. In your answer you **must** address the following points.

- The connection between the narrative possibilities, issues and/or ideas established in the opening sequence(s), narrative progression, developments and closure of the narrative.
- How production and story elements have been employed in both sequences to engage the audience.


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

Production period \_\_\_\_\_

Place of production \_\_\_\_\_

#### **Question 1**

**Define** the term 'dominant social value' and provide an example from the production period you have studied this year.

#### **Question 2**

a. Identify two social values evident in the text you have studied this year.

2 marks

6

**b.** Explain how each of these social values is reflected in representations from the text you have studied this year.



SECTION B - continued www.theallpapers.com/ER

**Describe** how **two** social values within the text you have studied this year have been affected by the production context.

You must consider at least one of the following in your answer.

- year and country of production
- production source(s)
- distribution and/or exhibition process(es)
- production personnel

The values of a society are in a state of constant evolution, and tension always exists between the dominant set of values and different or emerging social values.

To what **extent** does the main text you have studied for social values this year **support and/or challenge** the social values of its production period? You may refer to dominant, emerging, alternative or oppositional values and their representations in the text.



Describe two communication theories and/or models.

4 marks

10

**a.** Identify one example where the media is said to have a **positive effect** on an individual(s), audience(s) and/or society.

2 marks

**b.** Explain an example of evidence that has been used to justify the above positive effect.

**a. Describe** an example where the media is said to have a **negative effect** on an individual(s), audience(s) and/or society.

**b.** Present an analysis of the **arguments** and **evaluate** the **evidence** that explains the **nature and extent** of this **negative effect**.

**a.** A range of measures has been designed to regulate media content.**Provide one** example of the regulation of media content.

2 marks

**b. Discuss** the arguments and evidence used to explain the effectiveness of this regulation in the interests of protecting audiences.

4 marks

END OF QUESTION AND ANSWER BOOK

Extra space for responses

Clearly number all responses in this space.

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2011 MEDIA EXAM	

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.

