



# Victorian Certificate of Education 2003

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

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	2	1	15
B	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.**

**SECTION A – Narrative**

**Instructions for Section A**  
Answer **one** 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 **structuring of time** 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 **two** fictional narratives you studied this year.

In your response you should refer to how the **structuring of time**

- contributed to the development of the narrative (you may wish to consider this development in the context of the opening and closing sequences)
- 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 **characters**: 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 **two** characters in **two** of the narratives you studied this year (that is, **four** characters, **two** characters from **each text**).

For **each** character explain

- how **both** production and story elements were used to develop that character in the narrative
- how the development of the character allowed for and/or encouraged audience engagement with that character.

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**

- a. Name the medium or media form you worked in this year. Identify **two** qualities and/or characteristics of that medium or media form that would be relevant to achieving the aims of the Honour Youth Foundation, as outlined by the Foundation in its Press Release.

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- b. Explain why you believe **each** of the qualities and/or characteristics of the medium or media form you identified in part **a.** of this question would be effective in achieving the aims of the Honour Youth Foundation.

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2 + 4 = 6 marks





This page is for any visual work for Question 2

9 marks

**END OF SECTION B  
TURN OVER**

**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 as gender, race or age – for example women, Aboriginals, teenagers) and institutions (such as school, the family and 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.

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4 marks

**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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**SECTION D – Media influence****Instructions for Section D**

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

**Question 1**

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 to influence its audience.

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3 marks

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**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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6 marks