EXAM MARKING KEY

Media Production and Analysis: Examination marking key

Section A
Question 1 (i)
How the form of media will have an impact on the final product

Mark		Notional Level
7 - 8	Informed discussion/analysis of chosen form, including much of the relevant information listed below.	6 - 7
5 - 6	Discussion of chosen form including appropriate information based on the points below.	5
3 - 4	Description of chosen form with some relevant information and/or examples.	4
1 - 2	Identification of some elements of chosen form but little explanation.	3 - 4
0	Irrelevant or inappropriate response	

Film poster
- o the effects of technologies, e.g. high definition colour photography, special effects and possible manipulation, use of captions and written information, multiple copies can be produced
- o advantages and limitations of film posters, e.g. static image, viewer may have time to read and reflect, relatively cheap to produce, produced to attract a target audience and stimulate audience curiosity
- o the viewing context, e.g. how and where the audience will see the poster (multiple viewing contexts possible), size and likely impact
- o controls and constraints, e.g. promotional costs and revenue, classification and censorship, copyright

TV/film
- o the effects of digital technologies on production, e.g. quality images and sound, realism – all persuasive, (immediacy TV)
- o the effects of digital and satellite technologies on transmission and audience reach - TV
- o advantages and limitations of form, e.g. globalisation, lifelike images and audio appeal to audiences and stimulate audience curiosity (immediacy TV)
- o production budget, production styles and formulas
- o viewing context, e.g. domestic or theatre viewing context, patterns of audience use
- o controls and constraints, e.g. classification and censorship, ethics and audience expectations, funding (commercial and non-commercial TV/film)

Newspaper report/magazine article
- o photo and headline will capture attention, caption and text will provide information
- o newspaper/magazine layout - placement in newspaper and size of photo/caption/article determined by other priorities, available space,
- o newspaper/magazine is portable, able to be read in a variety of contexts
- o newspaper/magazine tends to have regular readers who expect stories of local interest
- o potential to be posted on the Internet, extending audience reach

- o newspaper/magazine largely funded by advertising, therefore placement of ads a priority
- o controls and constraints, e.g. Journalists Code of Ethics, meeting expectations of editor and readers, deadlines.

Question 1 (ii)
How the codes and conventions used in the image position audiences to respond to the text in a particular way.

Mark		Notional Level
7 - 8	Critical analysis of how particular codes and narrative conventions are selected to construct narratives that reflect or challenge mainstream or sub-cultural values	6 - 7
5 - 6	Discussion of how a range of codes and narrative conventions construct a preferred meaning or viewpoint, or evoke an emotional response	5
3 - 4	Explanation of how common technical, symbolic, written and/or audio codes position the audience	4
1 - 2	Identification of some simple codes and conventions and how they make meaning for audiences	3 - 4
0	Irrelevant or inappropriate response	

Examples of codes and conventions that position the audience:
Film poster
- o Technical codes: framing (camera distance; camera angle; rule of thirds, leading lines and diagonals; depth of field; foreground frames); lighting; juxtaposition; shutter speed (sense of movement)
- o Symbolic codes: character appearance, dress, body language; setting; colour; objects
- o Written codes: headlines, captions, text

TV/film
- o Technical codes: shot type (distance, camera angle); montage and juxtaposition; lighting; movement
- o Symbolic codes: character appearance, dress, body language, actions; settings; colour; props
- o Written codes: signs, credits, written text
- o Audio codes: dialogue, style of speech, music, sound effects

Newspaper report/Magazine article
- o Technical codes: black/white or colour photo; framing (camera distance; camera angle; rule of thirds, leading lines and diagonals; depth of field; foreground frames); lighting; juxtaposition

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- o Symbolic codes: character appearance, dress, body language; setting; colour; objects
- o Written codes: headlines, captions, text – font size and style, choice of language

Question 1(iii)
How the representation of people serves the interests of particular groups

Mark		Notional Level
7 - 8	Critical analysis of how a social group is represented, why a particular representation may have emerged, and dangers associated with making generalised judgments about groups of people.	6 - 7
5 - 6	Analysis of the stereotypical representation of a social group, recognising that stereotypes are based on over-simplified generalisations that represent the values of mainstream and sub-cultural groups.	5
3 - 4	Discussion of the representation of a social group, and processes that may include selection, omission, exaggeration, repetition and over-simplification	4
1 - 2	Identification of one or more common stereotypes and some positive and negative values associated with them.	3 - 4
0	Irrelevant or inappropriate response	

The response may include some of the following:
  o the selection of particular characteristics (symbolic codes) and omission of other characteristics
  o exaggeration and over-simplification
  o repetition and eventual naturalisation as the stereotype becomes accepted as a true representation
  o conjecture about why the stereotype emerged – who stood to gain from using the stereotype, labelling the group, ignoring the individual
  o the dangers of stereotyping (a one-way process in which the 'victim' has no right of reply; the perception of the group is difficult to overturn; the social problem that caused the stereotyping is inverted so that the stereotype is seen as causing a social problem).

Question 2
Explain how the text you have chosen to write about will appeal to the values and expectations of the target audience

Mark		Notional Level
9 - 12	Analysis of the inter-relationship between the chosen text, context and the experiences, attitudes and values of the target audience.	7 - 8
5 - 8	Discussion of how features of the chosen text will link to the cultural experiences that shape audience expectations and values	5 - 6
1 - 4	Identification of some features of the text and how they might link to the values and expectations of the target audience	3 - 4
0	Irrelevant or inappropriate response	

Question 3
Explain how the text will be influenced by one of the following:
Institutional controls
OR
Production constraints
OR
Cultural contexts

Institutional controls

Mark		Notional Level
9 - 12	Analysis of external controls and influences that affect the production of texts, e.g. media ownership and control, regulatory bodies and government influence, legal issues and censorship, political pressure and lobby groups	7 - 8
5 - 8	Discussion of how some external controls influence the production of texts, e.g. censorship, legal issues, media ownership and control	5 - 6
1 - 4	Identification of some institutional controls that influence text production, e.g. classification or censorship, advertising in commercial media	3 - 4
0	Irrelevant or inappropriate response	

Production constraints

Mark		Notional Level
9 - 12	Analysis of a range of production constraints and how these impact on texts, e.g. economic structures, production practices and styles in commercial, non-commercial and independent media, expectations of mainstream and minority audiences; codes of practice.	7 - 8
5 - 8	Discussion of how production constraints influence texts, e.g. new technologies, self-censorship, production practices (commercial, non-commercial or independent media); production costs, ratings and revenue.	5 - 6
1 - 4	Identification of some production constraints that influence texts, e.g. deadlines and time constraints, ratings, production costs, marketing, ethical behaviour, technologies.	3 - 4
0	Irrelevant or inappropriate response	

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Cultural contexts

Mark		Notional Level
9 - 12	Analysis of a range of cultural influences that impact on the style and content of texts, e.g. current trends and issues; changing values; nationalism; social, historical and political events; globalisation and international trends.	7 - 8
5 - 8	Discussion of cultural influences that shape the style and content of texts, e.g. current trends and issues; Australian values; influences from other countries;	5 - 6
1 - 4	Identification of cultural influences that affect the style and content of texts, e.g. historical events, social trends, audience values and expectations.	3 - 4
0	Irrelevant or inappropriate response	

Section B

Question 4
Create a script/design plan to advertise or promote a television program entitled
***The School* to target a specific audience for your selected media form.**

(a)   Outline the profile of your target audience. Consider:
- **age, gender, socio-economic group, sub-cultural group/s**
- **cultural background, lifestyle, media experiences and preferences**
- **values, beliefs and attitudes**

Mark		Notional Level
5	Clear picture given of target audience, their membership of sub-cultural group/s and the cultural experiences that may shape their values/beliefs/attitudes and response to the promotion and program	7 - 8
3 - 4	Identification and some elaboration of main factors that might influence audience response to the promotion and/or program	5 - 6
1 - 2	Identification of main factors but little expansion to show how they might influence audience response	3 - 4
0	Irrelevant or inappropriate response	

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(b) **Discuss why you have chosen this form to promote the program, considering:**
- o **advantages and limitations of the form (e.g. technologies and audience use)**
- o **audience preferences and expectations of the form**

Mark		Notional Level
5 - 6	Clear understanding shown of the advantages and limitations of the chosen form and how this links to the preferences and expectations of target mainstream and/or sub-cultural audiences, e.g. the impact of technologies on quality, immediacy of transmission/distribution, audience reach, patterns of use of the chosen form by different sub-cultural groups	7 - 8
3 - 4	Discussion of main advantages and limitations of the chosen form, e.g. how technologies influence production and distribution/transmission; how technologies create quality images and sound; domestic viewing context; discussion of target audience preferences and expectations of the form	5 - 6
1 - 2	Identification of some of the advantages and limitations of the chosen form as listed below, mention made of audience use and expectations of the form	3 - 4
	Irrelevant or inappropriate response	

Examples of advantages and limitations of different forms

Television digital and satellite technologies - immediate transmission to a mass audience; quality, persuasive images and sound; domestic viewing context encourages regular patterns of use

Newspaper portability, able to be read and re-read in a variety of contexts, news is up to a day old but provides background detail, tends to have regular (literate) readers

Magazine able to cater for sub-cultural interests, background information, colourful, may be expensive, available weekly or monthly.

Radio immediate and portable, can be heard in many different contexts, allows audience response through talkback, involves viewers in one-on-one relationship with host.

Website able to provide a lot of information to a global audience, versatile (articles, still and moving images), can involve audience interaction.

Other forms advantages and limitations as appropriate to form.

(c) **Provide a list of possible ideas and/or techniques to be used in your script/design plan. Justify their use.**

Mark		Notional Level
5 - 6	Lists a range of ideas and techniques that are justified by thoughtful explanation of their impact on the promotion, how they will position and engage the audience and how they will satisfy the interests and preferences of the target audience.	7 - 8
3 - 4	Lists ideas and techniques, explains why they will be effective and relates them to the preferences of the target audience	5 - 6
1 - 2	Lists some ideas and techniques and makes some reference to suitability to target audience	3 - 4
0	Irrelevant or inappropriate response	

Question 5
Develop your script/design plan for the advertisement/promotion you developed in question 4.

(a) **Write a brief synopsis or description of your advertisement or promotion outlining features of the program, sets or locations, plots and characters that you intend to highlight for your audience.**

Mark		Notional Level
5	Provides a logical description of a creative narrative, outlining the structure (including introduction and conclusion), the settings, characters and their actions.	7
3 - 4	Provides a clear description of the plot and details of the settings and characters.	5 – 6
1 - 2	Provides a sketchy outline of the plot, location and main characters	3 - 4
0	Irrelevant or inappropriate response	

(b) **From your synopsis/description, develop and present your storyboard, script or layout for your advertisement/promotion using ONE of the formats on the next three pages, or a format of your own choice.**

Mark		Notional Level
8 - 10	Storyboard, script or layout is clear and the selection of codes and conventions shows a thorough understanding of how media language can be used creatively to position the audience, or construct a preferred meaning or point of view.	7 - 8
5 - 7	Storyboard, script or layout is logical, and appropriate codes and conventions are used to position and engage the audience.	5 - 6
3 - 4	Storyboard, script or layout follows a conventional format but lacks detail and/or continuity. There is little variety or creativity in the use of codes and conventions, reflecting lack of awareness about how they construct meaning.	3 - 4
0	Irrelevant or inappropriate response	

Question 6
Explain how the production context and particular constraints might influence the style and content of your advertisement/promotion.
Referring to the constraints below, the student

Mark		Notional Level
5 - 6	Shows a thorough understanding of how a range of constraints within the production context would impact on their production.	7 - 8
3 - 4	Explains how some of the constraints listed below would impact on the style or content of their production	5 - 6
1 - 2	Identifies some constraints that might influence the style/content of their production	3 - 4
0	Irrelevant or inappropriate response	

Following are constraints that might influence the style/content of the production
Budget or funding might affect such things as:
- the style of the production (the need to win ratings, sell newspapers …)
- the availability of new technologies
- expertise of the production crew
- the use of stars or exotic locations
- scheduling or placement of the promotion/advertisement
- meeting deadlines – forcing changes to be made during production

Censorship (or self-censorship) will influence the content of the production, e.g.
- verbal language
- violent images
- racial vilification
- ethical issues

Political pressure and/or lobby groups might influence the representation of particular groups or issues

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SECTION C
Question 7

(i) The media is the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that is power. Because they control the minds of the masses.'   (Malcolm X)

Discuss your agreement or disagreement with this statement, referring to your understanding of the role of the audience in accepting and resisting media messages.

Mark		Notional Level
26 - 30	Critically evaluates the role of the audience providing a strongly informed argument, elaborating on the concepts	8
21 - 25	Recognises that the quote represents the traditional view of the power of the media, but presents a reasoned argument about the power of audiences, including such concepts as: ○ media texts are the products of a cultural context ○ meaning does not lie in the text itself, but in its reading in a particular cultural context ○ audiences are made up of many sub-cultural groups ○ audiences are active in making meaning of media texts, drawing on their cultural knowledge and experiences ○ understanding how and why a text is constructed enables readers to make up their own minds, either accepting the message or making a resistant reading to it ○ any media text may have multiple readings/meanings.	7
16 - 20	Develops a 'for and against' argument, referring to, for example: ○ Forms of propaganda using persuasive visual, verbal and written language ○ Particular examples of media persuasiveness ○ Audiences are not passive and are increasingly critical of the media ○ Audiences read texts differently and develop their own opinions based on their values, attitudes and previous media/cultural experiences	6

Mark		Notional Level
11 -15	Supports the statement, giving examples to illustrate the power and persuasiveness of the media, but recognises the 'active audience' and/or readings based on attitudes, values and cultural experiences	5
1 - 10	Presents a simple argument that supports the statement that the media control the minds of the masses, e.g. one-way communication, manipulation. Identifies some cultural experiences that influence audience readings	3 - 4
0	Irrelevant or inappropriate response	

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(ii) **With reference to at least one media text studied this year discuss your understanding of the following:**

a) **How the text has attempted to be persuasive**

b) **How the text reinforced, challenged or contributed to the values and attitudes of the audience**

c) **How the historical and cultural context has had an influence on the production of the text.**

Mark			Notional Level
26 - 30	**(a)**	Evaluates how a wide range of codes and conventions work together to construct a persuasive point of view	8
	(b)	Evaluates the values and attitudes constructed in the text and evaluates the impact of the text in reinforcing and/or challenging particular values and/or ideologies	
	(c)	Discusses how an alternative context may change the construction of the text	
21 - 25	**(a)**	Analyses how a wide range of codes and conventions work together to construct a persuasive point of view	7
	(b)	Analyses the values underpinning the construction of particular media representations	
	(c)	Analyses and evaluates the effect on the text of the historical/cultural context at the time of production, considering for example ○ historical events and political trends ○ technological developments and economic trends ○ social and cultural trends/issues	
16 - 20	**(a)**	Analyses the effect of particular codes and conventions in constructing a persuasive message and/or point of view	6
	(b)	Discusses how values and attitudes have been constructed in the text (e.g. through characters, actions, consequences) and links them to the values of audiences of the time	
	(c)	Discusses factors that contributed to the historical/cultural context in which the text was produced and suggests how these factors influenced the text and its production	
11 - 15	**(a)**	Explains how particular codes and conventions are used to address the audience in a persuasive manner and construct a preferred meaning	5
	(b)	Explains how media characters convey popular values that connect to values of audiences	
	(c)	Explains some contextual factors that may have influenced the text and its production	

Mark		Notional Level
1 - 10	**(a)** Identifies some persuasive techniques used in the text **(b)** Identifies some values conveyed in media characters and situations and link to audiences and their values **(c)** Identifies some contextual factors that may have impacted on the production of the text	3 - 4
0	Irrelevant or inappropriate response	

(iii) **Discuss your understanding of the way that a specific culture exploits the use of various media to gain control and/or maintain power. Your answer should refer to your understanding of at least two of the following:**
  (a) **Globalisation**
  (b) **Cultural imperialism**
  (c) **Reporting world events**
  (d) **Propaganda and political censorship in different cultures**

Mark		Notional Level
26 - 30	Evaluates how media are used in a particular culture and how the manipulation of media increases the control and power of particular groups.	8
21 - 25	Analyses the use of media in a particular culture and reflects on how media have been used to maintain or increase the control and power of particular groups.	7
16 - 20	Explains how particular groups or governments use the media to maintain their power or promote their own interests	6
11 - 15	Selects a particular culture or cultural group and gives some examples of how they use the media to gain power or promote their own interests.	5
1 - 10	Identifies some governments or cultural groups who use the media to control others.	3 - 4
0	Irrelevant or inappropriate response	

Some examples that may be referred to by students at different levels of complexity

(a) Globalisation – the ability to extend power in a global economy; global access, distribution and issues of accuracy; impact on individuals and communities; representation of events (war, terrorism, the economy, international relations, political coups, sporting events), issues (climate change, whaling, old growth forests…) sub-cultural and oppositional groups; instant global communication; external and internal controls.

(b) Cultural imperialism – the imposition and dominance of the media, culture and ideologies of a strong nation or state in another country or state; the acceptance by smaller cultural groups of dominant cultures and their media (e.g. the Americanisation of Australia by the American media, the exploitation and over-running of indigenous cultures by a dominant culture

(c) Reporting world events – media networks (e.g. emanating from the United States) presenting one-sided versions of world events; media networks dominated by media moguls whose primary aim to increase power and profits;

nationalistic and jingoistic coverage of political and sporting conflicts; bias and subjectivity in reporting on political candidates, social and political issues, racial conflicts.

(d) Propaganda and political censorship – war-time propaganda and censorship, government policies and regulations; propaganda generated by governments and big business (elections, the tobacco industry); government censorship (e.g. curtailing of the freedom of speech of journalists)

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(iv) The ABC's *Australian Story* has been described as "… a tapestry of the tales of our country's people, in all their diversity … a work of art and identity …"

With reference to at least one media text studied this year, discuss your understanding of media as an art form. Your answer should refer to some of the following:
   a) alternative and experimental media forms and styles such as photo-journalism
   b) non-realist narratives
   c) use of codes and conventions to create a specific effect
   d) contemporary and traditional genre
   e) alternative representations

Mark		Notional Level
26 - 30	Discusses the art form as a representation of cultural identity Evaluates the role of the art form in society Discusses the interrelationship between the art form and audiences within the cultural context.	8
21 - 25	Presents a logical and perceptive argument that defines media as an art form, referring to the pleasure audiences gain from a range of traditional, contemporary, alternative and experimental media forms that may involve: o the creative use of a range of codes, conventions and narrative structures o the aesthetic values of producers and audiences o the manipulation of technologies o alternative viewpoints and representations	7
16 - 20	Analyses at least one media text as an art form and refers to a range of examples that support the acceptance of media as art (examples may be taken from the forms listed above).	6
11 - 15	Discusses factors considered (by the student) to represent media 'art', giving some examples of different styles and the use of codes and conventions.	5
1 - 10	Identifies some examples of media art forms and how they are perceived by audiences.	3 - 4
0	Irrelevant or inappropriate response	