



# **MEDIA PRODUCTION AND ANALYSIS**

## **ATAR course examination 2020**

### **Marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

**Section One: Short answer**

**30% (33 Marks)**

**Question 1**

**(11 marks)**

Discuss the manipulation of narrative structure.

<b>Manipulation of narrative structure</b>	<b>6</b>
Accurately discusses the manipulation of narrative structure	6
Discusses the manipulation of narrative structure	5
Explains the manipulation of narrative structure	4
Describes generally the manipulation of narrative structure	3
Outlines a narrative structure	2
Superficial comments about narrative structure	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

**Question 2**

**(11 marks)**

Analyse the use of persuasive techniques.

<b>Use of persuasive techniques</b>	<b>6</b>
Accurately analyses the use of persuasive techniques	6
Analyses the use of persuasive techniques	5
Explains the use of persuasive techniques	4
Describes generally the use of persuasive techniques	3
Outlines persuasive techniques	2
Superficial comments on persuasive techniques	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

## Question 3

(11 marks)

Analyse the construction of a character.

<b>Construction of a character</b>	<b>6</b>
Accurately analyses the construction of a character	6
Analyses the construction of a character	5
Explains the construction of a character	4
Describes generally the construction of a character	3
Outlines a character	2
Superficial comments about a character	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

## Question 4

(11 marks)

Analyse how a topic is represented.

<b>Topic is represented</b>	<b>6</b>
Accurately analyses how a topic is represented	6
Analyses how a topic is represented	5
Explains how a topic is represented	4
Describes generally how a topic is represented	3
Outlines a topic	2
Superficial comments about a topic	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

**Question 5**

**(11 marks)**

Discuss the techniques used to create a media work.

<b>Techniques used to create a media work</b>	<b>6</b>
Accurately discusses the techniques used to create a media work	6
Discusses the techniques used to create a media work	5
Explains the techniques used to create a media work	4
Describes generally the techniques used to create a media work	3
Outlines techniques	2
Superficial comments about techniques	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

**Question 6**

**(11 marks)**

Discuss the representation of culture.

<b>Representation of culture</b>	<b>6</b>
Accurately discusses the representation of culture	6
Discusses the representation of culture	5
Explains the representation of culture	4
Describes generally the representation of culture	3
Outlines the representation of culture	2
Superficial comments about culture	1
Does not engage with the question	0
<b>Justification and evidence used to support response</b>	<b>3</b>
Provides detailed justification through reference to appropriate media work	3
Provides evidence from media work	2
Provides superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>2</b>
Consistent use of appropriate media terminology and language	2
General use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>11</b>

## Section Two: Extended answer

70% (40 Marks)

## Question 7

(20 marks)

Analyse how an auteur's work is influenced by changing audiences and expectations.

Description	Marks
<b>How an auteur's work is influenced</b>	<b>6</b>
Critically analyses how an auteur's work is influenced	6
Analyses how an auteur's work is influenced	5
Explains how an auteur's work is influenced	4
Describes how an auteur's work is influenced	3
Identifies an auteur's work	2
Presents limited or superficial comments about an auteur's work	1
Does not engage with this aspect of the question	0
<b>Changing audiences and expectations</b>	<b>6</b>
Critically analyses changing audiences and expectations	6
Analyses changing audiences and expectations	5
Explains changing audiences and expectations	4
Describes changing audiences and expectations	3
Identifies audiences and/or expectations	2
Presents limited or superficial comments about audiences and/or expectations	1
Does not engage with this aspect of the question	0
<b>Evidence from media work</b>	<b>4</b>
Provides justification that includes detailed and relevant references to appropriate media work	4
Provides justification through reference to relevant media work	3
Provides some evidence from media work	2
Presents limited or superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>4</b>
Sophisticated and relevant use of media terminology and language	4
Frequent use of relevant media terminology and language	3
Some use of relevant media terminology and language	2
Superficial use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>20</b>

**Possible content**

- auteur figures and personal expression e.g. evolving auteur style in response to audiences' interests and preferences for media work
- explore the work of emerging auteur figures e.g. Taika Waititi who works independently and with commercial media institutions
- changing audiences, expectations and values, such as shared values of mainstream and niche audiences
- niche audiences' expectations of media aesthetics
- techniques, codes and conventions that challenge audience expectations of media
- artistic and cultural benefits of media, auteur's construction of media that caters for particular styles and preferences
- cultural contexts that contribute to audiences' values and interpretation of media work
- media aesthetics used in innovative or experimental ways
- values in the production and content of media
- body of work explored for evidence.

Question 8

(20 marks)

Compare the media aesthetics of media work from different cultural or production contexts.

Description	Marks
<b>Media aesthetics</b>	<b>6</b>
Critical comparison of the media aesthetics of media work	6
Detailed comparison of the media aesthetics of media work	5
Explains with some comparison of the media aesthetics of media work	4
Describes the media aesthetics of media work	3
Identifies media aesthetics	2
Presents limited or superficial comments about media aesthetics	1
Does not engage with this aspect of the question	0
<b>Different cultural or production contexts</b>	<b>6</b>
Critically analyses different cultural or production contexts	6
Analyses different cultural or production contexts	5
Explains different cultural or production contexts	4
Describes different cultural or production contexts	3
Identifies cultural or production contexts	2
Presents limited or superficial comments about cultural or production contexts	1
Does not engage with this aspect of the question	0
<b>Evidence from media work</b>	<b>4</b>
Provides justification that includes detailed and relevant references to appropriate media work	4
Provides justification through reference to relevant media work	3
Provides some evidence from media work	2
Presents limited or superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media terminology and language</b>	<b>4</b>
Sophisticated and relevant use of media terminology and language	4
Frequent use of relevant media terminology and language	3
Some use of relevant media terminology and language	2
Superficial use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>20</b>

**Possible content**

- how media aesthetics construct different representations such as detective figure/femme fatale in different noir periods
- comparing media aesthetics in different contexts e.g. artistic styles in commercial films, different media forms use of aesthetics e.g. television, film, internet
- media aesthetics in different times such as film noir, neo-noir
- values in the production and content of media work that shape use of media aesthetics
- media aesthetics used to manipulate audiences understanding of chronological order, point of view, narrative structure
- compares production processes of different cultural or historical contexts that impacts construction of media aesthetics
- compares the use of media aesthetics of media that transcend geographical and cultural barriers to present universal themes such as *Human Flow* directed by Ai Weiwei
- cultural influences that have contributed to changes in media.

## Question 9

(20 marks)

Analyse the impact of media trends on mainstream media institutions.

Description	Marks
<b>Impact of media trends</b>	<b>6</b>
Critically analyses the impact of media trends	6
Analyses the impact of media trends	5
Explains the impact of media trends	4
Describes the impact of media trends	3
Identifies media trends	2
Presents limited or superficial comments about media trends	1
Does not engage with this aspect of the question	0
<b>Mainstream media institutions</b>	<b>6</b>
Critically analyses mainstream media institutions	6
Analyses mainstream media institutions	5
Explains mainstream media institutions	4
Describes mainstream media institutions	3
Identifies media institutions	2
Presents limited or superficial comments about media institutions	1
Does not engage with this aspect of the question	0
<b>Evidence from media work</b>	<b>4</b>
Provides justification that includes detailed and relevant references to appropriate media work	4
Provides justification through reference to relevant media work	3
Provides some evidence from media work	2
Presents limited or superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media language and terminology</b>	<b>4</b>
Sophisticated and relevant use of media terminology and language	4
Frequent use of relevant media terminology and language	3
Some use of relevant media terminology and language	2
Superficial use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>20</b>

**Possible content**

- influences on commercial and non-commercial media such as citizen journalism or commercial news media use of social media for reporting
- impact of media trends in media use such as social media platforms to mobilise activism e.g. Greta Thunberg and climate change and challenge dominant narratives
- representation of subcultures and associated values e.g. alternative representations of subcultural groups through social media
- suitability of particular media for the purpose of social and political comment e.g. counter-narratives and representations of world events in social media compared to mainstream media, political leaders
- how media, contexts and audiences work together to make meaning
- censorship and regulation in the media, how social media is not constrained by the same processes
- Youtube, vimeo, ABC, SBC, commercial television
- movement away from traditional broadcasting
- production trends
- distribution trends
- saturation
- fake news
- consumption trends
- social media
- tradition broadcasting institutions
- emerging media institutions.

Question 10

(20 marks)

Analyse how agenda-setting techniques are used to construct perceptions of issues or topics.

Description	Marks
<b>Agenda-setting techniques</b>	<b>6</b>
Critically analyses the use of agenda-setting techniques	6
Analyses the use of agenda-setting techniques	5
Explains the use of agenda-setting techniques	4
Describes agenda-setting techniques	3
Identifies agenda-setting techniques	2
Presents limited or superficial references about agenda-setting techniques	1
Does not engage with this aspect of the question	0
<b>Construction of perceptions of issues or topics</b>	<b>6</b>
Critically analyses the construction of perceptions of issues or topics	6
Analyses the construction of perceptions of issues or topics	5
Explains the construction of perceptions of issues or topics	4
Describes the construction of perceptions of issues or topics	3
Identifies perceptions of issues or topics	2
Presents limited or superficial references about an issue or topic	1
Does not engage with this aspect of the question	0
<b>Evidence from media work</b>	<b>4</b>
Provides justification that includes detailed and relevant references to appropriate media work	4
Provides justification through reference to relevant media work	3
Provides some evidence from media work	2
Presents limited or superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media language and terminology</b>	<b>4</b>
Sophisticated and relevant use of media terminology and language	4
Frequent use of relevant media terminology and language	3
Some use of relevant media terminology and language	2
Superficial use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>20</b>

**Possible content**

- persuasive techniques, codes and conventions
- manipulating selection, emphasis and omission to construct a point of view
- how media construct perceptions of an issue or topic
- the relationship between propaganda and agenda-setting
- how media work reinforces or challenges audiences' values and attitudes
- suitability of media for purposes of social or political comment
- how interpretations made by audiences can be understood using appropriate media theories
- values in the production and content of media work
- agenda setting techniques: repetition, juxtaposition, montage, narration, satire, expression.



## Question 11

(20 marks)

Evaluate how regulation or censorship in the media impacts on media content.

Description	Marks
<b>Regulation or censorship</b>	<b>6</b>
Evaluates regulation or censorship	6
Analyses regulation or censorship	5
Explains regulation or censorship	4
Describes regulation or censorship	3
Identifies regulation or censorship	2
Presents limited or superficial references about regulation or censorship	1
Does not engage with this aspect of the question	0
<b>Impacts on media content</b>	<b>6</b>
Evaluates the impacts on media content	6
Analyses the impacts on media content	5
Explains the impacts on media content	4
Describes the impacts on media content	3
Identifies media content	2
Presents limited or superficial references about media content	1
Does not engage with this aspect of the question	0
<b>Evidence from media work</b>	<b>4</b>
Provides justification that includes detailed and relevant references to appropriate media work	4
Provides justification through reference to relevant media work	3
Provides some evidence from media work	2
Presents limited or superficial references to media work	1
Inappropriate or no supporting evidence	0
<b>Media language and terminology</b>	<b>4</b>
Sophisticated and relevant use of media terminology and language	4
Frequent use of relevant media terminology and language	3
Some use of relevant media terminology and language	2
Superficial use of media terminology and language	1
No use of media terminology or language	0
<b>Total</b>	<b>20</b>

**Possible content**

- dangers in the naturalisation of stereotypes
- techniques, codes and conventions in media
- manipulation of selection processes
- pressures on the presentation of issues, including editorial control, funding distribution
- how censorship reflects the social and political context of the time in which media is produced e.g. Hays Production Code
- regulation as a process to uphold ethical and legal standards as they apply to media content
- media institutions which challenge censorship or regulation processes such as Australian Federal Police raids on the Australian Broadcasting Corporation
- influences on commercial and non-commercial media
- censorship that impacts media content.

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia  
303 Sevenoaks Street  
CANNINGTON WA 6107*