

2021 ASSESSMENT REPORT

MED315117 – Media Production

FOLIOS

Print Folios

The external examiners made the following notes regarding PRINT folios:

- Students should use the “non-original material” section in the proforma for its stated purpose, not as a reference list or bibliography. They should only list items used in their print production that did not belong to them, for example, a logo or image.
- Recipe-only magazines are not encouraged as they do not have a narrative without other articles.
- Contacts sheets must be used as proof of images taken and the metadata for those images on the contacts sheets is also needed.
- Students should ensure the correct convention for quotes used in text and are formatted correctly for that genre.
- Using real or made-up names for magazine article by-lines is confusing. If needed for that genre, then use TASC ID instead as examiners may assume multiple students contributed.
- Cultural appropriation is not acceptable in print works, for example a non-Islamic student wearing a head scarf or using racist memes.
- Lots of men’s health/fashion magazines were confused and were neither men’s health nor fashion. If you wouldn’t see this type of magazine in the real world then it should not be used.
- Quality of images used was poor in some examples and students had stretched images when put into InDesign. This should be fixed prior to publishing.
- Word count claims were a major issue. There were word counts between 2 and 23,000. It is obvious when a student hasn’t subtracted the original word count from their total. Many students claimed to have met the word count but were a long way under.

Screen / Radio Folios

- There was improvement with news/journalism pieces being “real” stories, not role played/re-enacted/fake stories
- Interview questions for journalism unit should be crafted according to the angle of the story to help shape the narrative. Examiners found a number of news stories/interviews were basically the interview placed in the timeline as it was recorded and not edited to craft a story.

- There were many jump-cuts in news stories/docos. Use of “j-cut” straight to a jump cut is not a convention of news products and can be very distracting for the viewer.
- Export should be 1080p not 720p – there were several products exported incorrectly.
- “Genre” section on proforma: name of product needs to be simple e.g., thriller, comedy. Hybrid genres were still in use this year.
- Examiners were concerned about the use of prop guns in public locations. There are a number of obvious risks involved and to have these on set requires industry consultation including permission for authorities (e.g., police)
- Dips to black were overused in several productions and detracted the viewer from the narrative.
- It is important to remember that the production manual/support documentation doesn't replace the pro-forma
- Documentary subjects should be true to the topic and done with sincerity – e.g., some students chose contentious social issues and “pretended” to understand the topic and “acted” in that mental state. Representing minorities needs to be done respectfully.
- There are no requirements for clappers or countdowns at the beginning of products.
- Document the animation process – needs to have a minimum live action footage in animated products.
- Proformas must be used as is and not manipulated to suit a student's purpose.

EXAM PAPER

Section A General Comments

Students who posed rhetorical questions without justifying their response generally did not do as well as those who responded to the initial question. Similarly, students who chose to disagree with, rather than discuss, the statements did not articulate a response to the original question posed.

Question 1 32 respondents

Stronger responses articulated the impact of good journalism on society and democracy, whilst drawing in reference to the MEAA.

Strong responses actively scrutinised, in reference to Media Watch, how journalism can act as part of social discourse, as an act of public interest. These would refer to specific examples to validate theory responses.

Students who argued against the statement generally did not fare as well as other responses, as they tended to focus on tabloid journalism, and hence did not address the question and the role of effective journalism in society.

Question 2

14 respondents

Strong responses identified current Australian media ownerships laws and the implications these has on society and democracy.

Strong responses discussed the implications of lack of diversity of opinion in news products particularly bias in reporting and cited strongly with relevant examples.

Some of the strong responses would identify the Royal Commission headed by Kevin Rudd and would mention specific media monopolies or moguls.

Weaker responses used incorrect facts and dated information, which lead to the response being overall incorrect.

Weaker responses used poor examples or heavily generalised statements to substantiate opinions.

Question 3

26 respondents

Strong responses chose many ways to discuss and compare tabloid journalism including:

- Same story across a range of tabloid platforms
- Comparing public and private news stories
- Using the MEAA characteristics of honesty, fairness and accuracy to demonstrate tabloid lack of adherence
- Discussing and analysing the production techniques of tabloid production

Strong responses explained and analysed the reasons behind tabloid journalism e.g., ratings, entertainment, etc. and identified the impact of society/consumers.

Weaker responses couldn't identify MEAA links to tabloid products or use concrete examples to demonstrate understanding.

Weaker responses had a lack of demonstrated understanding of what tabloid means, and generally retold the examples, rather than evaluated/analysed.

Question 4

55 respondents

Strong responses identified clearly between subjective and objective opinions found in digital media examples. These responses had good discussion on news 'worthiness', as well as delineating the production processes behind opinion pieces and news pieces.

Strong responses chose appropriate, relevant, and current examples to support their point of view.

Strong responses answered the question thoroughly, addressed all elements of the question, and identified the differences between personal opinion and objectified news.

Strong responses were rich in facts and specific details.

Weaker responses had highly superficial descriptions of examples, generalised terms and discussion e.g., 'What the internet wants to hear', 'the media just lies'.

Weaker responses did not differentiate between digital and traditional platforms, which hindered their ability to discuss the difference between opinion-based commentary and investigative journalism.

Weak responses did not address the question asked. It is important that students select the appropriate question for their written response.

Some students saw this question as an opportunity to discuss and compare private and public media platforms but did not identify their relevant online platforms.

Overall, there was a lack of discussion on the production processes behind the convergence evident in digital media.

Question 5

18 respondents

Stronger responses compared either the same story across different media platforms, or different stories from a single platform.

Generally, terminology was well recognised in this question.

Weaker responses just retold a 'Hard' and 'Soft' News Story, with little discussion or analysis.

Some students chose poor examples for 'Soft' or 'Hard' news. Although they were able to discuss the conventions used within their examples, there was a misunderstanding of the alignment of sensational tactics used in soft news, rather than hard news.

There was little discussion of the role of journalism and its effect on society across the responses.

Section B

Question 6

22 Respondents

Strong responses differentiated between verbal and non-verbal production techniques in their chosen ads. They were then able to critically analyse and relate the production choices to the target audience.

Strong responses discussed advertisers' ability to use non-verbal techniques as a 'call to action' or creating desire to the consumer through the production techniques e.g., camera, soundtrack, graphic, voice, mis-en-scene, symbolism, etc.

Weaker responses did not show an understanding of what verbal and non-verbal production techniques were and generally retold the narrative of their chosen ads.

Some students chose examples that did not include verbal production techniques within their chosen advertisement, which did not allow them to address the question in full.

Question 7

31 Respondents

This question was the least comprehensively answered in this section. The interpretation of the term 'platform' encompassed the following:

- platform as video, print or radio
- platform as tv, internet (e.g., social media), magazines
- platform as mobile devices
- platform as placement for strategic viewership (e.g., Superbowl)

Examiners accepted the above interpretations in the marking.

Strong responses provided detailed analysis of persuasive techniques targeted to an identified target audience, including discussion on narrative, production techniques and social values of the identified audience.

Weaker responses used this question as a platform to place a rehearsed answer, e.g., controversial ads were discussed in this question, without reference to the actual question.

Question 8

47 respondents

Strong responses articulated an understanding of “representation” and “gender roles”, combined with an analysis of how advertisers use traditional gender stereotypes to target their audience and how it reflects social norms.

Balanced discussion was also evident in strong responses of how some advertisers “challenge” the premise of traditional gender representation. They used excellent examples to demonstrate their understanding, often with contrasting ads.

Weaker responses did not define gender representation and focussed more on simple ideals around the portrayal of gender representation in advertising and chose ads that were not contrasting in narrative or production values.

Question 9

21 Respondents

This question was answered well overall, with comprehensive, sustained analysis, and excellent examples.

Strong responses identified how diverse representations in advertising has increased, with links to specified examples that reflected changing social norms.

Strong responses used evaluation and deep analysis, rather than just a ‘re-tell’ of examples to validate their POV.

Question 10

20 Respondents

Overall, there was a good spread of advertising examples and social value issues within them.

Strong responses critically analysed through their chosen example the social values evident within the product and its potential impact on consumer behaviours.

Strong responses included how production elements were used to reinforce showcased social values and behaviours within the product.

Weaker responses chose to discuss diverse representation in advertising but were unable to bring the question back to what social value or behaviour was being reinforced within the advertisement.