

## Media Production

Course Code: MED315112

### Folio Assessment Reports

#### PRINT FOLIOS

Stronger candidates:

- Outlined their intention/aims and target audience clearly in their written pro-forma and linked this to a recognised genre. These aspects were clearly reflected in their final products.
- Showcased a range of design elements, while maintaining a consistent tone. Through creating a cohesive document, these candidates could demonstrate technical skill, while adhering to codes and conventions of the magazine genre.
- Demonstrated high technical skill in photography (composition and exposure), Photoshop (editing and processing of images), InDesign (control of layout and design) and writing reflective of genre conventions were rewarded for their efforts.

Weaker candidates:

- Generally lacked clearly defined aim/intention and recognised target audience. Their products reflected this uncertainty and hesitation in planning.
- Products were unable to maintain a consistent tone. This inconsistency was due to random selection of articles/photo shoots/motifs/colour pallet across the 12/16 page magazine.
- Submitted minors that were not a finished product. This affected their overall result for their folio.

General comments:

- Generally, folios containing stronger planning and development documents (including inspiration/examples of layout design, colour pallet, photo shoots) were the strongest original products.
- Some of the less complex magazines, while maintaining tone, did not demonstrate a range of technical skills and design elements.
- Some students neglected the 5% ruling regarding non-original work. Students are required to reference any unoriginal work, even if this is within the allowable percentage. "Photo/Image courtesy of the artist" would facilitate assessment.
- The minor product should not be found within the major product. They are two separate assessable products.
- Many students did not include word counts on their written pro-forma.
- Future candidates are advised to spend time researching the codes and conventions of the magazine genre to ensure their product is reflective of these text forms.

#### SCREEN / RADIO FOLIOS

- Use of autofocus was evident in many products. This detracted from the narrative and also made it difficult to assess Criterion 7.
- When using the ADR technique it is important to ensure the audio is in sync with the vision.
- There were a few folios that used the .mt2 and .wmv file formats. The guidelines clearly state MP4 or MOV files as the nominated export setting.
- Candidates need to ensure they use correct script formatting for their final script.
- A number of candidates completed the incorrect prof-forma.
- Too many candidates had diary like entries their pro-forma eg "actors missing or coming late".
- Many folios had inconsistent audio levels as well as incorrect output levels. These should be between 0dB and -4db.
- It was obvious that many candidates used the automatic settings in the camera – must be in manual otherwise Criterion 7 is difficult to assess.

- iPhones should not be used as the main camera – only for “in the moment” footage eg for a documentary, not for the ENTIRE product. Again, this makes it near impossible to assess uses technology which is listed in the syllabus.
- Countdown leader and slates are not required for major products – only for TV commercials.
- More consistent audio mixing techniques are needed between dialog and music – too many products dialogue were overpowered by music tracks.
- When submitting an animation, candidates need to use a camera as specified in the guidelines.
- Dips to black in narratives need to have justification as is can take the audience away from the narrative.
- Successful commercials used products that actually existed.
- Film Noir is not just about putting a film into black and white in post production!
- Re-using the same footage to get the product up to the 4.30 minimum requirement was assessed according to Criterion 3. If products were under or over time, they were assessed as is and then dropped by 1 mark.
- Minor product should not be using the same footage as the major – it should be an entirely separate product.
- Commercials do not have credits! Especially not to make up the time!

## Exam Paper

### SECTION A

#### Question 1

This question again posed the same difficulties for some candidates as previous years. Weaker responses were too subjective and superficial in their description of the production process, often very ‘diary’ like in their writing style. Candidates need to remember the criterion descriptor – critically analyse media products. Too many responses were a re-tell of the process rather than an analysis of the process. The examiners were also looking for technical terms and concepts in candidate responses as well as techniques used in line with target audience and genre codes and conventions. Those who did well were able to articulate these in an analytical discussion about their purpose and effectiveness.

#### Question 2

Many candidates used this question to “dump” as much information that they could about digital media and its role in society. This meant that they not only didn’t understand the criterion, but they also didn’t answer the question. The question required the candidates to describe the difference in “production” techniques between traditional and new media, not just the role of new media. This question was poorly answered by the majority of candidates who chose this question. The few stronger answers could provide detailed descriptions of the production process as well as the issues, purpose and context of both traditional and new media.

#### Question 3

Candidates who answered this question demonstrated a firm grasp of the criterion. They could provide a detailed response describing the production techniques and technologies that are utilised in news or current affairs and describe the rationale behind these differences. Most chose to discuss the difference between public and private current affair shows or tabloid vs non-tabloid print products with great success. Solid responses provided a strong example from the differing media sources which was also contrasting in nature. This enabled candidates to go into detailed discussion about the differing production techniques with a rationale as to their purpose.

#### Question 4

A large proportion of candidates answered this question; however, the majority did not understand the question. Too many responses discussed either the technical production process or the codes and conventions, such as symbolic codes, but not both. The most successful responses could provide a detailed discussion about both aspects; for their chosen ad they could describe the technical choices made and could reference these choices back to the suggested target audience. Discussion regarding the platform/context and symbolic codes and conventions with reference to target audience was also apparent in stronger responses.

## Section B

### Question 5

A small handful of candidates attempted this question. Unfortunately, there were very few who received above a C with the majority not passing. Many were confused about what cross media ownership meant with most using the question as a means write down all they knew about Rupert Murdoch without any reference to the media ownership laws in Australia and what they mean for consumers of media. There were many incorrectly quoted facts about who owns what, eg "Murdoch owns many TV stations". Those who passed were able to state the current media ownership laws, the big media owners and the impact on society.

### Question 6

Strong responses to this question included discussions around who Rupert Murdoch is and his role within the media landscape in Australia, what he owns in terms of media outlets and the effect he has had on past political outcomes; also, tying it back to the criterion with discussion on effects to consumers of media. Specific examples were necessary to be successful in this question. Many made sweeping statements: merely stating that Murdoch is friends with Abbott is not enough to demonstrate understanding. Examiners were looking for discussion around lack of diversity of opinion through influence of media owners, bias, cultural values of "old money" etc with strong examples. Many used the Abbot vs Gillard/Rudd election and quoted tabloid newspaper headlines to demonstrate media ownership influence.

### Question 7

This question was not answered very well by those candidates who chose it. Many did not understand what social values meant and tended to discuss advertising techniques instead such as fear, scam techniques, scare tactics etc. Those who did pass the question were able to define social values and discuss how advertising perpetuates "old" social values. The examples chosen by successful candidates had relevant and strong social values of gender, inequity, class, race, sexuality etc themes which provided a strong basis to answer the question.

### Question 8

Most candidates focused on news and information dissemination with regard to new media. Strong responses to this question included discussion around consumption, access and immediacy of new media but also questioned its reliability in terms of news worthiness. They also used strong examples to back up their thoughts about reliability of the information being presented eg episodes from Media Watch which outlined cases plagiarism and re-hashing old incorrect news and images. Some candidates made very generalised and sweeping statements about new media such as, "everyone has the internet or mobile devices these days which means instant access to information", without providing evidence to back up the thought.

### Question 9

This question was answered relatively well by most candidates. Successful answers could discuss the role of Media Watch and the MEAA and why it is important to have these entities as watch dogs of the code of ethics. Other responses only focussed on Media Watch without mentioning the MEAA or the code of ethics even though the question clearly states this! The examples chosen by weaker responses to demonstrate the transgression of the code of ethics were too similar ie both examples showed a breach of the same code, had nothing to do with the code of ethics or only chose one example when the question says "examples" (plural!).

### Question 10

There were very few students who answered this question and unfortunately, very few passed. This was mainly because responses focused in the tabloid aspect of the question, discussing sensationalism and making people famous. Only one or two responses actually answered the question and provided an example where tabloid media had exploited a minority group. Definitions were confused in this question with many putting emphasis on social media as the tabloid outlet.

## Question 11

Many candidates were confused as to what public broadcasting actually was and instead used this question to compare the difference between new media and traditional media. While this aspect is relevant, candidates were unable to tie it back to the question ie the effect new media might be having on public broadcasting. Other candidates got caught up with Netflix and downloading of media but again, couldn't tie it back to the question. Stronger answers were able to define public broadcasting, discuss the future of it in a digital world and provide examples eg funding cuts.