# Stage 2 Media Studies – 2014

## External Assessment Cover Sheet

### Assessment Type 3: Investigation

## SACE Registration Number:

**Topic** _Violence in the Media_

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(for written only)

This **investigation** is assessed using the following specific features:

| Knowledge and Understanding | Research and Analysis | Communication |
|---|---|---|
| KU1 | RA1 | C2 |
| KU2 | RA2 | |
| KU3 | | |

# Violence In the Media

The world of today is a very big place when it comes to technology multimedia gadgets and all sorts are everywhere for people to get there hands on it. Lots of people think it is great and it helps them get through the day but is it affecting us. There has been lots of research into Violence in the media since the 1960's seeing if Violence in T.V shows are affecting the way we act and behave with other people and problems are the world. But these days Violence is not just on the T.V anymore it's everywhere like on Video-games, Movies, Even in the music and music videos.

There has been lot's of research in the area of violence in the media and researchers have found that 90% of movies, 68% of video games, 60% of TV shows, and 15% of music videos and the music it self all has violence in it. But that research though has not yet been completed. But what researchers do know is that media violence is a universal thing and kids are being exposed to it a lot. A recent study has found that kids as young as 8 are spending around 7 hours on just media alone.  That's about the same time they spend in school.

professionals agree that no one single factor can cause a non violent person to act aggressively or show aggressively behavior. But a heavy exposure to violent media can be quite a risk factor for violent behavior. Children are more likely though to aggression and conflict in there homes and the most likely to behave aggressively out in the public area. The good news is that, as parents, they can make the right choice and tell your kids no to that kind of stuff because it's there job to protect there kids from that kind of stuff a specially at such a young age were there minds are still molding and taking in everything. There are so many benefits to media and technology, including the potential to teach valuable skills.  Or looking up information that you have always wanted to know or maybe just chatting to friends online. But "Violence in the media has been increasing and reaching proportions that are dangerous," said Emanuel Tanay, MD, a retired Clinical Professor of Psychiatry at Wayne State University and a forensic psychiatrist for more than 50 years.

So how can parents manage media violence to their kids' life? Sit your kids down and tell them about all the consequences that could happen if you try any of the stuff you see. Such as punching another person or putting there car on fire etc. But there are also some good rules that parents can follow. I had found some of a website I had found which gives some easy but goof effective rules.

1. Reduce exposure to media violence.

2. Change the impact of violent images that are seen. " The best way to help children deal with violent television is to watch with them and talk to them about what they see. Find out what they understand an what they don't"

3. Locate and explore alternatives to media that solve conflicts with violence.

4. Talk with other parents.

5. Get involved in the national debate over media violence.

These rules are fairly simple to follow and really there just rules that really are applying you should get more involved with your kids and sit down with them and see the things there watching and explain what is what to them.

Know your kids media. Check out ratings and when there are none, find out about content. And now even the content from movies in 1992 R-rated movie is now acceptable for a PG-13. Streaming online videos aren't rated and can showcase some very brutal acts of violence and violent humor.

The Internet can and is a fantastic resource and can be used for research and learning and have fun on by watching funny videos and talking to your friends about stuff. But however, it also can provide to be a quick and easy access to content that is not appropriate for children. Try and take the time to learn what is appropriate to view online and how to avoid seeing or sharing violent messages and images but not just violent images but also pornographic images as well. Knowledge is the key.

. I think it is important to know some good ideas and be able to apply it to when your child is on the world wide web such knowledge and ideas like.

- Surfing the Net is fun, but watch out for strangers.
- Make sure you know the website that your child is on is a safe one.
- Never tell anyone your password.
- Be very careful when you "chat to people online especially if you don't know who it is".
- Never tell anyone your address or where you live.
- Do not send your photo to anyone.
- Never arrange to meet someone whom you have only spoken to online.
- Don't believe everything people tell you.

Know how to navigate the Internet in order to avoid being exposed to violence and other bad things. Report hateful content on the web to your parents who should contact the police or the service providers.

Television and movies often covered with violent or deadly incidents, such as accidents, wars, terrorist attacks, crime, natural disasters and other events. Psychologists have identified three major effects in children who have seen a lot of violence on television. They are a lessened sensitivity to the pain and suffering of others, a heightened sense of fearfulness of the world around them, and increased likelihood of aggressive behavior that may be harmful towards others.

If you think that your what you are watching is way to inappropriate for T.V then you should contact and complain to The Advertising Standards Authority (ASA) they also

investigates complaints made about ads, sales promotions or direct marketing. Anyone can complain to them. Most complaints are made through the complaints form. Maybe each month you could try and not have any T.V for a week or reduce T.V/media time to only 3 hours a day. Why? Because it could help with not only yours but your kids mental health and social mobilization. It may reduce verbal and physical violence as well as obesity.

Related forms of media such as video and computer games have been a massive subject of debate and censorship. Due to the massive levels of graphic violence, sexual themes, consumption and abuse of drugs, alcohol, tobacco, addiction, crime, nudity, and profanity. Critics of video games sometime include parents groups, politicians, organized religious groups, and other special interest groups, even though all of these games can be found in all forms of entertainment and media. Various games have been blamed for causing addiction and even violent behavior.

Mobile phone are a massive part of are lives these days. Even are young kids have them but the problem with that is kids can get very addicted to things and there are some cases reporting that children are being admitted to a mental health clinic because of addiction to their phones. More and more mobile phones are web-enabled these days allowing users to download to their phones. The use of uploading text messages, photos, and films to websites is popular with young people all around the world. YouTube and Daily Motion have created a something called 'broadcast yourself' were kids and teens can upload them self's for everyone to see. SMS text messaging and other forms of wireless communication are creating new opportunities for social networking and for people to really get them self's out there for everyone to see and when I say everyone I mean everyone!.

A remarkable number of children show a very strong overlap in what they perceive as reality and what they see on the screen. Most of these kids believe that violence is a natural thing in day to day life. Close to one third of the group living in high-aggression environments think that most people in the world are evil and a perception reinforced by media content.

For the children living in more stable environments they show watching violent acts in media such as on a movie or T.V show act normal to it and not really show any signs of aggression. The children who prefer aggressive media content (as compared to 19% with another media preference) express the desire to be involved in a risky situation. This holds particularly true for boys and tends to increase the more advanced the technological environment.

The problem with Violence in the Media is that we have let it get it to far. There was a survey conducted by the Pew Research center showed that 75% of the 1,505 adults polled from March 17 – 21 would like to see a much tighter enforcement of government rules on broadcast content, particularly when children are most likely to be watching.

60% want broadcast TV indecency standards extended to cable TV. And 69% want higher fines for media companies.

Really all this research shows is that people all over the world and not only parents want the violence in the media to cut right down. Long time ago you could sit down with your family and watch a TV show or movie without seeing all the full on violent and profanity like now days. And just a have great time watching that film or TV show, but now it has gotten to the point were most people need that violent and profanity otherwise they get bored or just plan old don't like what they are watching. So I think we really should try and cut down on Violent acts in films and shows not just for us but for the children.

Word Count: 1680

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# Performance Standards for Stage 2 Media Studies

|   | Knowledge and Understanding | Research and Analysis | Producing | Communication |
|---|---|---|---|---|
| **A** | Comprehensive and sustained knowledge and understanding of media structures, issues, concepts, and interactions.<br><br>Perceptive knowledge and informed understanding of how audiences influence, and are influenced by, forms and content of media texts.<br><br>Insightful and informed understanding of facts, opinions, and bias in media texts or products. | Thorough and well-informed research into and analysis of different points of view, bias, values, or intent across a range of media texts and in the media investigation.<br><br>Comprehensive research into and analysis of the ways in which groups and individuals are represented in media.<br><br>Perceptive analysis of interactions with media. | Comprehensive design and planning of media products for selected audiences.<br><br>Highly proficient use of appropriate production techniques and technologies, and media conventions. | Comprehensive reproduction of the structural and conventional features of media texts, to clearly and consistently convey meaning.<br><br>Fluent expression, using consistently clear and appropriate media terminology. |
| **B** | Well-considered and mostly sustained knowledge and understanding of media structures, issues, concepts, and interactions.<br><br>Well-considered knowledge and informed understanding of how audiences influence, and are influenced by, forms and content of media texts.<br><br>Well-considered and informed understanding of facts, opinions, and bias in media texts or products. | Well-informed research into and analysis of different points of view, bias, values, or intent across a range of media texts and in the media investigation.<br><br>Well-considered research into and informed analysis of the ways in which groups and individuals are represented in media.<br><br>Well-considered analysis of interactions with media. | Thorough design and planning of media products for selected audiences.<br><br>Proficient use of appropriate production techniques and technologies, and media conventions. | Sound reproduction of the structural and conventional features of media texts, to clearly convey meaning.<br><br>Mostly fluent expression, using clear and appropriate media terminology. |
| **C** | Considered knowledge and understanding of media structures, issues, concepts, and interactions.<br><br>Considered knowledge and informed understanding of how audiences influence, and are influenced by, forms and content of media texts.<br><br>Considered and informed understanding of facts, opinions, and bias in media texts or products. | Considered and informed research into and analysis of different points of view, bias, values, or intent across a range of media texts and in the media investigation.<br><br>Considered and informed research into and analysis of the ways in which groups and individuals are represented in media.<br><br>Considered analysis of interactions with media. | Considered design and planning of media products for selected audiences.<br><br>Competent use of appropriate production techniques and technologies, and media conventions. | Competent reproduction of the structural and conventional features of media texts, to convey meaning.<br><br>Generally fluent expression, using appropriate media terminology. |
| **D** | Partial knowledge and basic awareness of media structures, issues, concepts, and interactions.<br><br>Basic awareness and some understanding of how audiences influence, and are influenced by, forms and content of media texts.<br><br>Recognition and some understanding of facts, opinions, and bias in media texts or products. | Basic consideration and recognition of different points of view, bias, values, or intent in one or more media texts and in the investigation.<br><br>Identification of some of the ways in which groups or individuals are represented in media.<br><br>Description of one or more interactions with media. | Partial design and some planning of media products for a selected audience.<br><br>Basic use of some simple and appropriate production techniques and technologies, and some basic media conventions. | Some reproduction of the structural and conventional features of one or more media texts, to convey basic meaning.<br><br>Occasionally clear expression and use of basic media terminology. |
| **E** | Limited awareness of media structures, issues, concepts, or interactions.<br><br>Limited awareness of how audiences influence, and are influenced by, forms and content of media texts.<br><br>Limited recognition of facts, opinions, or bias in a media text or product. | Attempted description of a point of view, bias, value, or intent in a media text, and/or the investigation.<br><br>Attempted recognition of one way in which a group or individual is represented in media.<br><br>Attempted description of an interaction with media. | Attempted design or planning of media products.<br><br>Attempted use of a production technique or technology, and one or more basic media conventions, which may be appropriate. | Attempted reproduction of the structural and conventional features of one media text.<br><br>Limited expression or use of basic media terminology. |