**Media Studies Investigation and Glossary of Terms**

**This document is to be read in combination with the subject outline, developing a SACE Stage 2 Media Investigation notes, and possible Investigation topic questions on the SACE website**

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| **The focus of the investigation is the cultural, political or economic impact of media on contemporary society** | | | |
| *The issue of a media text is the broad cultural, political or economic issue the text addresses.*  *The issue must have been the subject of public debate or coverage in the last 12 months.* | | | |
| *The topic of the investigation addresses key media concepts that affect the creators’ main persuasive contention.* | | | |
| Assessment Design Criteria | **Glossary of terms and explanatory notes** | **Possible questions students could use to address the assessment design criteria for the investigation** | **Evidence of learning** |
| ***Knowledge and Understanding*** | | | |
| KU1 Knowledge and understanding of media structures, issues, concepts, and interactions. | To carry out its goals, an organisation must assign roles and develop a **structure** through which its members can work together in optimum fashion.  The ***media structure*** of an organisation will determine the political and cultural orientation of the message disseminated by an organisation.  ***Media organisations*** include content creators, broadcasters/ distributors, audiences, regulators, funding bodies, advertisers, industry bodies, guilds/ unions, consumer groups, audience monitoring/ measuring organisations, copyright management bodies ….  ***Key Media concepts*** include: (see page 22, 23 of Subject Outline)  Media representations  Media conventions  Media organisations  Media audiences  ***Interactions*** exist amongst the groups that comprise media structures. Could also relate to the interaction with other groups such as government (politicians, military, law enforcement, education, health, infrastructure bodies). Could be influenced by professional ethics. Interactions exist within organisations. | Analyse what the media text is saying and then ask yourself these questions:  What are the dominant values of the organization that produced the media texts?  Who created the media texts?  Who is saying what to whom and for what purpose?  How do the answers to the questions above link to your topic? | * The issue should be open ended and enable the topic of the investigation to be addressed using key media concepts * Provide a clear definition of the topic you are investigating (based on a current media issue) * Choose a range (at least two) suitable media texts * The texts nominated should provide a context to explore media organisations, issues, concepts and interactions and hence explore the topic * The media texts should have been posted over the last 12 months * Who or what influences the message: include content creators, broadcasters/ distributors, audiences, regulators, funding bodies, advertisers, industry bodies, guilds/ unions, consumer groups, audience monitoring/ measuring organisations, copyright management bodies * The majority of references used to access the topic should be current |
| KU2 Knowledge and understanding of how audiences influence, and are influenced by, forms and content of media texts. | The ***audience*** is anyone reading, viewing or listening to a media text. The creators of a text will always have a particular audience in mind before they create or write their text.  The phrase ***“audiences influence”….*** is listed first deliberately in this assessment design criteria to emphasise that influence is interactive.  ***Forms*** include traditional genres as well as emerging ones, particularly as a result of the internet, gaming and social media.  When exploring the ***Content*** the studentshould explore both explicit and implicit messages. | Some questions that you might ask could be:  What do you know about the intended audience of the media texts?    How might the intended audience influence the content of the text?  How might the intended audience be influenced by the content of the text?    What alternative audiences might exist? What alternative meanings might come from the text?    In the editing process, what decisions had to be made and why?  How does the form influence the content? | * Outline the potential audience reach of the form * Discuss limitations and strengths of the media form e.g. newspapers may be printed 24 hours, weekly or monthly * Include limitations of the technology supporting the text and financial incentives or imperatives such as audience demographics. * How has the content been created or altered to fit the form? |
| KU3 Understanding of facts, opinions, and bias in media texts or products. | A ***fact*** is something that is established as true  ***Opinion*** is the expression of a point of view that is not established as true  ***Bias*** is the favouring of one side or viewpoint over the other, either through the ***structuring strategy*** used for individual media texts or as media bias – coloured by the ***media structure***.  An opinion needs facts, or evidence, to be credible (believable). Writers use facts (as well as logic, emotional appeals etc.) to persuade an audience to agree with their opinion or point of view , on an issue. *( p.148 Persuasive Language in Media text 2012)* | It is important to analyse the media texts you have cited for your topic in terms of:  selectivity, sequencing, space, opinion  *(Avieson, John: “Applied Journalism in Australia” Deakin University. School of Humanities. Open Campus Program, (1980))*  The problem with measuring bias is that there are no suitable references with which we can compare media content *(Shoemaker & Reese p.41).* Some measures a student might use to measure bias could be:  number of stories, average length of stories, proportion of soundbites used, percent of reinforcing remarks used and types of images used.    Within a media text, attributes such as persuasive language could be measured *(Breuer and Napthine 2012).*  A discussion of the measurement of persuasive techniques can be found in “Persuasive Language” here: <http://www.ipawareness.com.au/education> .  You should also understand the significance of .com, .gov, .org, .edu – not all websites serve the same functions.  Blogging should be evaluated critically. | * Critically discriminate fact, opinion and bias * Identify areas of the media texts that use fact, opinion and bias to express the point of view of the creator or media organisation * Discuss why there is exclusion or inclusion of views represented in the media text. What is deliberately omitted and why? * How do the facts, opinions and bias differ between the media texts you have chosen? |

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| Assessment Design Criteria | **Glossary of terms and explanatory notes** | | **Possible questions students could use to address the assessment design criteria for the investigation** | **Evidence of learning** |
| ***Research and Analysis*** | | | | |
| RA1 Research into and analysis of different points of view, bias, values, or intent across a range of media texts. | ***“Research into and analysis of ….”*** indicates that some evidence of deconstruction is evident & this is across a **range** (at least 2) of media texts.  **Structuring strategies\*** – writers select and arrange their material in particular ways.  They can:   * give selected information * omit important information * declare their viewpoint upfront * overtly set out to persuade or coerce * give a balanced account * present a carefully structured argument   *\*(from p.26-7 Persuasive Language in Media text 2012)* | By asking the questions below you are trying to establish the intended and unintended purpose of the media text. You need to be aware of what standards audiences or media critics have used to judge the quality of the media text.  What was the intended purpose of the media text? **(Intent)**  What else was being discussed and what other media issues were current at the time? **(Intent)**  How is it influenced by community or industry values? E.g. in AFL, journalists cannot criticize umpires **(Values)**  How does this issue rate in importance? **(Values)**  Who was the media text aimed at? **(Values)**  What reaction was the article attempting to elicit from the audience? **(Intent)**  What persuasive language was used? **(Bias)**  What structuring strategies were used? **(Bias)**  What were the unexpected reactions to the article? **(Values)**  Can you find advertising associated with the issue anywhere in the publication? **(Intent)**  How is the content of the media text influenced by legislation or the journalist’s code of ethics? **(Values)** | | * Explore strategies used to manage and compile the media texts the media texts you have chosen * Outline the structuring strategies of the media texts and the implications for audience engagement * To what extent has each media text been mediated, changed, or constructed to suit the needs or expectations of the audience or creator of the text * How do media organisations influence the use of fact, opinion and bias to create perceptions and hence capture an audience? |
| RA2 Research into and analysis of the ways in which groups and individuals are represented in media. | Some discussion of ***Representation*** must be present.  ***Representation*** is the process of selecting images, sounds and words to construct (and interpret) meaning.  **You are trying to determine to what extent is each media text a valid representation of objective reality.** | To analyse how groups and individuals are represented in a media text, ask these questions:  .  What processes of selection and organization of images, sounds and words took place to produce the media text?  In making the text, what choices were made by the creator? (Is the creator one of your primary sources? Can you ask him / her?)  Was the creator male or female, what ethnicity, do they hold political or cultural beliefs that might result in bias?  Who did they interview?  Who was left out?  How many other sources did the author use?  What decisions had to be made in the editing process?  Analyse the soundtrack, symbols or images used, editing of video and any innovative parts of the media text.    How would a TV report differ from a newspaper report or blog on the same event or issue?  How would a report about the issue on the ABC differ from a report on Channel 7?  How does the article meet the expectations of the audience?  What stereotypes are represented?  Other concerns that might influence representation are: protection of children, right to privacy, court orders, and beneficence. | | * Discuss the influence of the nominated media texts across gender, racial, ethnic, age, political and regional contexts * Use relevant sources to support the discussion in dot point 2 above |
| ***Communication*** | | | | |
| C2 Fluency of expression and use of appropriate media terminology. | ***“appropriate media terminology…”*** will be more frequent & apparent when K&U as well as R&A are being discussed at higher levels. |  | | * Rich sentence structure * Concise communication using appropriate terminology * Introduction / link to issue / discussion / conclusion related to the focus of the investigation - cultural, political or economic impact of media on contemporary society. * There should be evidence of research which is current and appropriate using a variety of sources and meaningful student generated interviews or surveys. * Research should include both primary and secondary sources (where appropriate) * Referencing used should be clear and consistent |

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| ***A possible word length?*** |  |
| *Introduction* | *200* |
| *KU1* | *250* |
| *KU2* | *250* |
| *KU3* | *250* |
| *RA1* | *400* |
| *RA2* | *400* |
| *Conclusion* | *250* |