



# VCE UNIT 1 & 2 MEDIA - ORIENTATION

My name is Ms Prescott, welcome to Year 11 media studies! Congratulations on making an excellent choice. You're going to be challenged both intellectually and creatively. Although Media is a fascinating area of study, it's also going to be very demanding.

## Common questions about Unit 1 & 2 Media

### 1. I did year 10 media will it help?

Yes, it certainly will help with your skills in using the camera and editing etc although it is not essential. Students who did not complete year 10 will be able to learn from the more knowledgeable students in our class.

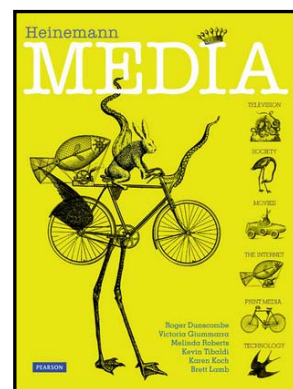
### 2. Will it be hard?

The course is about 40% theory and 60% practical work. It is not difficult although you will need to manage your time carefully. Students who are committed to their studies and who are organised achieve success in this subject.

### 3. What equipment do I need?

It is your responsibility to ensure that you bring these materials to EVERY class!

- USB memory stick or external drive (at least 8GB)
- Heinemann Media 2<sup>nd</sup> Edition
- Sketch book
- Lined exercise book or loose leaf paper
- Pens and highlighters
- Glue stick
- Plastic pockets



### 4. Will I need filming equipment?

You are able to borrow equipment from the media department as long as you have parent permission which states that you are responsible for damages and prompt return of equipment. It is definitely a bonus if you have filming equipment of your own.

### 5. What support is there to assist me with my learning?

There is a Moodle page set up which will have resources and tutorials for you to access both in and out of class. The enrolment key is = media

### 6. What am I required to do to be prepared for day 1, 2013?

- Purchase the text book, laminate if you like and put your name on it.
- Complete holiday homework
- Start getting inspired by watching movies, thinking about what entertains you, your likes/dislikes etc.

## VCE UNIT 1 & 2 MEDIA COURSE STRUCTURE

### Year 11 is made up of 2 Semester units:

Semester 1, Unit 1: Representation and technologies of representation

Semester 2, Unit 2: Media production and the media industry



### What is an outcome?

*Outcomes* define what you will know and be able to do as a result of undertaking the study.

*Outcomes* include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

### Unit 1: Representation and technologies of representation

The purpose of this unit is to enable you to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. You will develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural impact of new media technologies.

#### ✓ Outcome 1

On completion of this unit you should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

#### ✓ Outcome 2

On completion of this unit you should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

#### ✓ Outcome 3

On completion of this unit you should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

## Unit 2: Media production and the media industry

This unit will enable you to develop your understanding of the specialist production stages and roles within the collaborative organisation of media production. You will develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. You will also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

### ✓ Outcome 1

On completion of this unit you should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

### ✓ Outcome 2

On completion of this unit you should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.

### ✓ Outcome 3

On completion of this unit you should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

## Assessment:

- You must be seen as competent for each of the above units to obtain an S for Unit 1 & 2. (No A – E grading)
- Each unit will have its own assessment tasks (practical, written, test etc)
- There will be an examination at the end of Unit 1 and 2.

## Your task for today:

1) View the slides shown by your teacher and write down **WHO** or **WHAT** you see.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2) Read the worksheet “Why study representations?” and complete Task 1 and Task 2.

3) **HOLIDAY HOMEWORK:** Complete all sections of the “Representations and you” worksheet.

**DUE: Thursday 31<sup>st</sup> Jan 2013**

## Why study representations?

### Don't believe everything you see!

While you may have been able to identify easily the types of people seen in these images, you probably missed the real truth.

All of the people or groups identified in the pictures are not real but have been **constructed by media makers**. The individuals you see are actors, carefully chosen to portray a particular type of person or image. Having been persuaded with such images all our lives we, as an audience, recognise and believe them.

Take the first image of the family. Most people would describe this picture as being of a happy family or parents and their children. Chances are these people were carefully chosen from casting books because they had perfect smiles or looked like the 'mother' or the 'father' role that they had to play. These people probably did not meet until the day of the shoot. This shoot would have taken place over a few hours, as hundreds of photos would have been taken until 'just the right one' was captured!

Studying media will not only develop your skills in making and planning productions-it will also teach you to analyse and question the media forms you see, hear and interact with every day.

Studying representations will help you to understand that not everything the media presents is real. When you realise this, you can think about the images you see and the words you hear or read a little further. This will help you to understand the different reasons for choosing those images and words. In questioning what you see, read or hear you are being an active audience member- someone who thinks critically about the media forms they are listening to or seeing.

### Getting the right image

As we have already established, representations are constructed and do not always tell the truth.

There are many reasons why the media use representations-one reason is that a certain image can quickly capture the audience of a particular type of audience, appeal to them and perhaps even help to sell the product or service that is on offer. Advertisers strive to connect with their target audience so they feel like they need the product or service being sold. In the advertising world it is a very simple equation- get the right image and representation for the target audience, and the product will sell.




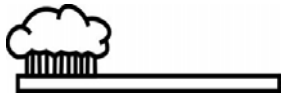



### Task 1: Think. Pair. Share.

1. Think of an advertisement that you feel has persuaded you. It could be any media form, such as a magazine, TV or billboard.
  - a. What was the media form used by the advertiser?
  - b. What was the product or service on offer?
  - c. How was the product or service represented? (E.g. was it powerful, easy to use or intelligent?)
  - d. What imagery was used within the advertisement that particularly appealed to you?
  - e. What 'need' did the advertisement try to appeal to through its use of images?

## Representations that persuade

Advertising companies have the power to persuade audiences through the representations they use.

**Task 2:** Complete the following table to help you understand the relationship between a product/service, representations and target audiences.

<b>Product or Service</b>	<b>Representation used in the advertisement (either people, situations or the product itself)</b>	<b>Target audience and the 'needs' the advertisement is appealing to</b>
<b>The latest Family Car</b> 		
<b>Breath Freshening toothpaste</b> 		
<b>Energy Drinks</b> 		
<b>Age Defying Beauty Products</b> 		
<b>Your own idea...</b> 		

## **Representations and you**

Believe it or not, the way you present yourself contributes to the image that you portray to others. This representation is often a direct result of products/services that have been targeted at you. For example you may have purchased hair gel because you liked the way the actor’s hair was styled in a commercial; you buy the product and style your hair in a similar fashion. Your image is now a direct mirror of commercial representations. Let’s think about this concept in relation to music.

1. Name a band or singer whose music you particularly like.  
\_\_\_\_\_
  
2. Is it their music you like or does it go further than this? Consider the images shown in video clips. What is it about them that appeal to you? Is it their clothes, hairstyles or maybe their attitude?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. How can music preference contribute to a person’s identity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Persuasive or harmful?**

Not all representations are truthful or positive. This is not always explained to the audience though. In their careful construction representations can be fake, false or full of unrealistic ideals.

1. Find an example of an image that you believe includes a negative or harmful representation of a person or group. You will need to show this image as part of your homework.
  
2. Explain the following points in a paragraph:
  - a. Who is being represented
  - b. Who the image is aimed at
  - c. Why it could be considered negative or harmful

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_