

# Stage 2 Media Studies – 2014

## External Assessment Cover Sheet

Assessment Type 3: Investigation

**SACE Registration Number:**

**Topic** Violence in the Media

Issue identified.  
No clear topic  
defined.

**word count** 787  
(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		

# Media Studies

## Violence In The Media

The most noticeable changes in our society today are advent and saturation of mass media. In the twentieth century, radio, television, movies, video games, and computer networks have had an impact in our daily lives. For worse or for better, the media are having a massive effect on our values, beliefs, and behaviors.

Research evidence has accumulated over several years that exposure to violence on television and also in video games does increase the risk of bad behavior on viewers part just by growing up in this environment filled with violence increases the risk of violence behavior.

Broad issue defined.

Currency of issue not clearly established (last 12 months).

Whilst violence is not new to the human race, it is a big problem in today's society. There is greater access to firearms and explosives, the scope and efficiency of violent behavior has had serious consequences. While the causes of youth violence are multifactorial and include such variables as poverty, child abuse, exposure to domestic and community violence, the research literature is quite compelling that children that are exposure to media violence have a very important role in the etiology of violent behavior. It is difficult to prove which kids who have been exposed to television violence are at greater risk, there appears to be a strong correlation between media violence and aggressive behavior within the youth.

The causes and contributions factors to aggressive behavior, there is a universal agreement that there are many factors that contribute to such bad behavior such as gangs, drugs, guns, racism and many other environmental factors. There

**KU2**  
Media influence on audience - basic awareness.

always has been the realization that the mass media in all forms also represent a massive role in children's aggressive behavior. The mass media is another factor that needs to be considered and evaluated. Whilst most of you would say that there isn't a single cause of violence behavior, and that the media is not an important contributor, it is nevertheless a big concern particularly giving easy access to children. One major analysis is that over 60% of television programs contains some form of physical violence, with an individual harms another.

# Media Studies

## Violence In The Media

**KU1**  
Concepts - partial knowledge.

There are many main research findings of the impact of on-screen violence. The main findings are, watching violence on screen is related to increase aggression, desensitization to violence and increased fear of crime, violence in the media may contribute to violent crime, but its not a single cause, because there are many other variables which contribute to violent behavior, and the context in which violence is portrayed plays a very important part in relation to its effects. The importance of context, the effects of watching violence are influenced by the ability of individuals to discriminate between fantasy and reality, between justified and unjustified violence.

**KU2**  
Media influence on audience considered and informed.

There are many researchers that have examined the effect that television violence has on society. Television is a unique form of entertainment in almost every day home in Australia. Australians on average will watch television about 21 hours per week, because television is a large role of everyday life for most people, images and videos of violence could potentially affect a large proportion of the Australian population. In 1950, only 10% of Australians home had a television. Today 99% of homes have televisions. Over half of all children have a television set in their bedrooms. This is a much greater chance for children to view programs without parental supervision. The typical Australian child will view more than 200,000 acts of violence, including more than 16,000 murders before age 18. Television programs display 812 violent acts per hour, children's programming, particularly cartoons, displays up to 20 violence acts hourly.

These statistics require in-text referencing.

But how does the violence on the television result in aggressive behavior? There are researchers that have demonstrated that very young children will act on aggressive behavior that they see on TV. Before the age of 4, children are unable to distinguish between fact and fantasy and may view violence as an ordinary occurrence. It is efficient, frequent, and inconsequential. Heroes are violent, and as such, are rewarded for their behavior. They become great role models for the youth. It is "cool" to carry an automatic weapon and use it to knock off the "bad guys". When the youth see their role models carrying automatic weapon and fighting the "bad guys" it encourages them to repeat what they see.

# Media Studies

## Violence In The Media

**KU2**  
Forms - basic awareness.

There are also different forms of violence to which children are exposed to, it was demonstrated that 15% of music videos contain interpersonal violence. Still another source of violence exposure is access to the Internet. However there is little data on the incidence of violence on the Internet.

### *References:*

Few secondary sources cited.

Eugene V Beresin, M.D. . (2010). *The Impact of Media Violence on Children and Adolescents: Opportunities for Clinical Interventions*. Available:  
[http://www.aacap.org/aacap/Medical\\_Students\\_and\\_Residents/Mentorship\\_Matters/DevelopMentor/The\\_Impact\\_of\\_Media\\_Violence\\_on\\_Children\\_and\\_Adolescents\\_Opportunities\\_for\\_Clinical\\_Interventions.aspx](http://www.aacap.org/aacap/Medical_Students_and_Residents/Mentorship_Matters/DevelopMentor/The_Impact_of_Media_Violence_on_Children_and_Adolescents_Opportunities_for_Clinical_Interventions.aspx). Last accessed 26th June 2014.

### **Additional Comments**

#### **C2**

Generally fluent with some use of appropriate media terminology. In-text referencing omitted.

#### **RA1**

Basic consideration.

#### **RA2**

Very limited evidence if any of discussion of representation.

This investigation was graded D+

## Performance Standards for Stage 2 Media Studies

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