

Stage 2 Media Studies – 2014

External Assessment Cover Sheet

Assessment Type 3: Investigation

SACE Registration Number:

Topic Did you hear about the march in
March?

Issue and topic not clearly stated.

word count 1450
(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 investigation

“Did you hear about the march in March?”

Did you hear about the march in March?

Many believe that we are being manipulated by the media, kept in the dark. We are told things that people who control the media want us to hear, whilst the population is kept distracted from real problems in our world today. Not only are some things not covered at all, but many stories are twisted, manipulated and altered to make people think or believe a certain way. The media is a dangerous weapon in the way it can influence people, and if these people do not search for information themselves than they are likely to be persuaded. **in this investigation we will be exploring how the march in March protests were not given media coverage in Australia.**

Issue

Today our society is run by the media, particularly in the west. For a many people the media is a window to their world, throughout there busy everyday lives many rely on things such as the news to keep informed on significant events around the world. **However how can people rely on this source, how do they know that what they are told by the media is correct or even significant?** For example our western media is always clogged with the endless chatter of celebrities and the elite but is this really what we need to know, are there more important stories that are being replaced with junk? Why are people constantly bombarded with the details of celebrity’s insignificant personal lives and no other important events around our world such as the Ukraine riots or the protests in Australia that are occurring now.

Topic

KU2
Basic awareness of how audiences are influenced by forms and content of media texts.

Take for example the recent march in March protests where Thousands of Australians from numerous cities successfully marched in the streets to protest against the government. It was estimated that a 100,000¹ Australians marched in anti-tony abbot protests. An event were thousands of people protest against a government is something that people likely want to hear about in the news , it is such a large event it is defiantly headline worthy . So why is it that something as huge as the march in March riots hardly received any kind of coverage at all? Is something like that not considered important for the mainstream media? The idea of the mainstream media is to inform the population unbiased information about political, social and important events, so when things like the march in March protests are given no coverage at all, how are people supposed to know about it. Unless you follow alternative media it is unlikely that many people even heard about it. It is when significant events like these are blacked out that people become suspicious. If the general population is unaware of a situation how are they supposed to respond to it? This is one way the media can manipulate the general public

KU3
Recognition and some understanding of bias in media texts.

The marches that are occurring in Australia at the moment are a protest against the current government. What many are angry about in particular is how the media has not covered these marches, surely thousands of people marching against the government is an important and headlines worthy event? What makes people suspicious is that the marches are attacking tony Abbott in particular and his party, which is supported by Murdoch². Murdoch is a huge owner of Australian newspapers, which means that the marches don’t get coverage due to media manipulation. Below is a quote from an Australian complaining about the lack of media coverage for the marches, and that an insignificant truckie event was covered instead.

“The mainstream media is free, of course, to publish whatever stories they wish. But I find it disturbing that after giving mass coverage of the convoy of no confidence, they choose not to bother reporting anything about the March in March. It is also disappointing that the views and

Issue current.

¹ <http://www.smh.com.au/comment/march-in-march-two-sides-to-the-story-we-didnt-run-20140321-357tg.html> doa (1/04/2014)

² <http://www.smh.com.au/comment/march-in-march-two-sides-to-the-story-we-didnt-run-20140321-357tg.html>

“Did you hear about the march in march ?”

actions of what is going to amount to tens of thousands of Australians . . . are totally ignored. In contrast the actions and opinions of a few truckies, probably 80 in all, were awarded prominent coverage.”³

Many Australians feel this way. The main reason why so many people are marching is because many are unhappy with how the government is running the country. These protests that are happening all over Australia are a reaction to tony abbot and his party. In particular the Abbott party have introduced massive funding cuts to education and aboriginal services. Many feel that the party in power did not follow through with promises that they made, or believe that tony Abbott lied to get in power. One of the reasons the media is not giving the marches as much coverage as they deserve is because government and media often can work together to help support an idea. If someone who was in control of the media supported the current political decisions then that person could then manipulate the media, people cannot complain or protest against things they don't know about. If protesters are a problem then by manipulation the media , less people will hear about what's happening which also means less resistance and people power.

Media manipulation occurs often and media can easily be used as propaganda. In addition to having very little coverage on the protests, many found that any interviews or news segments done on the protests were shown in a bad light. Reporters choose people who looked homeless to interview, attempting to make the marches appear insignificant. This is also a way to persuade anyone who did see the march in marches to look down on the marches.

Here is a quote from an interview of a participate in the march in marches who was upset that afterward they could not find any stories about the marches. “We searched and searched, turned and turned. We soon realized that there was NO mention of the march. Maybe we'd missed it? Was there a feature article insert that may have fallen out? It was a nationwide march, surely there was something?”, “A political movement created by the people for the people that attracted more than 100,000 + attendees nationwide over 2 days with another massive day still to come in Canberra.”⁴

Complaints in regards to mass media are becoming commonplace. Firstly there is the low quality of programs and articles, things often don't add up or are not entirely correct. There is also a regular portrayal of violence which is given an attention that is way out of proportion with its frequency in everyday life. “News” in particular has become more like entertainment than education or information. Reports, particularly on television and the internet are given without solid or very little context. Latest events will be described but without what led up to them or caused them. This means that people who rely on mass media learn facts but not how they eventuated or how they fit together.

"News" often is more like entertainment than information or education. News reports, especially on television, are typically given without much overt context. The latest events are described, but not what led up to them or caused them. The result is that consumers of the media learn a lot of facts but frequently don't understand how they fit together. "Context" is the result of the assumptions behind the facts, and this context is all the more powerful because it is neither stated nor commented upon.

³ <http://theaimn.com/2014/03/16/did-you-hear-about-the-march-in-march/> doa (1/04/2014)

BY MICHAEL TAYLOR ON MARCH 16, 2014

⁴ <http://theaimn.com/2014/03/18/dear-sydney-morning-herald-re-march-in-march/>

Dear Sydney Morning Herald, re March In March

BY THE AIMN NETWORK ON MARCH 18, 2014 DOA (1/04/2014)

KU3
Recognition of understanding of facts, opinions, bias in media texts.

RA1
Basic consideration of bias.

“Did you hear about the march in march ?”

Even the "facts" that are presented are often wrong or misleading. Powerful groups, especially governments and large corporations, shape the news in a range of ways, such as by providing selected information, offering access to stories in exchange for favourable coverage, spreading disinformation, and threatening reprisals⁵.

The march in marches are just one example of how the media can be used to persuade or hide things from large populations. Too many people are not educated enough and do not ask enough questions. The fact that the media is not showing enough of the marches currently happening in Australia is concerning and quiet unfair to the protesters. This is just one of the many times media has been used to control people. In our society today with access to things like the internet, many people need to start educating themselves on world events, and stop supporting corruption and manipulation of mainstream media.

Word count 1450

Bibliography

Current references used.

¹ <http://theaimn.com/2014/03/16/did-you-hear-about-the-march-in-march/> doa (1/04/2014)
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Additional Comments

Generally fluent expression. Overall, the investigation was graded at a C- level.

⁵ <http://www.smh.com.au/comment/march-in-march-two-sides-to-the-story-we-didnt-run-20140321-357tg.html>

Performance Standards for Stage 2 Media Studies

	Knowledge and Understanding	Research and Analysis	Producing	Communication
A	<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	<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>
C	<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>
D	<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>
E	<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>