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FILM, TELEVISION & NEW MEDIA

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NELSON
A Cengage Company

Film, Television and New Media for QLD
1st Edition
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ISBN 9780170423601

Publishers: Lizzie Allmand and Rachel Ford
Project editor: Robyn Beaver
Copy editor: Monica Schaak
Text design: Jennai Lee Fai (Jenki)
Cover design: Leigh Ashforth (Watershed Art & Design)
Cover image: Getty Images/Sean Liew Photography
Project designer: James Steer
Permissions researcher: Wendy Duncan
Production controller: Renee Tome
Typesetter: Q2A Media

Any URLs contained in this publication were checked for currency during the production process. Note, however, that the publisher cannot vouch for the ongoing currency of URLs.

Acknowledgements
Film, Television & New Media 2019 v1.2 General Senior Syllabus © Queensland Curriculum & Assessment Authority.
This syllabus forms part of a new senior assessment and tertiary entrance system in Queensland. Along with other senior syllabuses, it is still being refined in preparation for implementation in schools from 2019. For the most current syllabus versions and curriculum information please refer to the QCAA website https://www.qcaa.qld.edu.au

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National Library of Australia Cataloguing-in-Publication Data
A catalogue record for this book is available from the National Library of Australia.

Cengage Learning Australia
Level 7, 80 Dorcas Street
South Melbourne, Victoria Australia 3205

Cengage Learning New Zealand
Unit 4B Rosedale Office Park
331 Rosedale Road, Albany, North Shore 0632, NZ

For learning solutions, visit **cengage.com.au**

Printed in China by China Translation & Printing Services.
1 2 3 4 5 6 7 22 21 20 19 18

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9780170423601

ABOUT THE AUTHORS

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AUTHOR ACKNOWLEDGEMENTS

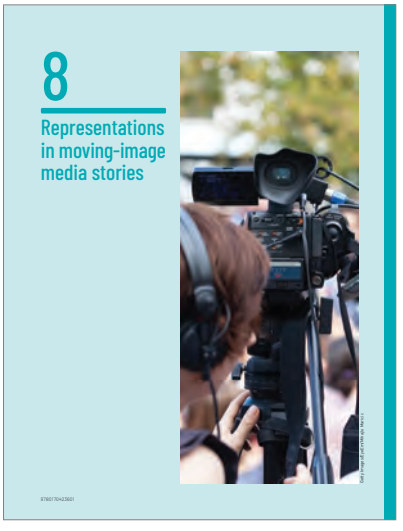
The authors would like to thank their families and friends for their help and support during the writing process and all that it entailed. The incremental learning from colleagues in Media Studies, other disciplines and past careers is also gratefully acknowledged as contributing to the knowledge base we have attempted to share with others. As authors, we want to thank the Cengage staff involved in the project for enabling us to publish this book as a compilation of the most relevant content for the implementation of the Film, Television and New Media syllabus. Thanks to them, we can deliver that content to our students. To our current and future peers in the statewide 'media faculty', we thank you for meeting the challenge of media literacy for the wider population at a time when global economics, democracy, and the value of individual thought may depend on it.

HOW TO USE THIS BOOK

Nelson Film Television and New Media is a complete, two-year course book written specifically for the QCAA Film, Television and New Media syllabus. It is the first textbook specifically written for the Queensland Film, Television and New Media syllabus. This authoritative text delivers content knowledge for deep understanding and skill building for students who wish to learn about the key concepts of both production and theory.

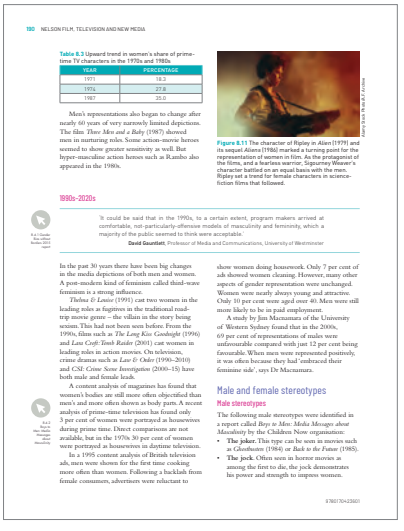
The highly visual text has been written by an experienced team of teachers who have been involved in every stage of Film, Television and New Media curriculum and assessment. All syllabus unit subject matter, objectives and cognitions, and key concepts are matched and addressed in detail throughout the text. Comprehensive, yet flexible in design, the text is suitable for a variety of individual school teaching plans.

Structure



Chapter opening images

The chapter opening images help to navigate the students through the text. Teachers can use the images as stimulus for class discussion and pre-testing of knowledge and understanding. Each chapter heading refers to the key concept that is foregrounded within each unit.



Within the text

The content has been broken into manageable chunks of information for students and comprehensively covers the syllabus unit subject matter. This suits a variety of teaching and learning styles, but in particular the 'chunk and chew' approach, shared in-class reading and independent exploration via the flipped classroom approach. Important information and relevant quotes feature in breakout boxes. Icons on the page indicate a weblink (as a hot spot in the NelsonNet book and on the weblinks page on NelsonNet).

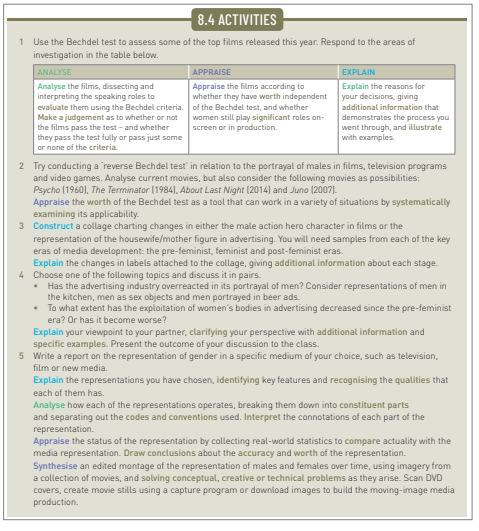
Key concepts and subject matter

Chapters are based around the five key concepts of the Film, Television and New Media syllabus and they cover all the required subject matter in each unit of the syllabus. The key concept approach enhances flexibility and allows the textbook to provide suitable content for a wide range of individual school programs. It also allows for easier access by students when they are studying by themselves.

Images as a learning channel

Nelson Film, Television and New Media features a range of up-to-date and relevant images. Each image is accompanied by an extended caption that provides the students with additional information to enhance and deepen their learning experience.

Figure 8.2 (a) The representation in this image of a family from the 1950s suggests the woman's place is in the home. The man's role is to provide financially and allows a minimum of involvement in family life. (b) A 1990s image of a family includes the father within the family circle and suggests through body language and clothing that the mother is an equal partner in all things, probably including employment. However, the family is still represented as a conventional nuclear family. (c) This modern image of a family suggests that single parenthood may be a likelihood, while maintaining the possibility that the rest of the family is elsewhere in the house. The portrayal of the father as a potential single parent is an innovation on the typical portrayal of a woman as the single parent.



8.4 ACTIVITIES

1 Use the Bechdel test to assess some of the top films released this year. Respond to the areas of investigation in the table below.

ANALYSE	APPRAISE	EXPLAIN
Analyse the films, dissecting and interpreting the speaking roles to evaluate them using the Bechdel criteria. Make a judgement as to whether or not the films pass the test – and whether they pass the test fully or pass just some or none of the criteria.	Appraise the films according to whether they have worth independent of the Bechdel test, and whether women still play significant roles on-screen or in production.	Explain the reasons for your decisions, giving additional information that demonstrates the process you went through, and illustrate with examples.

2 Try conducting a 'reverse Bechdel test' in relation to the portrayal of males in films, television programs and video games. Analyse current movies, but also consider the following movies as possibilities: *Psycho* (1960), *The Terminator* (1984), *About Last Night* (2014) and *Juno* (2007).
Appraise the worth of the Bechdel test as a tool that can work in a variety of situations by systematically examining its applicability.
3 Construct a collage charting changes in either the male action hero character in films or the representation of the housewife/mother figure in advertising. You will need samples from each of the key eras of media development: the pre-feminist, feminist and post-feminist eras.
Explain the changes in labels attached to the collage, giving additional information about each stage.
4 Choose one of the following topics and discuss it in pairs.
- Has the advertising industry overreacted in its portrayal of men? Consider representations of men in the kitchen, men as sex objects and men portrayed in beer ads.
- To what extent has the exploitation of women's bodies in advertising decreased since the pre-feminist era? Or has it become worse?

Explain your viewpoint to your partner, clarifying your perspective with additional information and specific examples. Present the outcome of your discussion to the class.
5 Write a report on the representation of gender in a specific medium of your choice, such as television, film or new media.
Explain the representations you have chosen, identifying key features and recognising the qualities that each of them has.
Analyse how each of the representations operates, breaking them down into constituent parts and separating out the codes and conventions used. Interpret the connotations of each part of the representation.
Appraise the status of the representation by collecting real-world statistics to compare actuality with the media representation. Draw conclusions about the accuracy and worth of the representation.
Synthesise an edited montage of the representation of males and females over time, using imagery from a collection of movies, and solving conceptual, creative or technical problems as they arise. Scan DVD covers, create movie stills using a capture program or download images to build the moving-image media production.

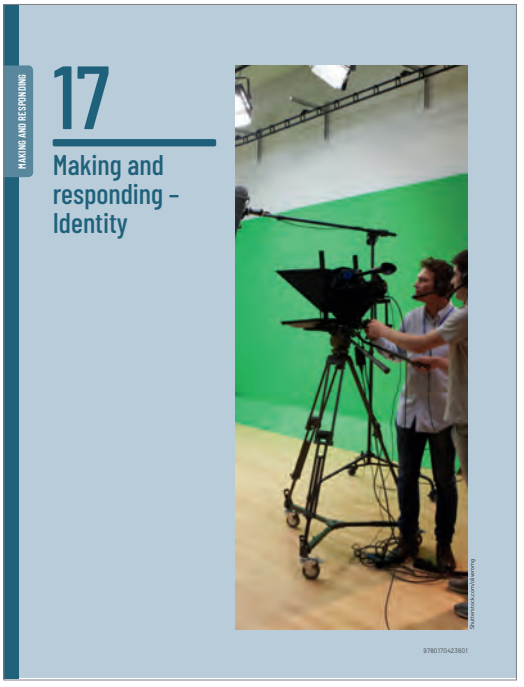
End of section activities

Marzano's cognitions and the syllabus underpinning factors are structured into the student activities. Each activity is based around one of the key cognitions used in the syllabus. The activity sentence stem begins with the cognitive verb. The activity then pushes students to explore the full potential of the cognition by taking them through the enabling aspects of the cognition and key supporting concepts as listed in the syllabus. Each activity is also designed to reflect the syllabus underpinning factors of literacy, numeracy and the 21st-century skills (such as collaboration or critical thinking).

The activities sections take two approaches to supporting students in acquiring and developing the knowledge and skills they will need to be successful in Film, Television and New Media.

The 'vertical' approach moves students along the question and the cognition. In this approach, the cognitive verbs are stacked vertically as separate skills to be developed through a task that has several independent components. Enabling aspects and key supporting concepts are identified in brown. This ensures students explore all aspects of the cognition.

The 'horizontal' approach, usually in a table, moves students in a logical progression across the page. The cognitive verbs are interrelated in a developmental way to the core task of the activity. Students perform developmental cognitive tasks on the same 'umbrella' concept. As with the vertical approach, enabling aspects and key supporting concepts are identified in brown, ensuring the cognition is fully explored.



Making and responding

The 'Making and responding' sections address student assessment outcomes. These sections are designed to provide students with the practical information they need to complete formative and summative assessment tasks. Information about both written, pre-production and production tasks is provided.

Using the book for exam study

The exams can be a stressful time for Year 12 students. Doing well in an exam depends on several attributes:

- having good subject understandings within the five key concepts
- being able to flexibly apply those understandings in processes related to unseen exam questions
- developing good organisational skills
- enhancing memory skills through spaced repetition.

This textbook provides a comprehensive subject knowledge and helps to develop skills in each of the syllabus objectives. It is ideal for private study.

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