

Analyzing Media Purpose and Motive

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Focus on analyzing purpose, motive, and presentation in media. Strong test answers are precise, purposeful, and supported by the wording of the task.

PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates analyzing purpose, motive, and presentation in media?
 - The video has animals, so it has no purpose.
 - The video uses slow music and close-ups to make the shelter animals seem vulnerable and to encourage donations.
 - The music is slow because all videos need music.
 - The shelter address is shown, so the claim must be false.
- Which revision best applies analyzing purpose, motive, and presentation in media? Original: The chart proves everything.
 - The chart emphasizes rising costs by using a vertical scale that begins near the lowest data point.
 - The chart proves everything.
 - The video has animals, so it has no purpose.
 - The music is slow because all videos need music.
- A student is working on this task: A student is evaluating a public-service announcement. Which choice would be MOST effective?
 - The video has animals, so it has no purpose.
 - The music is slow because all videos need music.
 - Identify who created it, what action it wants, and which techniques shape emotion.
 - The shelter address is shown, so the claim must be false.
- Which explanation best describes why the stronger choice works?
 - It is longer than the other choices, so it must be better.
 - It uses complicated words even if they do not fit.
 - It avoids evidence so the reader can decide alone.
 - It is specific, relevant to the task, and controlled by analyzing purpose, motive, and presentation in media.



5. Which next step would most strengthen the student's work?
 - A. Add an unrelated personal story.
 - B. Compare the message with a neutral source on the same issue.
 - C. Replace precise words with vague ones.
 - D. Remove the clearest evidence.
6. Which mistake should the student avoid?
 - A. Confusing emotional appeal with proof.
 - B. Checking that each choice fits the audience.
 - C. Using evidence that directly supports the point.
 - D. Rereading the sentence after revising it.
7. Which answer is too vague to earn full credit?
 - A. It works because it applies analyzing purpose, motive, and presentation in media to the exact task.
 - B. It is stronger because the evidence is relevant and sufficient.
 - C. It is better because it sounds good.
 - D. It improves clarity without changing the meaning.
8. Which habit best supports accuracy on this type of question?
 - A. Choose the first familiar word.
 - B. Ignore the audience and purpose.
 - C. Pick the longest answer every time.
 - D. Read the whole sentence or task before choosing an answer.
9. Describe one media technique and the effect it creates.

10. Explain why the creator's purpose matters when evaluating a media message.



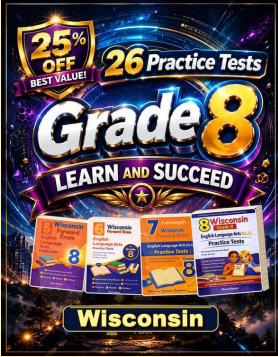
Answer Keys

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| <p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
|--------------|--|
| 1. B | The correct choice demonstrates analyzing purpose, motive, and presentation in media clearly and precisely. |
| 2. A | The revision improves the original while preserving its intended meaning. |
| 3. C | The correct choice fits the task and gives the writer or speaker a concrete move to make. |
| 4. D | Length and difficult vocabulary do not make an answer strong; relevance and control do. |
| 5. B | The best next step improves clarity, support, or control of the skill. |
| 6. A | The correct answer names a common error that weakens this skill. |
| 7. C | A test response must explain the reason, not merely praise the answer. |
| 8. D | Careful reading prevents attractive but wrong choices. |
| 9. | Answer: Strong answers should explicitly use analyzing purpose, motive, and presentation in media, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning. |
| 10. | Answer: Strong answers should include a corrected example or explanation that preserves meaning while improving analyzing purpose, motive, and presentation in media. Use exact wording from the text or task, then explain your reasoning. |



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