

FOR OFFICIAL USE

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Total  
Mark

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# X210/10/01

NATIONAL QUALIFICATIONS 2012  
 FRIDAY, 18 MAY  
 1.00 PM – 2.00 PM

MEDIA STUDIES  
 INTERMEDIATE 1

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day    Month    Year

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Scottish candidate number

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Number of seat

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There are two Sections in this paper:

Section 1—Media Analysis

Attempt **all** the questions in Section 1.

Section 2—Media Production

Attempt **one** question from Section 2.

Each Section is worth 40 marks.

Write your answers in the spaces provided.

A pack of storyboard sheets and equipment which includes coloured pencils, a rubber, a ruler and a sharpener has been provided for you. You should use these, where appropriate, when attempting Section 2—Media Production.

Additional space for answers will be found at the back of this Question Paper.

Before leaving the examination room you must give this book to the Invigilator. If you do not, you may lose all the marks for this paper.



### Section 1—Media Analysis

Marks

**Attempt ALL questions in this Section.**

**You should spend approximately 30 minutes on this Section.**

**You should write answers based on a professionally produced media text you know well.**

1. What is the name of the text you have studied?

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1

2. What kind of text is this (eg film poster, newspaper)?

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1

3. The narrative of a media text is carefully structured.

With close reference to the media text you have studied, describe its narrative structure.

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10

Marks

4. This question asks you to think about the Representations in the text you have studied.

(a) Identify **one** stereotype OR **one** non-stereotype in the text you have studied.

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(b) By referring closely to the text, describe how this stereotype or non-stereotype has been made.

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[Turn over

Marks

5. Audiences can be described in terms of age, gender, social class, race, nationality, lifestyle and interests.

(a) (i) Identify **one** target audience for the text you have studied.

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(ii) By referring closely to the text, describe what has been included to appeal to this audience.

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(b) (i) Identify **one audience** who would **not** enjoy this text.

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(ii) By referring closely to the text, describe why they would **not** enjoy this text.

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4

Marks

6. Institutional factors affect media texts. These factors include:

- who owns the media company
- the effect of the law on the text
- the effect of the budget and resources on the text
- the use of stars
- the effect of advertising and advertisers on the text
- the need to make a profit

and other institutional factors.

(a) Identify **one** institutional factor that affected the text you have studied.

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(b) Describe in detail how this institutional factor affected the text.

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(c) Identify one **other** institutional factor that affected the text you have studied.

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(d) Describe in detail how **this other** institutional factor affected the text.

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(40)

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**Section 2—Media Production**

*Marks*

**There are three questions in this Section.**

**Question One begins on *Page six***

**Question Two begins on *Page twelve***

**Question Three begins on *Page eighteen***

**You should attempt only ONE of these questions.**

**You should spend approximately 30 minutes on this Section.**

**Question One**

During the Media Production Unit, you worked as part of a team and created one media product.

(a) What type of media product did you make?

\_\_\_\_\_

**1**

(b) What is the purpose(s) of your media product?

\_\_\_\_\_

\_\_\_\_\_

**1**

(c) Identify the target audience(s) for your media product (consider, for example, age, gender, interest, nationality, social class).

\_\_\_\_\_

\_\_\_\_\_

**2**

**Question One (continued)**

*Marks*

- (d) (i) Describe the research you carried out (eg using the internet, the library, use of questionnaires, research into a similar media product etc).

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- (ii) What decisions did you make as a result of your research?

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**[Turn over**

**Question One (continued)**

*Marks*

(e) In your production you and your group thought about how you would use media language to create meaning. This media language included codes such as dress/costume, shot, font, colour, graphics, sound, layout or any other appropriate codes.

(i) Identify **four** codes used in your production.

1st code \_\_\_\_\_

2nd code \_\_\_\_\_

3rd code \_\_\_\_\_

4th code \_\_\_\_\_

(ii) Give a reason for selecting **each** of these codes.

1st code and reason for its use \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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2nd code and reason for its use \_\_\_\_\_

\_\_\_\_\_

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4



**Question One (e) (ii) (continued)**

*Marks*

3rd code and reason for its use \_\_\_\_\_

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4th code and reason for its use \_\_\_\_\_

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**[Turn over**

**Question One (continued)**

*Marks*

- (f) When you were planning and making your media product, you could not do just anything you liked. Institutional factors such as budget, rules and regulations, Health and Safety laws, legal requirements, available skills, the equipment you were given and so on influenced the decisions you made.

Describe in detail how **two** institutional factors affected the decisions you made.

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- (g) If you were making this media product again, what would you change to improve it?

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**[Turn over for Question Two on *Page twelve***

## OR Question Two

There are **two** parts to this question. Part (i) is on this page and on *Page thirteen*; Part (ii) is on *Page fourteen*. Be sure to answer **both** parts.

### Part (i)

Scotland is famous for more than its castles and scenery. It has a growing reputation for things like surfing, sailing, mountain biking, climbing, canoeing and exploring wild places.

VisitScotland, the organisation which promotes tourism in Scotland, wants to advertise Scotland as a place that offers more adventurous holidays.

Design **one** advert to attract **18–25 year-olds** to holiday in Scotland.

Decide on the **medium** you will use.

If you choose **television** or **film**, you should think about:

camera

- position (close-up, medium shot, long shot, etc)
- angle (low, high, etc)
- movement (panning, tracking, zoom, speed, etc)

editing

- fades, dissolves, cuts, etc

mise-en-scene

- costume, props, setting, colour, lighting, etc

sound

- music, voice over, sound effects, dialogue.

If you choose **radio**, you should think about:

- script breakdown
- music
- sound effects
- dialogue.

If you choose **print**, you should think about:

- placement (newspaper, magazine, billboard, etc)
- size (full-page, half-page, large or small poster)
- colour
- layout
- images
- words.

If you choose a **website homepage**, you should think about:

- layout
- images (still and/or moving)
- sound (if any)
- links
- colour
- words.

**Question Two (continued)**

**Use this space to design your advert. Your drawing skills are not being tested.**

**If you wish, you may instead use the storyboard provided.**

Remember to give reasons for your design on *Pages fourteen, fifteen and sixteen*. **Marks are given for your reasons.**

**Question Two (continued)**

*Marks*

**Part (ii)**

Use the space provided on this page and on *Pages fifteen* and *sixteen* to **give the reasons** for your decisions.

**For television or film:**

- camera
- editing
- mise-en-scene
- sound.

**For radio:**

- script breakdown
- music
- sound effects
- dialogue.

**For print:**

- placement (newspaper, magazine, billboard, etc)
- size (full-page, half-page, large or small poster)
- colour
- layout
- images
- words.

**For a website homepage:**

- layout
- images (still and/or moving)
- sound (if any)
- links
- colour
- words.

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**[Turn over for Question Three on *Page eighteen***

### OR Question Three

There are **two** parts to this question. Part (i) is on this page and on *Page nineteen*; Part (ii) is on *Page twenty*. Be sure to answer **both** parts.

#### Part (i)

**Show how you would turn the following information into a media text.** It could be turned into a film or television programme, a film trailer or advert, a newspaper article, or a poster, for example.

*It was just after dawn. Already the weather was beautiful. The teenage boy decided this was the ideal time to go for a swim. He left the campsite on his own and quickly ran onto the deserted white sandy beach.*

*He soon started to swim out to sea. He was enjoying himself so much, he did not realise how far out from the shore he now was, and how tired he was becoming.*

*Suddenly, he felt terrible pains in his legs. Cramp! He tried to turn back. He could see the beach, but it was very far away. The waves were high and it was difficult to swim. The cramp in his legs was also getting worse. He shouted for help, but there was no one to hear his cries. Then, he saw a boat . . .*

Decide on the **medium** you will use.

If you choose **television** or **film**, you should think about:

camera

- position (close-up, medium shot, long shot, etc)
- angle (low, high, etc)
- movement (panning, tracking, zoom, speed, etc)

editing

- fades, dissolves, cuts, etc

mise-en-scene

- costume, props, setting, colour, lighting, etc

sound

- music, voice over, sound effects, dialogue.

If you choose **radio**, you should think about:

- script breakdown
- music
- sound effects
- dialogue.

If you choose **print**, you should think about:

- placement (newspaper, magazine, billboard, etc)
- size (full-page, half-page, large or small poster)
- colour
- layout
- images
- words.

**Question Three (continued)**

**Use this space to design your media text. Your drawing skills are not being tested.  
If you wish, you may instead use the storyboard provided.**

Remember to give reasons for your design on *Pages twenty, twenty-one and twenty-two*.  
**Marks are given for your reasons.**

**Question Three (continued)**

Marks

**Part (ii)**

Use the space provided on this page and on *Pages twenty-one* and *twenty-two* to **give the reasons** for your decisions.

**For television or film:**

- camera
- editing
- mise-en-scene
- sound.

**For radio:**

- script breakdown
- music
- sound effects
- dialogue.

**For print:**

- placement (newspaper, magazine, billboard, etc)
- size (full-page, half-page, large or small poster)
- colour
- layout
- images
- words.

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