

FOR OFFICIAL USE

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Total  
Mark

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**X210/10/01**

NATIONAL MONDAY, 3 JUNE  
QUALIFICATIONS 9.00 AM – 10.00 AM  
2013

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 will be answering on?

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**1**

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

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**1**

3. The text you have studied has a narrative structure.  
By referring closely to the text, describe its narrative structure.

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**8**

4. The text you have studied has been made with particular audiences in mind.

Marks

(a) Name **one** audience for this text.

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1

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

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5

(c) Name a **different** audience for this text.

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1

(d) By referring closely to the text, describe what has been included in this text to appeal to this **different** audience.

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5

Marks

5. The text you have studied contains stereotypes or non-stereotypes of people, places, events, ideas etc.

(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 in detail how this stereotype or non-stereotype has been made.

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(c) Why has this stereotype or non-stereotype been made this way?

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2

Marks

6. Producers of media texts cannot just do what they like. They have to consider such things as:

- who owns the media company/companies
- the effect of the law on the text
- the effect of the budget and resources on the text
- the need to obey Health and Safety laws
- the use of stars and personalities
- the effect of advertisers and advertising on the text
- the need to make a profit

and other institutional factors.

(a) With close reference to the text you have studied, describe how **one** institutional factor has affected this text.

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[Turn over for Question 6(b) on Page six

Marks

6. (continued)

(b) With close reference to the text you have studied, describe how **one other** institutional factor has affected this text.

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(40)

**Section 2—Media Production***Marks***There are three questions in this Section.**

**Question One begins on *Page seven***  
**Question Two begins on *Page thirteen***  
**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. You should base your answers on the media product you made.

(a) In your production unit you were given a brief to make one media text.

(i) What was the medium of the media text you made?

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**1**

(ii) What was the target audience(s) for the media text you made?

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**1**

(iii) What was the purpose(s) of the media text you made?

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**1**

(iv) What was the genre of the media text you made?

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**1****[Turn over**

Marks

**Question One (continued)**

(b) As part of your planning, you carried out research.

(i) Identify **one** piece of research you carried out.

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1

(ii) What did you find out from this research?

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2

(iii) Identify **one other** piece of research you carried out.

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1

(iv) What did you find out from **this other** piece of research?

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2



**Question One (continued)**

Marks

(c) Your brief and your research helped you decide which codes to use. These codes may have included, for example, lighting, font, shot size, framing, dress/costume, sound, colour, editing, character formatting, layout or any other appropriate codes.

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

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

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

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

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

(ii) Describe in detail how **each** of these codes was used in your production to create the effect you wanted.

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

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\_\_\_\_\_

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

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**Question One (c) (ii) (continued)**

*Marks*

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

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

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(iii) Which **one** of these codes were you most satisfied with?

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Give reasons for your answer.

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2

**Question One (continued)**

Marks

(d) Your production was affected by institutional factors like time, the skills of the people in the group, the budget available, the equipment available and so on.

(i) Identify **one** institutional factor that affected your media text.

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(ii) How did you deal with this institutional factor to make your media text?

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**[Turn over**



## OR Question Two

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

### Part (i)

Your local authority wants to promote **SWIMMING for families in your area**.

In particular, they want to make people aware that swimming is fun, is a healthy activity, and that swimming has been found to make people feel good.

**Plan one advertisement** for that campaign to persuade **families in your area to take up swimming**.

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 fifteen, sixteen and seventeen*. **Marks are given for your reasons.**









### 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 story into a media text.** It could be turned into a film or television programme, a film trailer, a newspaper article, or a poster, for example.

*It was Halloween. The three children cycled along the driveway that led to the old house. It had been empty for years—and the windows were dark spaces like empty eye sockets.*

*The bikes skidded to a halt outside the main entrance. They placed their bikes against the wall of the house and looked carefully around them. There was no sign of life either from inside the house or in the overgrown land that surrounded it.*

*Walking up the outside stairway, the children stopped at the door which was shut and padlocked. No matter how hard they rattled the door, it would not budge.*

*But there was a window nearby that was open a crack. Sliding it up, they entered the building.*

*The room was empty and dark.*

*Just then, the window slammed shut behind them and something dark passed over their heads . . .*

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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**Question Three (continued)**

*Marks*

**Use this page to give the reasons for your decisions.**

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**ADDITIONAL SPACE FOR ANSWERS**

DO NOT  
WRITE  
IN THIS  
MARGIN

Multiple horizontal lines for writing answers.

## ADDITIONAL SPACE FOR ANSWERS

DO NOT  
WRITE  
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