



GCE AS

B680U10-1



TUESDAY, 16 MAY 2023 – AFTERNOON

MEDIA STUDIES – AS Component 1
Investigating the Media

1 hour 45 minutes

ADDITIONAL MATERIALS

In addition to this question paper, you will need:

- to view an audio-visual resource for use with Question

1	0
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- Notes Sheet for use with Question

1	0
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- a print resource for use with Question

2	0
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- a WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

You will have **one minute** to read Question

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 before viewing the audio-visual resource. Use the Notes Sheet provided to make notes on the resource.

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Answer **all** questions.

Write your answers in the separate answer booklet provided, **following the instructions on the front of the answer booklet.**

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left-hand margin at the start of each answer,

for example

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Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

The allocation of marks is given at the end of each question. The number of marks indicates the length of the response required.

You are advised to spend approximately 1 hour and 15 minutes on Section A, including studying the unseen resources, and approximately 30 minutes on Section B.

You should use relevant theories and relevant subject-specific terminology where appropriate.

Question

1	0
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 requires an extended response. You will be assessed on the quality of your written response, including the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Question

3	3
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 provides an opportunity to draw together knowledge and understanding from across the full course of study. You will be rewarded for drawing together knowledge and understanding of different areas of the theoretical framework and media contexts.

Answer **all** questions in **both** sections.

SECTION A: INVESTIGATING MEDIA LANGUAGE AND REPRESENTATION

Question

1	0
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 is based on **both** of the following:

- an extract from the music video *The Man*, directed by and starring the female artist Taylor Swift, playing 'The Man' (2020)
- the set film poster: *Kiss of the Vampire*.

You will be allowed **one minute** to read Question

1	0
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The music video extract will be shown **three times**.

First viewing: watch the music video extract.

Second viewing: watch the music video extract and **make notes**.

You will then have **five minutes** to **make further notes**.

Third viewing: watch the music video extract and **make final notes**.

Once the third viewing has finished, you should answer Question

1	0
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Representation

Use this music video extract and the set film poster when answering the question. In this question, you will be assessed on the quality of your written response, including the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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 Compare how representations of gender convey values.

In your answer, you must consider:

- the similarities and differences in the representations of gender
- how far the representations relate to relevant media contexts.

[25]

Media Language

Question

2	0
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 is based on the print resource: front page of the *Daily Mail* (June 8, 2020).

Study the print resource carefully and use this front page when answering the question.

2	0
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 Explore how the combination of elements of media language influences meaning. [10]

SECTION B: INVESTIGATING MEDIA INDUSTRIES AND AUDIENCES**Media Industries**

3 **1** Give **one** example of a British public service radio station. [1]

3 **2** Briefly explain **two** characteristics of public service broadcasting. [4]

In Question **3** **3**, you will be rewarded for drawing together knowledge and understanding from across your full course of study, including different areas of the theoretical framework and media contexts.

3 **3** Explain how social and cultural contexts may affect radio production.
Refer to *Late Night Woman's Hour* to support your points. [10]

Audiences

4 **1** Identify **two** ways in which advertisers categorise audiences. [2]

4 **2** Explain how producers of advertisements target audiences.
Refer to the set *WaterAid* advertisement to support your points. [8]

END OF PAPER



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PRINT RESOURCE FOR SECTION A, QUESTION 20

BLANK PAGE

Print Resource – front page of the *Daily Mail* (June 8, 2020)

Daily Mail

MONDAY, JUNE 8, 2020

www.dailymail.co.uk

Daily newspaper of the year 70p

**YOUR NEXT
£1M GOLDEN
NUMBERS
ARE INSIDE
SEE PAGE 31**

*Total price paid over four weeks. 1st Multiple newspaper purchase required



Shocking scenes: The Winston Churchill memorial was defaced in London, while in Bristol a statue of slave trader Edward Colston was pulled down

As Black Lives Matter protesters topple one statue and deface Churchill memorial – while police stand by – Home Secretary tells the Mail she condemns them as...

LAWLESS & RECKLESS

PRITI Patel last night hit out at the 'reckless lawlessness' that has warped race protests in Britain.

Amid astonishing scenes, activists yesterday toppled a statue in Bristol and defaced a memorial to Winston

By **Rebecca Camber, Jason Groves and Larisa Brown**

Churchill in London. As demonstrations continue to sweep the country following the death of George Floyd in America, police stood by yesterday, refusing to intervene in what the Home Secretary described as 'dis-

graceful vandalism' by a 'thuggish minority'.

In echoes of the fall of Saddam Hussein, a masked mob tore down a statue of 17th century slave trader Edward Colston in Bristol.

The group then defaced the 125-year-old monument with paint, before dragging it into the river during a Black Lives Matter protest. It came as:

■ The Prime Minister tweeted that demonstrations had been 'subverted by thuggery';

■ A police officer was recovering in hospital with broken bones and a collapsed lung after Saturday's gathering turned violent;

■ A section of the M6 motorway was

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