

University of Kerala  
UoK -FYUGP

| Discipline: English & Communicative English |  | Time: 2 Hours (120 Mins.) |
| --- | --- | --- |
| Course Code: UK1DSCENG102 |  | Total Marks: 42 |
| Course Title:Language for Media | | |
| Type of Course: DSC | | |
| Semester: 1 | | |
| Academic Level: 100-199 | | |
| Total Credit: 4, Theory: 3 Credit, Practical: 1 Credit | | |

**Part A. 6 Marks. Time: 6 Minutes  
Objective Type. 1 Mark Each. Answer All Questions**

(Cognitive Level: Remember/Understand)

| **Qn. No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| --- | --- | --- | --- |
| 1. | Define the term ‘Mass Media’ | Remember | 2 |
| 2. | Who is credited with creating the first long-distance radio transmission? | Remember | 1 |
| 3. | Which camera angle is used to make a subject appear powerful or dominant? | Understand | 4 |
| 4. | What are Soap Operas. | Understand | 4 |
| 5. | Which component of a radio programme primarily creates atmosphere and adds realism to the storytelling? | Understand | 2 |
| 6. | Differentiate between AM and FM radio. | Understand | 1 |

**Part B. 8 Marks. Time: 24 Minutes  
Two-Three sentences. 2 Marks Each. Answer All Questions**

(Cognitive Level: Understand/Apply)

| **Qn. No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| --- | --- | --- | --- |
| 7. | Explain the role of radio in the early stages of broadcast media and how it contributed to the development of mass communication. | Understand | 1 |
| 8. | Explain how camera movements such as dolly zoom and pan contribute to storytelling in television programs. | Understand | 4 |
| 9. | Explain how applying the 6 C’s of a radio script can improve the clarity and effectiveness of a radio program, especially when targeting a diverse audience. | Apply | 3 |
| 10. | Describe the pre-production process in television production and its significance. | Apply | 4 |

**Part C. 28 Marks. Time: 60 Minutes  
Long Answer. 7 Marks Each. Answer all 4 questions, choosing among options within each question.**

(Cognitive Level: Apply/Analyse/Evaluate/ Create)

| Qn. No. | Question | Cognitive Level | Course Outcome (CO) |
| --- | --- | --- | --- |
| 11.  . | Analyze the role of sound effects and silence in creating an immersive experience in radio plays. How do these elements enhance the storytelling compared to words alone? Discuss with examples.  Or  Discuss how the qualities of a radio jockey (RJ) would enhance the program's delivery and impact. | Apply | 4,1 |
| 12. | Analyse the history and impact of Broadcast Media  Or  Analyse the qualities required for an RJ | Analyse | 1 |
| 13. | Prepare and evaluate the script of a brief outline for a television talk show, including the types of segments you would include and how you would structure the programme to maintain audience engagement.  Or  Evaluate the effectiveness of using a double-column format in radio scriptwriting compared to the single-column format. Consider how each format influences the clarity of technical instructions, the coordination between production teams, and the oauditory impact of a radio program. | Evaluate | 2,3 |
| 14. | Discuss the impact of digital media on traditional broadcast media, providing examples of how the convergence of these platforms has transformed the way content is delivered and consumed.  Or  Create a radio script for news bulletin | Create | 1,3 |

| **Cognitive Level** | **Marks** | **Percentage** |
| --- | --- | --- |
| Remember | 2 | 7.8 |
| Understand | 8 | 19.0 |
| Apply | 11 | 26.2 |
| Analyse | 7 | 16.7 |
| Evaluate | 7 | 16.7 |
|  |  |  |
| Create | 7 | 16.7 |
| **TOTAL** | **42** | **100** |

| **Course Outcomes** | **Marks** | **Percentage** |
| --- | --- | --- |
| 1 | 8 | 19.4 |
| 2 | 6 | 14.2 |
| 3 | 6 | 14.2 |
| 4 | 6 | 14.2 |
| 5 | 8 | 19.4 |
| 6 | 8 | 19.4 |
| **TOTAL** | **42** | **100** |