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# GCSE

# MEDIA STUDIES

8572/1 Media One  
Report on the Examination

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## Overview

Marking this paper proved to be very enjoyable. It was clear that the vast majority of centres had prepared their students very well for the examination. Centres have faced difficult circumstances over the last couple of years because of the pandemic. However, it was apparent that teachers have worked hard to ensure that their students were not disadvantaged.

Although the examination is now in its fourth year and should feel well-established, the disruption that centres have had to contend with will probably have made it feel like a new paper. Centres should be commended for the way that they have coped with these issues.

## Section A – Media Language and Media Representations

### Question 1

*The main image in **Figure 1** is an example of what type of camera shot? [1 mark]*

- A. Close-up shot
- B. Low-angle shot
- C. Over-the-shoulder shot
- D. Wide-angle shot

The multiple-choice question was handled with confidence by most students. Students were asked to identify the correct camera shot used on the front cover of a magazine from a choice of four. This demonstrated knowledge of the theoretical framework of Media Studies.

Centres are reminded that the content of all multiple-choice questions will use terminology taken from the specification. The more familiar that students are with subject specific terminology will stand them in good stead across the paper, not just for the multiple-choice question.

### Question 2

*Analyse the representation of masculinity on the front cover of *FourFourTwo* magazine (**Figure 1**). [12 marks]*

This question required students to analyse the representation of masculinity on the front cover of *FourFourTwo* magazine. Most students were able to analyse the media product using the theoretical framework. The vast majority of students produced at least some satisfactory analysis of the product. Discussion of the representation of masculinity in the product was sometimes handled with less confidence. Aspects of representation were handled with less consistency.

The best responses were those that showed confidence discussing how media language was used on the front cover to convey representations of masculinity. Students were able to refer to aspects of design and layout and typography. Many students also displayed the ability to discuss non-verbal codes and colour palette.

Most were able to provide appropriate and effective use of subject-specific terminology.

### Question 3

*Analyse the front cover of Tatler magazine (Figure 2) to show how design and layout communicate meaning. [8 marks]*

This question asked students to analyse the front cover of *Tatler* magazine to show how design and layout communicate meaning. Most students were able to discuss aspects of design and layout. However, weaker responses tended to focus on identification of techniques, with less analysis of how these aspects communicate meaning.

### Question 4

*Explain how magazine covers represent different social groups.*

*Answer with reference to the front cover of Tatler magazine (Figure 2). [6 marks]*

This question asked students to explain how magazine covers represent different social groups, with reference to the front cover of *Tatler* magazine. As ever, answers which responded in depth were rewarded in the same way as those which had breadth of detail. There was certainly no requirement to discuss every representation. However, centres are reminded of the need to focus on the command word of a question – in this case, ‘explain’. Weaker responses merely identified aspects of media language with little or no explanation of how this represented different social groups.

Similarly, students should also ensure that they read the wording of the question carefully. Several students discussed how the front cover *targeted* different social groups, rather than how they were *represented*. Answers that focused on how social groups are *targeted* rather than how they are represented were not normally rewarded above level 2.

### Question 5.1

*State two conventions of television advertising. [2 marks]*

Students were required to state two conventions of television advertising. It was somewhat surprising that many students were not able to choose two appropriate examples. Centres are reminded that when teaching Close Study Products, the *form* (television advertising) should be covered in detail.

### Question 5.2

*Analyse the Galaxy advertisement (Close Study Product) to show how the main female character is represented. [6 marks]*

The question asked students to analyse the *Galaxy* television advertisement (Close Study Product) to show how the main female character is represented. Most students were able to provide at least a satisfactory analysis of the *Galaxy* advert that was clear and which engaged with aspects of the representation of the female character.

**Question 5.3**

*Explain how advertisements use cultural contexts to appeal to audiences. Answer with reference to the Galaxy advertisement (Close Study Product). [12 marks]*

The question required students to demonstrate knowledge and understanding of contexts of media and their influence on media products and processes. The majority of students were able to do this, showing how well they had been prepared for the examination.

**Section B – Media Audiences and Media Industries****Question 6.1**

*What is meant by the term ‘active audience’? [1 mark]*

Students were asked to explain the meaning of the term ‘active audience’. However, many responses indicated that students weren’t familiar with the term. It is important to introduce students to the vocabulary of the subject, as widely as possible across the teaching of the course.

**Question 6.2**

*Give one example of an active audience. [1 mark]*

As with the previous question, many students seemed to misunderstand what an active audience is. Therefore, many struggled to provide a suitable example of one.

**Question 7**

*How can video games be made commercially successful by their producers?*

*Answer with reference to Lara Croft Go (Close Study Product). [9 marks]*

This question required students to discuss how video games be made commercially successful by their producers, with reference to *Lara Croft Go*. Students demonstrated their knowledge and understanding of the theoretical framework. In general, students responded well to the question. However, some students focused on video games in general, rather than the Close Study Product, *Lara Croft Go*. It is important that students focus on the CSP that is referred to in a particular question.

**Question 8**

*Explain how music videos give audiences a sense of identity.*

*Answer with reference to the Arctic Monkeys’ I Bet You Look Good On The Dancefloor music video (Close Study Product). [6 marks]*

The question required students to explain how music videos give audiences a sense of identity, answering with reference to the Arctic Monkeys’ *I Bet You Look Good On The Dancefloor* music video (Close Study Product). Most students were able to demonstrate satisfactory knowledge and understanding of theoretical framework. Audience identity was usually explained well. However,

many students focused more on biographical details of Arctic Monkeys, rather than the music video itself.

### **Question 9**

*'The use of music video as a marketing tool means that the image of the artist has become more important than the music.'*

*How far do you agree with this statement?*

*Answer with reference to:*

- *the influence of music video producers on the form and content of music videos*
- *the cultural and historical context of music videos*
- *One Direction's History (Close Study Product). [20 marks]*

This extended response question asked students to discuss the statement, *'The use of music video as a marketing tool means that the image of the artist has become more important than the music'*. In explaining the extent to which they agreed with the statement, most students referred to One Direction's *History* (Close Study Product), with many also choosing to refer to Arctic Monkeys' *I Bet You Look Good On The Dancefloor*. Although there was no requirement to do so, for most students, the approach worked well because it allowed students to construct an argument and make judgements and conclusions.

### **Conclusion**

Once again, centres should be congratulated and thanked for their hard work and in preparing students for this paper. The determination and enthusiasm shown by both teachers and students in what has been a challenging time is to be admired. Students and teachers alike appear to have got to grips with the demands of the paper and some excellent and insightful responses we seen.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.