



Questions matter



GCSE

Media Studies

8572/1 Media One

Report on the Examination

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Overview

Marking this year's paper has been a rewarding and enjoyable experience for examiners.

With the format of Media One now well-established, it is clear that centres are preparing their students well for the examination. Most students were able to cope with the demands of the examination with confidence.

Centres had clearly covered the Close Study Products in depth with students. Most students were able to work well with the Close Study Products and display their knowledge and understanding of them across the paper.

It was pleasing to see both longstanding CSPs and those added more recently being handled equally well.

A1

The multiple-choice question was handled well by most students. Students were asked to identify the correct statement from a choice of four in relation to the image - the *How It Works* magazine front cover (Figure 1) printed in the paper.

Centres are reminded that all multiple-choice questions will use terminology taken from the specification.

A2

This question required students to analyse how the *How It Works* front cover uses codes and conventions to communicate meaning.

The analysis of a previously unseen product is now established as the expected format of A2. The vast majority of students were able to produce at least a satisfactory analysis of the product.

In general, most students were able to identify and focus on straightforward analysis of the meaning created by the codes and conventions of the product.

At the lower end of the mark range, students tended to simply describe rather than analyse. At times, responses were limited to feature spotting and made little reference to how meaning was communicated.

At the higher end of the mark scale, students engaged with nuanced aspects of how codes and conventions communicate meaning with confidence.

A3

The question asked students to analyse the *Heat* magazine front cover (Close Study Product), focusing on how female celebrities are represented to the readers of the magazine.

In general, the question was handled with confidence by most students. Occasionally, students focused too much on background and biographical information about the celebrities. Many students focused primarily solely on the text on the front cover, with limited reference to the selection of images.

A4

The question required students to analyse how the cover of *Heat* (Figure 2) uses the genre principles of repetition and variation.

This question was not handled as confidently by students as the previous question (A3), also on the *Heat* Close Study Product.

Many students seemed to struggle with the term ‘genre principles’ and some also appeared to lack confidence when discussing repetition and variation. Some student responses lacked a focused analysis of the cover itself.

A5.1

Many students were not able to define the term ‘superimposition.’ Centres are reminded that knowledge of media terms from the specification is a requirement.

Such terms can be addressed specifically at various points in the 1 mark questions across any paper. Furthermore, students’ use of specialist terminology is also rewarded across each examination.

A5.2

As this question followed on from A5.1 and required students to give an example of superimposition from the *Daily Mirror* double-page spread (Close Study Product) (Figure 3), many students struggled to give an example.

A5.3

This question asked students to explain how newspapers use Propp’s character types, with reference to the *Daily Mirror* double-page spread (Close Study Product) (Figure 3).

Many students seemed to struggle to relate Propp’s character types to the newspaper article. However, most students were able to demonstrate an understanding of the theory – even if the way they related it to the double-page spread wasn’t always convincing.

A5.4

There was some confusion around the political view the *Daily Mirror* presents. However, in general, most students were able to demonstrate an understanding of how a newspaper's political view influences the way it represents and misrepresents different groups in society.

Some students responded very generally, with limited specific reference to the *Daily Mirror* double-page spread itself.

Centres are reminded that when students are asked to answer with reference to a particular product, it is important that there is a clear focus on this in their response.

B6.1

Students were asked to define the term 'merger.' Most students understood the term. However, many students used the term itself in their definition. This could not be rewarded.

B6.2

Students were asked to define the term 'takeover.' As with the previous question, some students could not be rewarded for their response as they had simply repeated the term in their definition.

B7

Most students dealt with this question with confidence. Students were asked to explain how an audience's response to a video game might change over time, answering with reference to *Lara Croft Go* (Close Study Product).

Students showed a good understanding of the product. Occasionally, students made interesting points about how an audience's response to a game might change over time but lacked specific reference to the *Lara Croft Go* game.

B8

The question asked students to explain how blockbuster films are marketed and distributed globally, with reference to *Black Widow* (Close Study Product).

Many students wrote impressively and confidently and showed a detailed understanding of the product.

Again, as with previous questions, some students wrote too generally about film marketing and distribution and without a close enough focus on the product itself.

B9

This extended response required students to respond to the statement, “The video game industry is only concerned with profit.”

The extended response question is now well-established on the Media One paper and most students coped well with the demands of the question.

Examiners saw a range of interesting and engaged responses. The vast majority of students were able to produce at least satisfactory judgements and conclusions.

The majority of students covered the given Close Study Product well in their responses and most referred to all 3 bullet points in the question.

Conclusion

Centres should be congratulated and thanked for their hard work in preparing students for this paper.

Mark Ranges and Award of Grades

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