



GCSE **Media Studies**

8572/1

Report on the examination

Version: 1.0
June 2025

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Overview

Marking this paper once again proved to be an enjoyable and rewarding experience. The vast majority of centres had clearly prepared students well for the demands of the examination.

The format of the paper is now firmly established and most students approached it with confidence. Students' knowledge and understanding of the Close Study Products was clear to see across the paper.

A1

The multiple choice question was handled well, generally. As usual, students were asked to identify the correct statement from a choice of four in relation to an image: an IKEA advertisement (Figure 1) printed in the paper.

Centres are reminded that all multiple choice questions in the future will continue to use terminology taken from the specification. Knowledge and understanding of the theoretical framework are rewarded across the whole paper. Similarly, the use of subject specific terminology is also rewarded throughout.

A2

The question required students to analyse the *IKEA* advertisement (Figure 1), focusing on how design and layout communicates meaning. Most students were able to use the theoretical framework to analyse the media product. The majority of students produced at least a satisfactory analysis overall. Similarly, most students used media language confidently.

The best responses were those that confidently discussed how meaning was communicated in the media product through the use of design and layout. Less successful responses tended to identify aspects of design and layout only with less convincing explanations of how meaning was communicated.

A3

This question required students to analyse the *OMO* advertisement (Figure 2), to show how gender stereotypes were used. Most students analysed the advertisement at least satisfactorily. Many handled gender stereotypes with confidence and wrote effectively about how the *OMO* advertisement uses them.

A few students focused too much on social and cultural contexts, writing generally about the 1950s. In such responses, there was often not enough analytical focus on the product itself.

A4

This question also focused on the *OMO* advertisement (Figure 2). Students were asked to analyse how the Close Study Product used verbal codes to persuade audiences to buy the product.

The vast majority of students were able to identify verbal codes from the product. Analysis of how verbal codes were used to persuade audiences to buy the product was also, generally, handled effectively. Some students produced a cogent analysis. Occasionally, there appeared to be some confusion between verbal and non-verbal codes.

A5.1

Students were asked to identify two conventions of magazine front covers. This was handled confidently by the majority of students. A few gave examples of conventions from the *Tatler* front cover (Figure 3), without naming the convention itself. Such responses could not be rewarded.

A5.2

The question asked students to explain how magazine covers use enigma codes to appeal to audiences, with reference to the *Tatler* front cover, Close Study Product (Figure 3). Some students clearly understood what enigma codes are and how they were used in the *Tatler* cover.

However, misunderstanding of the term was clearly evident across many responses. Some students appeared to lack confidence writing about the use of enigma codes. Many others seemed to have little understanding of the convention. Such responses were often little more than a straightforward analysis of how the cover might appeal to audiences. Unfortunately, much of this was not worthy of credit for this question.

A5.3

This question also asked students to refer to the *Tatler* front cover. Students were asked to explain how social and cultural contexts influence the representations that appear on magazine front covers.

Most students displayed knowledge and understanding of social and cultural contexts and wider issues. However, many responses did not effectively link this knowledge to the media product itself. The extent to which social and cultural contexts influence the representations that appear on magazine front covers - and the *Tatler* cover specifically - were not handled confidently by many students.

B6

Students were asked to name two advantages a film gains from being made by a conglomerate. Many students handled this with confidence, showing a clear understanding of the advantages a film gains from being made by a conglomerate. Occasionally, students offered suggestions that lacked clarity. Similarly, some students gave two advantages that were too similar to be awarded both the marks available.

B7

This question required students to explain how online and social media products are made commercially successful, with reference to *Kim Kardashian* (Close Study Product).

The vast majority of students displayed good knowledge and understanding of *Kim Kardashian*. Most students were able to give examples of and reasons for Kardashian's commercial success. Occasionally, there was too much emphasis given to biographical details and background information about Kim Kardashian. Such responses tended to lack focus on her online and social media presence. Similarly, some students gave examples but didn't cover how the products were made successful.

B8

Students were asked to explain how the choice of personnel impacts the production and marketing of films, referring to *I, Daniel Blake* (Close Study Product). There appeared to be some confusion over the word 'personnel' with some reading it as 'personal', leading to a focus on the extent to which the film is personal to audiences.

Many others struggled to link the choice of personnel to the film itself. A few simply ignored the issue of personnel and merely wrote about *I, Daniel Blake*, generally. While such responses showed knowledge and understanding of the Close Study Product, much of this was not relevant for this question.

The best responses focused on either the choice of an unknown actor or Ken Loach, as director, as a springboard for wider discussion.

B9

The extended response question asked students to discuss the statement: 'Social media influencers with million of followers are positive role models.' Students were asked to explain the extent to which they agreed with the statement. Additionally, students were directed to explore the ways in which audiences may interpret the same media products very differently. Students were asked to answer with reference to the social and cultural contexts of social media, and the Close Study Products: *Kim Kardashian* and *Marcus Rashford*.

A wide range of approaches and arguments were offered by students. The vast majority of students were able to produce at least satisfactory judgements and conclusions. Students displayed clear knowledge of both the Close Study Products. Most engaged well with the task and wrote with confidence about the impact of social media influencers.

Conclusion

Centres should be congratulated and thanked for all their hard work in preparing students for the paper. Knowledge, understanding and engagement with the Close Study Products was clearly evident across the paper. It was pleasing to see Media Language handled so effectively. Additionally, students' use of subject specific terminology was embedded in responses across the paper.

Mark Ranges and Award of Grades

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