

MEDIA STUDIES – AS Component 3

Media Production

MEDIA PRODUCTION BRIEFS FOR ASSESSMENT IN 2025

**AVAILABLE ONLY TO CANDIDATES ENTERING THE WJEC
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MEDIA PRODUCTION BRIEFS FOR ASSESSMENT IN 2025

Centres are strongly advised to read the Notes for Guidance that follow the briefs before commencing the non-exam assessment.

INFORMATION AND ADVICE FOR CANDIDATES

You must complete an individual media production, **applying your knowledge and understanding of media language, representation, media industries and audiences.**

Unassessed participants may act in, or appear in the media production, or operate lighting, sound, recording and other equipment **under your direction** if required.

You are required to create an **individual media production** in response to **one** brief chosen from the list, following the instructions provided.

Research and Planning

In preparation for the practical work, you will undertake research and planning during the production process. **The research and planning will not be assessed**, but you will be assessed on the production outcomes that result from these stages.

You should undertake preparatory work to develop your understanding of the theoretical framework in relation to your intended production including:

- Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms. Analysis should focus on:
 - how specific techniques such as layout and composition, editing, sound, etc. are used to create meaning
 - the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning.
- Research into how the industry context – the media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues etc. – impacts on a production. Identify examples from similar products analysed.
- Research into the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Identify examples from similar products analysed.
- Research into audience responses to, and interaction with, media products.
- Secondary research – academic theoretical research appropriate to AS level to develop understanding and support analysis.
- Primary audience research such as focus groups during the pre-production process.

You should also **plan** your production work carefully to ensure that you apply your understanding of media language, representation, media industries and audiences to the media production. The planning work may include:

- A pitch or treatment for the production
- A project plan including a timeline and the planned use of, for example, resources, equipment etc.
- Planning documents appropriate to the form/product undertaken such as: a step outline, a shot list, a storyboard, a script, draft designs, mock-ups of composition and layout.

Statement of Aims and Intentions

You will be required to complete a brief outline of your aims for the media production that must be submitted with the production. This will be assessed with the production and will enable you to explain the ways in which you will apply knowledge and understanding of media language and representation to the production, conform to the industry context and target the intended audience. This is a **compulsory** component of the non-exam assessment, and you must complete the statement of aims in **Section B of the coversheet** (provided on the Eduqas website), using approximately 350 words.

Production Work

You are required to create original material for this component. The use of existing media brands or products is **not permitted** and the images, footage, and text that you use in your media production must be **original**, that is, devised and created by you.

You are permitted to use existing generic logos such as production company logos, social media logos, age certificate logos and barcodes.

You are permitted to use an existing song by a band or artist for the music video production option, provided the track chosen for the music video does **not have an existing video**. You may use existing music for an audio-visual soundtrack, but this **must be royalty-free**. All other aspects of the media production must be **your own, original work**; that is, devised and created by you.

Any non-original music used as a soundtrack or in a music video and any other non-original material used in the production such as a barcode or logo must be acknowledged on the coversheet.

MEDIA PRODUCTION BRIEFS		
Brief 1: Television		
Option	Task	Production must include, as a minimum:
Either, (a) Audio-Visual	Create a sequence for a key moment from the first episode of a new television programme in a factual or fictional genre of your choice. You may choose to produce a programme in a sub-genre or create a hybrid product. You should create a product for a Public Service Broadcasting channel (either BBC Three or E4), targeting an audience of 16 to 34-year-olds. Length: 2 minutes 30 seconds – 3 minutes.	Your production must construct a representation of at least one specific social group and include: • A scene featuring a key moment from any point in the episode including information about narrative/themes, key characters/contributors and settings. • Two or more filming locations appropriate for the genre (or sub-genre). • At least two different characters or contributors. • Exposition of theme/topic or issue, including narrative construction as appropriate for the selected genre (or sub-genre). • Use of narrative techniques appropriate to the genre (or sub-genre) to engage the audience. • A wide variety of camera shots, angles and movement, to establish the locations, narrative/themes and representations. • Diegetic sound (including dialogue) and non-diegetic sound (such as a soundtrack or sound effects). • Editing of footage and sound, including continuity editing and/or montage editing as appropriate for the selected genre (or sub-genre).

Option	Task	Production must include, as a minimum:
Or, (b) Online	Create a functioning website to promote a new television programme in a factual or fictional genre (or sub-genre) of your choice. This must include: A working homepage plus two linked pages: • A 'Behind The Scenes' page • An 'Episodes' page. You may choose to produce a website for a programme in a sub-genre or a hybrid product. You should create a product for a Public Service Broadcasting channel (either BBC Three or E4), targeting an audience of 16 to 34-year-olds. Length: Three pages, including 45 seconds of audio or audio-visual material related to the topic.	Your production must construct a representation of at least one specific social group and include: • a minimum of seven original images. • audio or audio-visual material as detailed below. <u>Homepage:</u> • Original title of the programme. • One main image that focuses on a key character and/or setting of the programme. • Menu bar which includes working links to two further pages from the website: • A 'Behind The Scenes' page – focusing on the making of the new television programme (accompanied by appropriate images as detailed below). • An 'Episodes' page, including information about the programme's themes/issues, characters/presenters and narrative progression (accompanied by appropriate images as detailed below). <u>The two linked pages must include the following:</u> • At least three images that establish the locations and construct the narrative/topic of the programme. • At least three images that construct key representations of characters/social groups. <u>These pages must also include:</u> • Written text (approximately 250 words in total) that: ◦ Introduces the key characters/contributors, narrative/topic of the programme and aspects of production, for example locations/rehearsals. ◦ Outlines the programme's themes/issues and narrative. • 45 seconds of original audio or audio-visual material embedded into one of the pages: an interview with either the locations manager or an actor/contributor.

Brief 2: Magazines		
Option	Task	Production must include, as a minimum:
Either, (a) Print	Create two front covers and a linked double-page spread for a new special interest magazine in a genre (or sub-genre) of your choice. The two front covers should be for different editions of the same magazine. You should create a UK product for a major global publisher (either Bauer Media or Future) targeted at a specialised audience of 16 to 34-year-olds with a specific interest in the chosen genre (or sub-genre). Length: Four pages	Your production must construct a representation of at least one specific social group and include at least seven original images as detailed below. <u>Front covers (two pages):</u> Each front cover must establish the brand identity of the magazine and include: • Original title and masthead for the magazine. • Cover price and barcode. • Main cover image and additional images where appropriate (different from those on the other front cover and double page spread), which features an appropriate cover model and associated main cover line for the selected genre. • At least three additional cover lines. <u>Double-page feature article (two pages):</u> This article must be linked to one of the front covers • Headline and stand-first. • One main image and additional, smaller/ minor images (all original and different from the images on the front covers). • Feature article that relates to one of the cover lines on either of the front covers (approximately 350 words – <i>Note: This may be an extract from the article and does not need to be a fully complete piece of writing.</i>). • At least one pull quote.

Option	Task	Production must include, as a minimum:
Or, (b) Online	Create a functioning website for a new special interest magazine in a genre (or sub-genre) of your choice. This must include: A working homepage plus links to two pages: • A feature article relevant to the selected genre (or sub-genre) of the magazine. • One 'An Interview With ...' page related to one of the posts on the homepage. You should create a UK product for a major global publisher (either Bauer Media or Future) targeted at a specialised audience of 16 to 34-year-olds with a specific interest in the chosen genre (or sub-genre). Length: Three pages, including 45 seconds of audio or audio-visual material related to the topic.	Your production must construct a representation of at least one specific social group and include: • a minimum of seven original images. • audio or audio-visual material as detailed below. <u>Homepage:</u> • Original title and masthead for the magazine. • At least two original images that relate to the chosen genre (or sub-genre) of magazine. • Menu bar which includes working links to two further pages from the website: ◦ One feature article (or extract) relevant to the selected genre (or sub-genre) of magazine (approximately 200 words). ◦ One 'An Interview With ...' page relevant to the selected genre (or sub-genre) of the magazine. <u>The two linked pages must include the following images:</u> • One main image for each working page (that relates to the main feature of the page). • At least three smaller images that relate to the chosen genre (or sub-genre) of the magazine. <u>These pages must also include:</u> • Written text appropriate to the content of the magazine. • 45 seconds of original audio or audio-visual material related to the topic embedded into one of the pages: either an interview with someone featured in the magazine or footage relating to the topic of an article.

Brief 3: Film Marketing		
Option	Task	Production must include, as a minimum:
Either, (a) Print	Create a film marketing campaign to promote a new film in a genre of your choice. You may choose to produce a campaign for a hybrid or sub-genre of film. This must include: 1. A DVD or Blu-ray format cover (front, back & spine) 2. One main theatrical release poster 3. One landscape billboard poster. You should create a new product for an independent film production company (either DJ Films, Fable Pictures or BBC Film). The product can be a co-production and should target an audience of 16 to 34-year-olds. Length: Four pages (note: the front and back cover and the spine count as two pages in total). The media production must not include a complete short film, film sequence or trailer.	Production must include, as a minimum: Your production must construct a representation of at least one specific social group and include: • at least seven original images. • a minimum of two different locations. <u>DVD/Blu-ray front cover (one page):</u> • At least one main image (different from the images on the posters and DVD/Blu-ray back cover). • Original title for the film. • Age rating, names of the director and key cast members. <u>DVD/Blu-ray back cover (one page):</u> • One main image (different from the images on the posters and DVD/Blu-ray front cover). • Three 'thumbnail' images which construct a sense of narrative. • Promotional 'blurb'/synopsis for the film (approximately 150 words), including reference to narrative conflict/equilibrium. • Billing block. • Production company logo, age rating and technical information. <u>DVD/Blu-ray/4K Blu-ray spine:</u> • Original title. • Production company logo. • Age rating. <u>Main theatrical release poster (one page):</u> • Original title for the film and tagline. • At least one main image (different from the images on the DVD/Blu-ray cover and billboard poster). • Release date, billing block, production company logo and details of the promotional website for the film. • Details of awards and/or nominations (if appropriate) and quotes from critics.

Brief 3: Film Marketing		
Option	Task	Production must include, as a minimum:
		<u>Landscape billboard poster (one page):</u> • At least one main image (different from the images on the DVD/Blu-ray cover and main theatrical release poster). • An element of narrative enigma. • Written text, for example a tagline, as appropriate. • Production company logo(s) and release date.

Option	Task	Production must include, as a minimum:
Or, (b) Online	Create a functioning website, including a homepage and two linked pages, to promote a new film in a genre of your choice. You may choose to produce a website for a hybrid or sub-genre of film. This must include: A working homepage plus two linked pages: • An 'About the Film' page. • A 'Meet the Producer' page. You should create a new product for an independent film production company (either DJ Films, Fable Pictures, or BBC Film). The product can be a co-production and should target an audience of 16 to 34-year-olds. Length: Three pages, including 45 seconds of audio or audio-visual material related to the topic.	Your production must construct a representation of at least one specific social group and include: • a minimum of seven original images. • audio or audio-visual material as detailed below. <u>Homepage:</u> • Main image plus at least two other images (all original and different from the images on the linked pages) to establish the locations, characters/social groups and genre (or sub-genre) of the film accompanied by an explanatory copy about the film. • Menu bar that includes working links to two further pages from the website: ◦ An 'About the Film' page including reference to the themes/narrative and at least two different characters and their roles within the film. ◦ A 'Meet the Producer' page including, where relevant, reference to the production company, director, cast, settings, and locations. <u>The two linked pages must include the following images:</u> • One main image for each working page (that relates to the main feature of the page). • At least two other images that help to establish the genre/characters/settings/narrative of the film. <u>These pages must also include:</u> • Written text promoting the film (approximately 250 words in total). • 45 seconds of original audio or audio-visual material related to the topic embedded into one of the pages: either an interview with a key member of the cast or a member of the production team.

Brief 4: Music Marketing		
Option	Task	Production must include, as a minimum:
Either, (a) Audio-Visual	Create an original music video to promote a new artist or band in a genre of your choice. You may choose to work in a sub-genre or hybrid genre of music. You should create a product for a fictional artist/band signed to a multinational music company (either Universal Music Group or Sony Music Entertainment). The product should target a mainstream audience of 16 to 34-year-olds. Length: 3 minutes – 3 minutes 30 seconds You may use an existing song for your music video (this does not need to be copyright free), but the song must not have an existing official music video.	Your production must construct a representation of at least one specific social group and include: • At least two locations (for example, studio, rehearsal or live venue, or other locations). • A wide range of camera shots, angles, and movement to interpret/amplify the music and lyrics. • Shots of the artist/band to establish a clear identity. • Performance footage (rehearsal and/or live and/or lip-synched). • Clear structure and an element of narrative. • Editing of original footage to the music track. • Graphics illustrating the original name of fictional artist/band and the title of the track.

Option	Task	Production must include, as a minimum:
OR: (b) Online	Create a functioning website, including a homepage and two linked pages, to promote a new artist or band in a genre of your choice. You may choose to produce a website for an artist or band within a sub-genre or hybrid genre of music. This must include: A working homepage plus two linked pages: • A 'Meet the Artist' page. • A 'Latest News' page. You should create a product for a fictional artist/band signed to a multinational music company (either Universal Music Group or Sony Music Entertainment). The product should target a mainstream audience of 16 to 34-year-olds. Length: Three pages, including 45 seconds of audio or audio-visual material related to the topic.	Your production must construct a representation of at least one specific social group and include: • a minimum of seven original images. • audio or audio-visual material as detailed below. <u>Homepage:</u> • One main image plus at least two other images (all original) to promote and establish the identity of the new artist or band and their music. • Original logo for the artist or band name. • Menu bar, which includes working links to two further pages from the website: ◦ A 'Meet the Artist' page outlining the journey of the artist/band including their background, inspirations and how they developed their musical talent. ◦ A 'Latest News' page focusing on upcoming projects, such as tours, new albums, collaborations. <u>The two linked pages must include the following images:</u> • One main image for the 'Meet the Artist' page. • At least three images for the 'Latest News' page. <u>These pages must also include:</u> • Written text promoting the band or artist and their music (approximately 250 words in total). • 45 seconds of original audio or audio-visual material related to the topic embedded into one of the pages: either an interview with the artist/band, rehearsal, or (AV only) live performance.

NOTES FOR GUIDANCE

GUIDANCE REGARDING DATA PROTECTION

Learners are advised not to use any actual names of people in their production work (for example, director, cast, writer, etc.) in order to protect the personal data of those involved.

GENERAL GUIDANCE ON THE BRIEFS

Learners are assessed on their ability to draw together their knowledge and understanding of the theoretical framework and to apply this to the production. They should undertake appropriate research that will enable them to do this. Learners should be guided to adhere to all elements of the brief, paying particular attention to:

- elements of media language, for example the codes and conventions of the specified form and genre or sub-genre
- relevant and appropriate representations
- industry context
- the specified audience
- the requirements for length/number of images
- the detailed requirements to include in the chosen brief.

Representations

Learners are required to include representations of people in each brief and are assessed on their ability to use media language to construct appropriate representations, applying their knowledge and understanding of the theoretical framework. **It is, therefore, imperative that learners do include images of people in their production.** Learners should be guided to consider this requirement for the specified form and genre, especially in relation to the magazine brief.

Audience

Learners must adhere to the audience specified in the brief – the 2025 briefs stipulate an audience of **16 to 34-year-olds** so content must be suitable for all ages in these ranges. Learners should be guided to consider what is appropriate for the target audience, researching similar products that target this age group. Film marketing, for example, should be created for a film with an age certificate of 15 or lower. All content must be appropriate for the specified target audience.

Original material

Learners are required to create original material for their production work. An original image or original audio-visual content is defined as an artefact for which the candidate would be able to claim the copyright. They must create the content, that is, take a photograph, record the footage or draw an image (if appropriate).

The use of artificial intelligence (AI) to generate material is not permitted. Further guidance on AI is available at eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=50095

When using editing or animation software the candidate must create any image or footage that is subsequently manipulated; they cannot manipulate an existing, 'found' image or footage and claim this as their own. It is advisable for candidates to give details in Section A of the coversheet of how they have created their images to demonstrate to the teacher and moderator that the images are their own, original work. This is especially important if they have used animation software or have taken photographs in unusual or distant locations.

Learners are permitted to create their own illustrations (such as entirely self-created artwork) or animations; however, these should be used only when it is appropriate for the genre and form of the media production. Learners should be advised that it can be very challenging to successfully construct insightful, appropriate representations when using illustrations and animation.

Details of any non-original material must be included on the coversheet. As indicated in the 'Guidance on Applying the Assessment Grid' (P.48 of the AS Specification), **learners whose work is not original cannot be awarded marks above Band 1 for the production.**

Templates

Use of templates is permitted in the online briefs; however, these should be unpopulated, and learners should create their own original layout and design. Similarly, if templates are used in print work (DVD or magazine covers, for example), these should be for outline sizing purposes only. As detailed in the 'Guidance on Applying the Assessment Grid', work meeting the criteria for Bands 1 and 2 may rely on pre-existing templates; work in the higher bands must demonstrate effective and original layout and design.

All online briefs

Audio-visual material must be moving image footage rather than, for example, a slideshow of still images, GIFs, or animated banners.

Guidance on individual briefs

Note: The examples included here are intended to guide learners to research products that include the requirements of the brief; they are not intended to be prescriptive or limiting. Teachers are advised to check any examples used in advance to ensure that they are appropriate for their learners.

Brief 1: Television

You should create a product for a Public Service Broadcasting channel (either **BBC Three or E4**), targeting an audience of **16 to 34-year-olds** in a factual or fictional genre (or sub-genre) of your choice.

Learners should be encouraged to make links with Component 2 television products to help develop their knowledge and understanding of television genres, audiences and industry contexts. Analysis of relevant sequences featuring key moments in the narrative, or websites of set products will offer learners a starting point for their independent research. Learners are advised to choose a genre which is realistic for them to create in terms of setting, costume and use of mise-en-scène. Whilst examples of relevant television programmes and websites are given below, all of the content from BBC Three and E4 is targeted at the 16 to 34-year-old audience.

Audio-Visual Option:

Create a sequence for a key moment from the first episode of a new television programme in a factual or fictional genre (or sub-genre) of your choice.

- Learners should create a sequence from a key moment in their television programme. Learners should be encouraged to reflect their research findings and understanding when constructing their key moment.
- The key moment sequence created could be from anywhere in the first episode, for example the opening scene, midway through the episode or at the end.
- The key moment should be integral to the plot/progression of the episode and may include a conflict, a revelation, a cliffhanger or may introduce/develop the role of a character/participant in the programme.
- Learners should research their own examples of key moment sequences from programmes created by the broadcasters specified and targeting the same audience as detailed in the brief that can be found across many genres (or sub-genres), for example, *Boarders*, *Fresh Cops* (BBC Three), *Dead Pixels*, *Teen First Dates* (E4).*
- Learners should carefully consider the representation constructed for the characters or participants in the sequence. They should consider how to construct appropriate representations applying their understanding of media language.

*These examples are used to illustrate the conventions of a 'key moment': learners must undertake independent research into products from the specified broadcaster, targeting the audience specified in the brief.

Online Option

Create a functioning website to promote a new television programme in a factual or fictional genre (or sub-genre) of your choice.

The website should include the BBC Three or E4 logo, but the design and layout should be original, designed by the learner. Learners should not 'copy' the standard BBC Three or E4 layout.

Learners should engage in research of websites from the stated organisations/programmes considering how they make links to the television series and promote the programme.

Homepage:

This should include the branding of the broadcaster, the title of the programme and links to the extra pages required as part of the brief. The homepage should clearly establish the programme's genre through, for example, the choice of visual codes including colour, font style and images. For example, the Channel 4 page for *Dead Pixels* includes the generic logo for the channel but also a central image for the programme where visual codes and iconography are used to establish the programme genre and suggest the target audience.

Linked pages:

These should be an 'Episodes' and a 'Behind the Scenes' page. These pages must be clearly linked through design and style to the homepage and the genre.

The 'Episodes' page should reinforce the genre and offer opportunities to construct representations of social groups and to create a sense of narrative. For example, in the 'Episodes' page for *Boarders* the images include a range of locations and use media language including codes of clothing and expression to construct representations. *Teen First Dates* uses the 'Episodes' page to establish the sub-genre and the text introduces the participants and creates narrative enigmas.

A 'Behind the Scenes' page should focus on the making of the programme and may include images of rehearsals, information about the locations and the cast/contributors.

The number of images required for the linked pages (six) can be spread across the two pages.

Audio/Audio-Visual material:

This should be an interview with either, a locations manager or, an actor/contributor. Learners should give careful consideration to this element of the online option and how it relates to the overall television programme. For example, in the interview with the actor/contributor learners should consider location, costume and sound quality as well as what their interviewee will say and how this could aid in the construction of representations. These decisions should be informed by their research, for example the *Dead Pixels* website includes interviews with the key characters. Behind the scenes interviews with the writer and cast can also be found on YouTube.

Research can help in deciding the content of the interview. Useful information can be found here about the role of a locations manager and an interview with location manager Pete Murphy: <https://www.screenskills.com/job-profiles/browse/film-and-tv-drama/production-management/locations-manager/>

Brief 2: Magazines

You should create a UK product for a **major global publisher** (either **Bauer Media** or **Future**) targeted at a specialised audience of **16 to 34-year-olds** with a specific interest in the chosen genre (or sub-genre).

The industry context stated in the brief requires learners to create a special interest magazine from a major publisher. Whilst the magazine publishers stated are global, the product created should target an English speaking, UK audience.

A special interest magazine targets audiences with a common interest. They focus on specific topics, for example music, film, and sport. These magazine brands usually have lower circulation figures than magazines targeting a mainstream audience. The major global publishers set for this brief produce a wide range of specialist titles with high production values that target specialised audiences. Learners must choose the topic of their special interest magazine with care to ensure that it fulfils the requirements of the brief. A 'lifestyle' magazine is not a special interest magazine as it targets a wide audience, has high circulation figures and covers a range of interests/topics. A 'fashion' magazine would only be a special interest magazine if it focused on a particular aspect of fashion aimed at a specific target audience.

The special interest titles produced by Bauer Media and Future allow learners to explore the types of genres and topics that may feature in this magazine genre and are a good starting point for research. The stated target audience is 16 to 34-year-olds and learners should research products that appeal to this demographic. However, it is also acceptable to engage in more general research of magazine codes and conventions related to the chosen genre.

It is conventional for major global magazine brands to be predominantly image led on the front cover; learners should therefore be guided to consider how they can construct a product that reflects the requirements of the brief in terms of the representation of at least one social group through the cover model. With regards to the cover model and magazine genre, it is also acceptable for learners to adjust or challenge typical conventions, in order to meet this requirement of the brief. Whilst some major publishers do produce special interest magazines that do not feature people, learners should choose the topic of their magazine bearing in mind the requirements of the brief in terms of a specialised audience and the construction of representations. For example, Future's *FourFourTwo* football magazine regularly makes creative use of media language including visual and technical codes to construct representations of their cover models. Bauer's *Empire* film magazine, whilst featuring different content on the front covers each month, establishes a recognisable brand identity in the masthead style and the layout and design.*

As previously stated, learners should be reminded that they are creating a product to fulfil a set of assessment criteria and should ensure that all requirements of the brief are adhered to.

*These examples are used to illustrate the conventions of a special interest magazine from a major global publisher: learners must undertake independent research into products from the specified publisher, targeting the audience specified in the brief.

Print Option

Create two front covers and a linked double-page spread for a new special interest magazine in a genre (or sub-genre) of your choice.

Learners need to apply their understanding of the theoretical framework by constructing representations. It is highly recommended that each front cover includes an image of at least one person and learners should consider their choice of genre carefully to allow them to fulfil the requirement to represent at least one social group in the double-page spread, where images of people should be constructed. Learners should consider how they will create the brand identity of their magazine and replicate this across the different editions of the two covers.

Front Covers:

As well as the cover image, learners should consider how brand identity is established and how other requirements can contribute to the construction of representations, for example the choice of cover lines, font style, language, and mode of address. For example, consider how the music magazine *Mojo* (Bauer Media), on its April 2024 front cover uses media language to construct representations of Liam Gallagher and John Squire.

In March 2024, *Cycling Weekly* magazine celebrated International Women's Day and ran with a front cover image of young female cyclist Lotte Kopecky with the coverline, '*World Champion on skydiving in the desert, fame and inspiring a new generation*'. Learners should be encouraged to consider how the image and the copy on a magazine cover can construct a representation.

Double-page feature article:

This should be a substantial piece of approximately 350 words relating to a topic or issue relevant to the magazine genre. It should develop from a cover line on one of the front covers and representations of at least one social group must be constructed through the images and written text. For example, in 2024 *Total Film* magazine included a feature on *Dune 2* linked to the front cover image and the cover line: *Bigger Action. Bigger Stakes. More Sandworms.*

It is acceptable for candidates to create an extract from a longer article. If this is the case, they must meet the above requirements within the 350 words and clearly notify the reader that the article continues on further pages of the publication.

Online Option

Create a functioning website for a new special interest magazine in a genre (or sub-genre) of your choice.

Homepage:

This should establish the genre of the magazine and the brand identity. The layout and design and mode of address should be used to reflect the industry context and the target audience. Learners should consider for example, font choice, use of colour and images and how these will contribute to the construction of the brand and appeal to the target audience.

A feature article:

This should relate to the magazine genre and should adopt an appropriate mode of address. Learners should consider how the choice of topic for the article enables them to construct appropriate representations of at least one social group.

An 'Interview With...' page:

This should relate to the magazine genre through the choice of topic, adopt an appropriate mode of address for the stated audience and enable the learner to construct appropriate representations.

Audio/Audio-Visual material related to the magazine content:

This should be an interview with someone featured in the magazine or footage relating to the topic of an article. A film magazine, for example, might feature an 'on-set' report for a soon to be released film, or a music magazine might include an interview with an up-and-coming music artist about their first tour.

Brief 3: Film Marketing

You should create a new product for an independent film production company (either **DJ Films**, **Fable Pictures** or **BBC Film**). The product can be a co-production and should target an audience of **16 to 34-year-olds**.

Whilst it is important for learners to explore the genre conventions of their chosen film, it is essential that learners are guided to research the marketing aspect of the brief by exploring the marketing campaigns of appropriate products. For example, *Rye Lane* (DJ Films, BBC Film, BFI 2023) uses colour, typography, settings and the two main characters across all elements of its campaign.

Learners should be encouraged to use the knowledge and understanding gained in Component 1 to prepare for this Brief. Analysing a range of posters and DVD covers for the set products is an ideal starting point for learners to understand the conventions of film marketing, as is studying the websites and other related products. They must then undertake independent research. It will benefit learners to analyse products that are from the same industry context and that target the same audience detailed in the brief although more general research into the typical codes and conventions of DVD/Blu-ray covers and film posters will also be useful.

Print Option

Create a film marketing campaign to promote a new film in a genre (or sub-genre) of your choice.

DVD/Blu-ray formats cover:

Learners should be led by their research and ensure that the DVD/Blu-ray cover they create follows the conventions of the form, fully reflects the film genre, appeals to the target audience, and constructs appropriate representations. Learners should ensure that the images constructed for the thumbnails on the back cover reflect their understanding of narrative. For example, this could be through the construction of binary opposites or other theoretical ideas studied on the course. They should be guided to consider how they can reflect their understanding of the theoretical framework to construct appropriate representations through the choice of clothing, body language and other aspects of media language. The DVD/Blu-ray cover for *I Used To Be Famous* (DJ Films 2022) clearly establishes the characters, their relationships, and the film genre. The thumbnails suggest the narrative through visual codes, settings, and iconography.

Main theatrical release poster:

This should follow the conventions of this style of film poster and care must be taken to include all of the requirements of the brief. Whilst it may be industry practice to replicate images from other elements of the marketing campaign, for the purposes of this assessment, the images used here must be original and different from those used in the other products in the campaign.

Landscape billboard poster:

Learners should be aware of the purpose of a billboard poster, where they are likely to be displayed and how this will affect the construction of the poster. The poster should follow conventions (different from, for example, the main theatrical release poster). Learners are advised to analyse existing billboard posters during their research considering how these products engage the target audience, reinforce the film's branding, and reflect the film's genre and narrative.

Online Option

Create a functioning website, including a homepage and two linked pages, to promote a new film in a genre (or sub-genre) of your choice.

Homepage:

This should establish the genre of the film, its themes/narrative and the production company. The layout and design and mode of address should be used to reflect the industry context and the target audience. Learners should consider for example, images, font choice, use of colour and how these will contribute to the construction of the film genre and appeal to the target audience.

An 'About the Film' page

Learners should consider how this page can be constructed in order to give an insight into a range of elements of the film being marketed for example, funding, direction, narrative, locations, cast and the characters and consider how this can reflect the industry context and target audience. It should adopt a mode of address appropriate for the target audience. This page should include reference to the themes/narrative and at least two different characters and their roles within the film.

A 'Meet the Producer' page

In preparation for this page, learners should research relevant aspects of the film industry including the roles and responsibilities of a film producer and their importance to the success of the film.

Here, Paula Wagner (*Mission Impossible*) talks about her job as a producer:

<https://www.youtube.com/watch?v=8BIXU5mbKH0>

This page should include, where relevant, reference to the production company, director, cast, settings, and locations and adopt a mode of address appropriate for the target audience.

The website must include audio/audio-visual material: either an interview with a key member of the cast or a member of the production team.

If learners choose to create an **interview** with a member of the production team, they should be clear about what their role entails. Research into the role should be undertaken and learners could access an interview with a producer of a particular film, for example, to inform their work.

The audio/audio video interview with a key member of the cast should consider the genre of the film and how the interview can contribute to the construction of representations and establish genre, through for example, language and mode of address, setting, costume and props where appropriate.

Watch Ryan Gosling and Margot Robbie discussing their roles in *Barbie*

<https://www.youtube.com/watch?v=rTb90y3Hw1g&t=51s>.

Brief 4: Music Marketing

You should create a product for a fictional artist/band signed to a **multinational music company** (either **Universal Music Group** or **Sony Music Entertainment**). The product should target a mainstream audience of **16 to 34-year-olds**.

It is essential that learners are guided to respond to the marketing aspect of this brief by constructing a product (either the music video or website) which promotes the artist or band. Learners should be encouraged to use Component 1 to prepare for this brief. Analysing a range of music videos, including the set products, is an ideal starting point for learners, as is studying the artists' websites, prior to them undertaking independent research. Learners should pay close attention to the codes and conventions of the chosen genre for both video and online elements.

It is not essential that learners select a track by an artist signed to the music companies specified in the brief. However, the video created must be suitable for a multinational music company targeting a mainstream audience.

Learners should visit the websites for the specified music companies and familiarise themselves with the appropriate artists and their music videos, for example, Shawn Mendes, Taylor Swift and Billie Eilish (Universal Music Group) and James Arthur, Alicia Keys and First Aid Kit (Sony Music Entertainment).

Audio-Visual Option

Create an original music video to promote a new artist or band in a genre (or sub-genre) of your choice.

Learners undertaking this brief should 'invent' a new artist or band appropriate for the target audience of 16 to 34-year-olds. Learners should make appropriate choices of media language (such as clothing, setting etc.) to help construct appropriate representations for the requirements of the brief. Learners should research appropriate existing examples, First Aid Kit, for example, in their music video *Out of My Head*, combine performance, narrative and different locations to establish their personas and the music genre.

Learners must be guided to produce a video for a song that **does not have** an existing official video. The following **do not** count as official videos:

- A live performance of the song in concert or on a television programme.
- A lyric video that is simply the lyrics placed on a plain background, a background that is a static image, or a background with very limited graphics and/or animation.
- An amateur/fan video which has not been created/released by the record label.

Performance footage of the fictional artist or band:

The music video must include this element as it is a promotional product, and learners are required to establish the image of the performer.

There is no requirement for learners to film a concert or rehearsal in a studio setting.

The performance element may be either a rehearsal or a live performance and/or lip-synching or playing instruments on location as part of the narrative.

Original name of the fictional artist or band and the title of the track:

Learners should be encouraged to explore how these aspects of music videos can be used as a way of constructing an image for the artist or band through the careful selection of fonts and colour and the connotations of the choice of name.

Online Option

Homepage:

The aim of this page should be to introduce the band/artist and their music genre. Learners should be led by their research and consider how representations can be constructed through images and text. The website for Olivia Rodrigo effectively promotes her music and includes graphics and images to establish her identity and music style. Learners should consider how they will construct their fictional artist/band through for example, choice of clothing, related iconography, and locations for photography.

‘Meet the Artist’ page and ‘Latest News’ page:

Learners should be guided to consider how the images required for these pages may be constructed and anchored with accompanying text in order to help construct an appropriate representation of the artist or band and reinforce the music style.

Learners should consider how the ‘written text promoting the band or artist and their music’ can be constructed to establish the music genre and construct appropriate representations through the choice of language and mode of address.

The audio/audio visual material must be either an interview with the artist or band or live performance/rehearsal footage. The live performance footage applies only to the A/V option.

Learners should consider how the interview with the artist/band can be used to further construct representations and establish the identity of the fictional artist/band through for example, clothing, expression, chosen location and mode of address where relevant. If choosing the audio interview option, consider how ambient sound and/or a soundtrack could be added to create a particular atmosphere appropriate for the artist and music genre.

The live performance/rehearsal footage should be used to reinforce the music genre and the identity of the artist. Consider how this is done by Billie Eilish in this YouTube clip of a rehearsal: <https://www.youtube.com/watch?v=gTqgkML81Eg>

Although stills from the music video must not be used on the website, additional photographs of the artist/band on the music video set or location could usefully be taken at the same time as the video is filmed.

APPENDIX A: INFORMATION ABOUT COVERSHEETS

Coversheets for A Level, AS and GCSE MEDIA STUDIES COMPONENT 3

1. Revisions to Coversheets

Please note that revised versions of the coversheets are available. **These must be used for submission in 2025.**

Details of revisions

The coversheets have been revised to include:

- a statement about the use of AI in the candidate and teacher/assessor declaration
- a reminder that candidates who do not submit a production must be awarded zero marks for the Statement of Aims.

2. Format of Coversheet

Coversheets are now available in PDF and Word format.

The PDF format has been designed to support teachers and candidates to complete and submit the coversheets easily and accurately.

We recommend using a fully featured PDF reader, such as Adobe Acrobat, to complete the form.

Please note that the PDF version of the coversheet **must be submitted to Surpass as a PDF file to ensure that all comments are visible.**

Guidance on how to complete the coversheet is available on the Eduqas Media Studies websites under 'Non-Exam Assessment', or can be accessed here:

GCSE



AS and A Level



Coversheets can be completed and signed electronically.