

Differentiated Homeworks for GCSE (9–1) Eduqas Media Studies

Component 1A: Exploring Media Language and Representation

Component 1B: Exploring Media Industries and Audiences

Fourth Edition, October 2025

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Teacher's Introduction

This homework pack has been compiled to provide a resource containing take-home tasks for students to practise their knowledge of Component 1 Sections A and B as outlined in the Eduqas (C680QS) GCSE 2017 Media Studies Specification for assessment from 2027.

A total of **15 homework tasks** have been designed to cover the main areas of the specification. For Section A, each of the four media forms (magazines, newspapers, advertising, and film marketing) has two homework tasks each,

Remember

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Higher level challenge: •

one tackling media language, and the other tackling representation. For Section B, each of the four media forms has two homework tasks each (except for film, which is only explored via media industries), one tackling media audiences, and the other tackling media industries. Tasks are expected to be completed in approximately 45 minutes.

All the **set products** for <u>assessment from **2027**</u> are covered across the 15 homeworks.

Pages from this resource which are relevant to the set product for assessment in **2026** (*This Girl Can* and *The Archers*) can be found in the appendix at the end of the resource.

Tasks are differentiated in a way that accommodates three distinct learning levels. The difficulty of each task is indicated by means of an icon; an icon list is also provided in this pack for further information. Each homework progresses in difficulty, in such a way that it allows students to build on further knowledge in each task, or specific tasks may be allocated individually, based on the students' learning abilities. For example, lower-ability groups could be asked to only answer lower level and moderate level tasks, while higher-ability groups could be asked to complete all tasks, moderate level and higher level tasks, or only the higher level tasks. However, as stated, all tasks may also be administered to all students as progressive tasks.

Icon descriptors of tasks		
tasks may also be administered to all students as progressive tasks.		
complete all tasks, moderate level and higher level tasks, or only the higher level tasks.	However,	a

Tasks are varied by way of annotations of media products, gap-fills to practise specific terminology and essay questions to allow for deeper exploration of understanding. Most tasks are question and answer based. These tasks may range from multiple choice questions to short essays that require detailed answers. The aim of these tasks is to gauge understanding of the concepts at hand, as well as their application to the set products set out by Eduqas.

Moderate level challenge:

Each homework is provided with a set of comprehensive indicative answers to make marking students' work easier.

An overview of each homework, the area of the Eduqas specification covered, the learning objectives of each task, and the type of activities is given in the scheme of work provided on pp. 2–3 of this pack.

October 2025

Third Edition. October 2022

Lower level challenge: •

Changes have been made to the resource to account for the changes made to the set products, for assessment from 2024. Pages from the resource which have been amended include pages 4, 5, 8, 10, 12, 13, 20, 34, 40, 43–46, 49 and 57.

Fourth Edition, October 2025

Minor amendments have been made to the resource so that it is relevant to the set products for exams from 2027.



Scheme of Work

HW No:	Learning Objective	Specification Reference	Additional Resources	Differentiation		Vocab Practice	Task Anne
				Section A			
1	Understanding the application of media language to magazines	Magazines: Media Language	None	Lower: identification of magazine conventions based on statements given Moderate: annotation of conventions to unseen product Higher: use of conventions to create meaning as used in unseen product	1.1 1.3	X	
2	Understanding how representation is practised in magazines	Magazines: Representation	None	Lower : distinction between selection, construction and medical Moderate : annotation of elements on magazine cover that the serior reader interest Higher : exploration of female stereotypes in word magazines via selection and construction	2.1 2.2 2.3	Х	
3	Understanding the application of media language to newspapers	Newspapers: Media Language	None	Lower: identification of newspaper conventions based on statements given Moderate: annotation of newspaper conventions found in set product, and online article Higher: application of media language elements to set product to communicate meaning	3.1 3.2 3.3	Х	
4	Understanding how representation is utilised in newspapers	Newspapers: Representation	None	Lower: table-fill: identify various UK papers' demographics Moderate: comparison of two unseen products to establish their political allegiance Higher: comparison of unseen product and set product, and their representation of Boris Johnson	4.1 4.2 4.3		
5	Understanding the application of media language to advertising	Advertising: Media Language	None	Lower: identification of advertising conventions based on statements given Moderate: annotation of elements on unseen print advert that represent reader interest Higher: detailed exploration of how key conventions used in the advert work to convince people to buy the product	5.1 5.2 5.3	Х	
6	Understanding how representation is practised in advertising	Advertising: Representation	None	Lower: gap-fill illustrating the general use of representation in both set products Moderate: Exploration of femininity in advertising based on two unseen products Higher: Change of female representation over time, comparison of unseen product with set product	6.1 6.2 6.3	X	
7	Understanding the application of media language to film marketing	Film Marketing: Media Language	None	Lower: gap-fill task highlighting the different types of film marketing Moderate: use of set product to identify and explain key convention at Settin film posters Higher: detailed explanation of intertextual references to the Austin Powers film, shared with James Bond	7.1 7.2 7.3	X	
8	Understanding the application of representation to film marketing	Film Marketing: Representation	None	Lower: gap-fill illustrating the general use of representation in film marketing Moderate: annotation of elements representing masculinity in set product Higher: Exploration of masculinity in film marketing based on set product	8.1 8.2 8.3	Х	



HW No:	Learning Objectives	Specification Reference	Additional Resources	Differentiation		Vocab	Task Ann
				Section B			
9	Understanding the application of media industries to video games	Video Games: Media Industries	None	Lower: identification of regulatory bodies associated with video games Moderate: understanding of PEGI classifications Higher: application of PEGI rating to unseen video game	9.1 9.2 9.3		
10	Understanding video game audiences	Video Games: Audiences	None	ower: understanding the positive effects of set product //oderate: understanding the negative effects of set product ligher: exploration of active and passive audience responses applicables are product			
11	Understanding the application of media industries to radio	Radio: Media Industries	None	Lower: differentiation between commercial and PSP radicasters Moderate: exploration of production stages assumed with radio Higher: understanding PSB obligations as they apply to set product	11.1 11.2 11.3		
12	Understanding radio audiences	Radio: Audiences	None	Lower: differentiation between mass and niche audiences Moderate: application of mass and niche appeals to set product Higher: exploration of audience theory as applicable to set product	12.1 12.2 12.3	Х	
13	Understanding the application of media industries to film	Film: Media Industries	None	Lower: identification of film classification vocabulary according to the BBFC Moderate: identification and understanding of film production process Higher: studio vs indie films distinction, as applicable to set product	13.1 13.2 13.3	X	
14	Understanding the application of media industries to newspapers	Newspapers: Media Industries	None	Lower: differentiation between tabloids and broadsheets Moderate: understanding how newspapers make profit, as applicable to set product Higher: exploration of media context and declining readership relations	14.1 14.2 14.3	Х	
15	Understanding newspaper audiences	Newspapers: Audiences	None	Lower: understanding how newspapers target their audiences Moderate: applying Stuart Hall's reception theory to set product Higher: understanding audience engagement through use of active audience theory	15.1 15.2 15.3		





Section A

Homework 1: Magazines (Media L

Task 1

Fill in the appropriate words provided in the correct space below.

	coverlines	cover story	masthead	puffs	sell-line
a)	The magazi	ne title, designed	d and displayed o	on the front page	e, is known as t
b)	A from its cor		a short sentence	that is the to p	gain interest an
c)	Α	<u> </u>	short, catchy t	itle that directly	relates to articl
d)	issue ii	are referenced.	titles/excerpts fr	om articles foun	nd in that issue t
e)	Theelse on the	page to draw att	is the main story cention to it.	on the front pa	ge. This will usu
f)	the cover, f		small pieces of ir on. Usually offe		•
g)	Phrases use	ed to catch the re	eader's attention	are known as	

Task 2

Annotate the following key words on the magazine cover provided:

coverline cover story masthead pug sell-line



GQ (magazine): © Condé Nast Publications Limited, 2019

NSPECTION COPY



INSPECTION COPY

Exam-style question: Explore how magazine conventions work together to convince Select five conventions that you think are most relevant. Use the cover below to pro-

SET PRODUCT



GQ (magazine): © Condé Nast Publications Limited, 2019





Homework 2: Magazines (Represe

Task 1

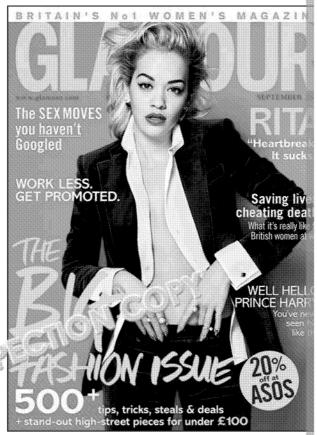
Fill in the words provided in the correct spaces below.

	Construction	Mediation	Selection
	: This i	s concerned with	n what has been
media product; this is a	chieved through the co	ombination and	exclusion of ele
	· This i	rane way i media	a text is nieced to
consumers. In magazine			•
	· This i	s the process th	at avarything g
product least of	nsumers. It takes in	•	
	ced by the media own		

Task 2

Annotate representation elements that represent the readers' interests featured

UNSEEN PRODUCT



Glamour (magazine): © Condé Nast Publications Limited, 20

ZSPECHON COPY



INSPECTION COPY

Explain how the use of selection and construction represents a stereotypical view to the information featured on the cover of *Glamour* magazine.

Write one paragraph on selection, and one paragraph on construction. Each paragraph

When constructing your answer, consider the following:

- Selection: What content/issues have been chosen? How does this reflect fen
- Construction: How is the information presented to the reader on the front co that the editor may feel are more important or interesting to readers over ot

***************************************		<u> </u>
	ect\013	
Fig.		

•••••		

••••••		

•••••		EO?
	-ection	······································
	1875	



Homework 3: Newspapers (Media I

headline

imprint

Task 1

byline

Fill in the appropriate words provided in the correct space below

caption

L		*	i
a)	The correct	terminology to 1	reference the title of the article is
b)	The		normally consist of the name of the author
c)	Α		is a small paragrar' ் ் வ rmation that sum
	for the artic		Cy,
d)	The descrip	tion of or addition	rate) Lext provided to an image is known as th

cross heads

- e) A ______ is the enlarged and specifically placed spoken is done ak up the story and encourage the reader to continue.
- f) _____ are extracts from the main text, used to break u important and enticing information that is featured in the story.
- g) The additional information about the newspaper, including who the publishe contact information, is found in the _______.

Task 2

Identify the list of elements on the following front page by annotating it below.

			, 0	 	
Byline	Kicker	Mast	head	Headline	Cap



Cummings accuses PM of lying over No 10 party





Box overal, account filter over a filter of the control of the Commonwealth of the prison received on the prison of the

UK sending anti-tank weapons to Ukraine

Bass Sabbagh

The carchelingup of migrations are to december to the control of the carchelingup of migrations are to december to the control of the carchelingup of migrations are to december to the control of the carchelingup of the carchelingup

Inquiry launched into Mone over 'VIP lane' deal

powerments contracts to all a factors of the size of t

To YP conjunction (Conjunction (Conjunction

to falling in the later actions of the company, and the lothering is available logic entertainment of the Commissions could be for involvement in presenting the PPE Medipor, heading it follows the Commissions of these parties of the Londe code, which is

The Guardian: © The Guardian Media Group, 2022

NSPECTION COPY



Identify the pull quote and cross head in this article by annotating it below.

UNSEEN PRODUCT

In both cases, the alleged wrongdoing was exposed by US authorities and rowatchdogs - a situation that the head of eurozone banking supervision, Danis was "very embarrassing" as it showed weaknesses in European oversight.

European finance ministers discussed how to strengthen the EU oversight at an informal meeting in April and are likely to address the topic again in regular monthly meetings later on Thursday and on Friday, as part of discussions on banking rules reform three EU officials told Research

The Maltese bank had been a concern for eur supervisors, an ECB o the december of the december

"EU states — e the it e existing anti-money laundering provisions are not su the lite a right reporting discussions held by EU states' envoys last week in the lite a right reporting discussions held by EU states' envoys last week in

Banks are free to move capital across EU states and beyond, but checks on laundering and other financial crimes remain largely a national competence - EU authorities say could hamper controls and create financial stability risks.

Read: Money used to set up Pilatus Bank from 'oriminal proceeds'

The recent banking troubles in smaller member states have strengthened the who want to enhance EU oversight powers, overcoming long-standing resistar capitals to relinquish national competence on this.

Some states are calling for a new body to be set up to counter money launds while others favour the idea of giving more power to one of the existing EU fregulators, like the European Banking Authority.

Read: MEPs slam Pilatus Bank in letter to European Banking Authority

A less bold option would entail a tighter application of existing anti-money lawhich have been overhauled several times in past years, with the latest reformapplied by 2020, officials said.

One of the options on the table could be agreed upon before an EU leaders December, officials said.

Revoke licences in case of money laundering - report

The talks follow a letter sent by the EU Commission to the bloc's financial re the EU executive urged better cooperation against money laundering to avoid detrimental effects on the financial soundness of individual institutions," the

Times of Malta: © Allied Newspapers Limited, 2018



ZSPECTION COPY





Homework 4: Newspapers (Repres

Task 1

Research the following newspapers, and gain insight and understanding of each to

Title	Style: Broadsheet, Tabloid, Mix	Politics: Left, Right, Centre	Social Cl Upper, N Worki
Daily Express			
Daily Mail		M.C.	
Daily Mirror	NSPE-		
Daily Star			
The Daily Telegraph			
The Guardian			
The Independent			
The Sun			
The Times			

NSPECTION COPY



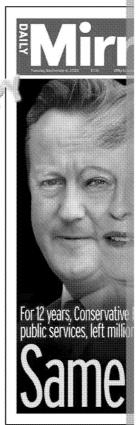


Compare the two front pages below and use their content to arrive at their politic representation of politics.

UNSEEN PRODUCT







Daily Express: © Northern and Shell Media / Trinity Mirror, 2022

Daily Mir

Daily Mail	L
Political allegiance:	Political allegiance:
Pro-Conservative	
Appeal:	Appeal:
	Explicitly appealing to
	n -Conservative
Image:	Image:
Image:	
709	
Text:	Text:
Layout:	Layout:



Exam-style question: Compare how Boris Johnson is represented in the two front *The Guardian* is one of the set products that you may be assessed on in the exam.

UNSEEN PRODUCT





Cummings accuses PM of lying over Noo 10 party

No 10 party

Research Cummings has some the PM of Barbanes accused to the PM o

UK sending anti-tank weapons to Ukraine

Our Suidenge

Define and accord policy Basic has begin according these with any light and task emposis response to the constitution than every before the formal design. The east desting up of addition of control as the Kinn Street a step up though deployand overing forces (and Sections against a Street and Sections against the section of the control and the most little or the section.

The Sun: © News UK, 2018

The Guardian:

Subhead Text	In
The Sun	Τ
'BORIS Johnson has split with long-suffering wife	'The prime minister, B
Marina Wheeler after she accused him of cheating on	Dilyn, through St Jame
her again'	e terday'



Homework 5: Advertising (Media I

slogan

tag line

Task 1

ad campaign

Fill in the appropriate words provided in the correct space below.

layout

	4		

- a) A print advert is made up of several design elements brought together to cre these elements are placed is commonly refer ed to the _____
- b) ______ is anoth _____ is a to describe the stylised printing o
- c) A/An _____ is a systematic way of promoting a product o differe s of media.
- d) In advertising, _____ is a way of directing promotional mail identified audience.
- e) While both are typically short and memorable phrases associated with an orga/an ______ is used for more long-lasting effects in comand a/an ______ is often utilised for the campaign of

Task 2

Annotate the following key words on the magazine cover provided:

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	r	r	r	T
				1
ad copy	· brand	company	: product	į
			p	1





Volkswagen Advertisement: © Volkswagen, 2013

# ZSPECHON COPY



Explain in your own words how the keywords identified work towards convincing

## Keyword **Explanation** Ad copy Brand Company **Product** Fam. Slogan Tag line

## NSPECTION COPY





## **Homework 6: Advertising (Repres**

## Task 1

Fill in the blank spaces with the correct words from the following list:

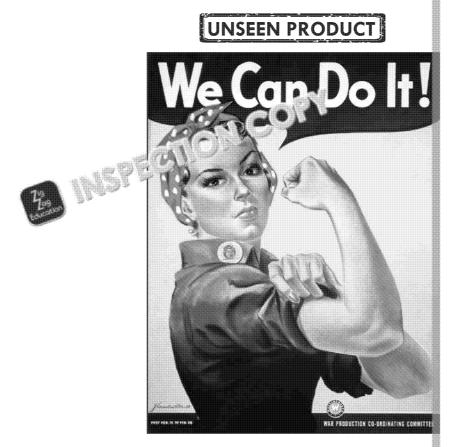
aimed	alienated	attract
common	diversity	traditional
nurturing	historical	plays
reinforcing	roles	aligns
targeting	NHS 111	value

1.	Gender is represented in both a fix a acts for the exam. In the Quality
	(a) are represented to show the (b)
	role role and women in 1950s society. This is a good way of includin
	(c) context in the exam. The NHS 111 advert
	(d) role. This challenges (e) gender ste
	caregiving primarily with mothers.
2.	Age also (a) a significant role in the represent
	The <b>(b)</b> advert shows two women in their mid
	considered to be the prime age for women to (c)
	for (d), the man is in his early thirties with his
	the NHS understands that caregiving is a <b>(e)</b> responsibilit
_	
3.	Social class is a (a) form of representation in
	being presented is more likely to <b>(b)</b> people f
	Therefore, it would be counterproductive to have an advert for a produc
	at middle-class women to feature someone from high society: this would
	men and women feel (d) frum the product. Th
	(e)
4.	The ty he advert is not (a) diverse. A
	were ple of diverse ethnic backgrounds, especially from former color
	them. British advertising primarily targeted a white, middle-class audien
	norms and expectations of the time. The NHS 111 advert features a blac
	prominently showcases (c) and inclusivity. This repres
	the NHS's commitment to serving all communities and acknowledges the
	caters to.

## NSPECTION COPY



Explore the representation of gender in these two unseen adverts from the 1940s was perceived during this time. You may choose to annotate the images with you this page to write down your answers in brief.



## UNSEEN PRODUCT



## ASPECTION COPY



## NSPECTION COPY

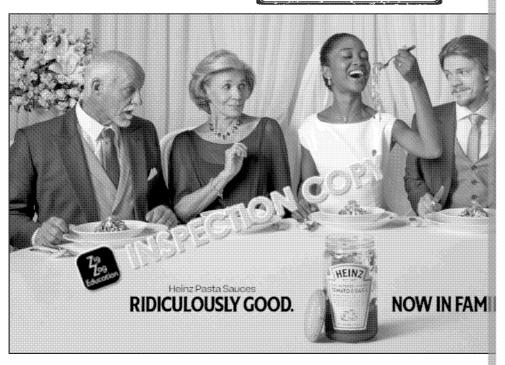
**Exam-style question:** Explore the representation of ethnicity and gender in the se unseen product (Heinz Pasta Sauces). [25 marks]

## SET PRODUCT



'NHS 111': © NHS England, 2023

## UNSEEN PRODUCT



'Heinz Pasta Sauces | Family Portraits': © Heinz, VML Spain, 20



Preview of Questions Ends Here	
Preview of Questions Ends Here  This is a limited inspection copy. Sample of questions ends here to avoid students prev questions before they are set. See contents page for details of the rest of the resource.	
This is a limited inspection copy. Sample of questions ends here to avoid students prev	
This is a limited inspection copy. Sample of questions ends here to avoid students prev	

## Homework 11

### Task 1

		PSB				Com
UK	<ul> <li>BBC</li> </ul>	Radio 1 ●	BBC Radio	3 •	Absolute Radio	S
Example			BBC Radio		11100 1 111	• H
Feature 1		eliant on such			ng and sponsorships a e to their main fundi	
Feature 2	public. W	hile commer			fil certain programmi o have regulations th	

### Task 2

Stages of Production	Example of Activity	esert Island Discs-re
Pre- production	Researching and selecting guests Planning the interpolation of econical econical econical securing music licensing	<ul> <li>Gur cs ler in: The production team le. e.g. David Beckham, Malala You wusic clearance: The BBC obtains right ensure they can be played legally.</li> <li>Interview preparation: The host, currethe guest's life and prepares relevant of Scheduling and logistics: The team booremote recording if needed.</li> </ul>
Production	<ul> <li>Setting up microphones and sound equipment</li> <li>Conducting the interview</li> <li>Recording voice-overs and transitions</li> <li>Playing music clips</li> </ul>	<ul> <li>Interview recording: The guest discuss choosing each track.</li> <li>Music playback: Short clips of each song</li> <li>Presenter's narration: Lauren Laverne guides the conversation.</li> <li>Technical oversight: Sound engineers eliminate background noise.</li> </ul>
Post- production	<ul> <li>Editing</li> <li>Mixing and balancing audio levels</li> <li>Finalising music segments and fades</li> <li>Adding intro/outro music</li> </ul>	<ul> <li>Editing for length: The BBC team trims broadcast slot.</li> <li>Cleaning audio: Removing pauses, bac polished final cut.</li> <li>Final music adjustments: Ensuring smaland music clips.</li> <li>Adding intro/outro: The iconic Desert at the beginning and end.</li> </ul>
Broadcasting	<ul><li>Uploading to platforms</li><li>Broadcasting</li><li>Promoting</li></ul>	<ul> <li>Uploading the episode to platforms (B</li> <li>Broadcasting on BBC Radio 4 Sunday n</li> <li>Promoting via social media and press</li> <li>Creating transcripts or written summa</li> </ul>

### Task 3: Students are to be allocated the following marks:

Band	Students must demonstrate knowledge and understanding of the media a
4	10–12 marks Excellent and detailed knowledge of the radio industry and regulation Excellent and detailed references to the set product Confident and correct use of appropriate terminology
3	7–9 marks Good and accurate knowledge of the radio inductry of direction Good and appropriate references to the last root. Consistent and correct use of appropriate cerminology
2	Satisfactory and regulation Satisfactory and regulation Satisfactory references to the set product and regulation connections of appropriate terminology
1	Basic knowledge of the radio industry and regulation Basic references to the set product Basic use of terminology
	<b>0 marks:</b> No attempt at a response. Answer not worthy of credit.

Indicative answer: The content suggested is in no way exhaustive and credit should be aw students: Students should link the elements of the uses and gratifications theory with the service broadcasters. An excellent answer would detail the fact that the uses and gratificate as early as 1944; therefore, it is plausible that the established responsibilities of public ser inspired by this theory. Students should then dedicate parts of their essay to explaining help (entertainment, social interaction, self-identification and education) can be linked to radic Island Discs as a PSB radio programme.

# NSPECTION COPY



## Homework 12

## Task 1

Mass audiences are made of large and diverse groups of people. While they have individuof audience is brought together by a general fondness for mainstream and popular media Niche audiences are made up of small, much more select groups of people with particular smaller, niche audiences are much more dedicated to the type of content which interests considered to be more influential.

### Task 2

Desert Island Discs appeals to mass audiences through its universal themes of music, story By featuring a wide range of guests – from celebrities to influential figures – it attracts list which creates a broad appeal.

Niche audiences may listen for specific guests of the acceptance the different song choice with the philosophical aspect of selecting the condition different life events.

Task 3

Band	Sti pust demonstrate knowledge and understanding of the media and its
	10–12 marks
4	Excellent and detailed knowledge of radio audiences in relation to set product
-	Excellent and detailed understanding of radio audiences in relation to set produ
	Extensive and relevant references to active audience theory, and appropriate to
	7–9 marks
3	Good and accurate knowledge of radio audiences in relation to set product
3	Good and appropriate understanding of radio audiences in relation to set produ
	Clear and consistent references to active audience theory, and appropriate terr
	4–6 marks
2	Satisfactory and mostly accurate knowledge of radio audiences in relation to se
	Satisfactory understanding of radio audiences in relation to set product
	Satisfactory references to active audience theory, and appropriate terminology
	1–3 marks
1	Basic knowledge of radio audiences in relation to set product
-	Basic understanding of radio audiences in relation to set product
	Basic, if any, reference to active audience theory, with basic use of terminology
0	0 marks
١	No attempt at a response. Answer not worthy of credit.

**Indicative answer:** The content suggested below is in no way exhaustive and credit should made by students.

Passive audiences do not engage. But radio audiences have always been known to engage making them active audiences according to Stuart Hall. Ways audiences can actively engaletters to broadcaster, complaints to regulator, online message to ds, social media. List with each other, relating to guests' stories and music c' ox s b erently, and reflecting or themes explored in the show, reinforcing or c' b b in personal values.



# NSPECTION COPY



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This is a limited inspection	copy. Sample of answers	ends here to stop studer	
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