



# Topic Tests for GCSE Eduqas

## Component 1: Exploring the Media

Fifth Edition, October 2025

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# Teacher's Introduction

This resource is for use with Eduqas GCSE Media Studies (C680QS) Component 1. There are 14 tests in total which relate to the set products for assessment from 2027.

Pages from this resource which are relevant to the set products for assessment in **2026** can be found in the appendix at the end of the resource.

The tests can be used to monitor the progress of students throughout the course and to provide regular informed feedback on progress and learning for the teacher and students, and for reporting to parents/carers. The tests can be used as end-of-topic texts, revision quizzes, exam preparation or homework.

The tests are engaging and help to consolidate learning, giving students the opportunity to practise applying their knowledge. A range of question styles has been used to expose students to different types of question and to give variety in the activities, as well as providing practice questions in an exam-style format.

Each topic test uses a range of question styles:

- Each topic test starts with factual multiple-choice, tick-box and **short-answer questions**, testing **factual knowledge** and **key vocabulary**. This ensures that core fundamental ideas for each topic are understood by the student. These questions allow weaker students, and students who don't enjoy extended writing tasks, to test and show their knowledge.
- Questions then increase in difficulty, including **medium-length knowledge, explanation and analysis** questions. These questions are not in exam style; their purpose is to test different elements, knowledge and skills from the specification in a variety of styles.
- At the end of each topic test there are also **exam-style questions**, requiring longer answers. This helps to prepare students for what they might meet in the exam, and to test exam skills.

Mark allocations and answers are provided, which are useful for peer- and self-assessment as well as for providing you, as the teacher, an opportunity to assess students' strengths and weaknesses in order to inform the teaching and learning process.

*October 2025*

**Fifth Edition, October 2025**

This resource has been updated in line with specification changes to set products for exams from 2027.

## **Selected Pages Only**

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This sample shows a limited selection of pages.

**Specification overview table**

This table can be used to identify which areas you are teaching and select the appropriate tests. Each test is worth a total of 45 marks\*, and will take approximately 45 minutes. Some tests may take slightly longer, depending on the content covered by that test.

| Topic test | Topic test title                                   | Set                         |
|------------|--|-----------------------------|
| 1          | Marketing and Advertising – Media Language         | Quality Standard            |
| 2          | Marketing and Advertising – Representation         | Quality Standard            |
| 3          | Film Marketing – Media Language and Representation | <i>The Man with No Name</i> |
| 4          | Film – Industries                                  | <i>No</i>                   |
| 5          | Magazines – Media Language                         | <i>Vogue</i> (July)         |
| 6          | Magazines – Representation                         | <i>Vogue</i> (July)         |
| 7          | Newspapers – Media Language                        | <i>The Guardian</i> (3)     |
| 8          | Newspapers – Representation                        | <i>The Guardian</i> (3)     |
| 9          | Newspapers – Industries                            |                             |
| 10         | Newspapers – Audiences                             |                             |
| 11         | Video Games – Industries                           |                             |
| 12         | Video Games – Audiences                            |                             |
| 13         | Radio – Industries                                 | <i>Deser</i>                |
| 14         | Radio – Audiences                                  | <i>Deser</i>                |

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# Student Progress Grid

Students should complete the relevant sections of this grid before and after every progress and identify any areas for further study.

| Topic test number | Topic                                      | Set products                                       |                    |                   |                | Score out of 45 | Not very confident |
|-------------------|--|--|--------------------|-------------------|----------------|-----------------|--------------------|
|                   |  |  | Not very confident | Average confident | Very confident |                 |                    |
| 1.                | Marketing and Advertising – Media Language | Quality Street; NHS 111                            |                    |                   |                |                 |                    |
| 2.                | Marketing and Advertising – Representation | Quality Street; NHS 111                            |                    |                   |                |                 |                    |
| 3.                | Film Posters                               | <i>The Man with the Golden Gun; No Time to Die</i> |                    |                   |                |                 |                    |
| 4.                | Film Industries and Audience               | <i>No Time to Die</i>                              |                    |                   |                |                 |                    |
| 5.                | Magazines – Media Language                 | <i>Vogue; GQ</i>                                   |                    |                   |                |                 |                    |
| 6.                | Magazines – Representation                 | <i>Vogue; GQ</i>                                   |                    |                   |                |                 |                    |
| 7.                | Newspapers – Media Language                | <i>The Guardian; The Sun</i>                       |                    |                   |                |                 |                    |
| 8.                | Newspapers – Representation                | <i>The Guardian; The Sun</i>                       |                    |                   |                |                 |                    |
| 9.                | Newspapers – Industries                    | <i>The Sun</i>                                     |                    |                   |                |                 |                    |
| 10.               | Newspapers – Audiences                     | <i>The Sun</i>                                     |                    |                   |                |                 |                    |
| 11.               | Video Games – Industries                   | Fortnite / Pokémon Go                              |                    |                   |                |                 |                    |
| 12.               | Video Games – Audiences                    | Fortnite / Pokémon Go                              |                    |                   |                |                 |                    |
| 13.               | Radio – Industries                         | <i>Desert Island Discs</i>                         |                    |                   |                |                 |                    |
| 14.               | Radio – Audiences                          | <i>Desert Island Discs</i>                         |                    |                   |                |                 |                    |

Before completing the topic test

After completing the topic test

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## 2. Marketing and Advertising – Representation

Q1. Define the term 'patriarchy'.

.....

Q2. Find and correct two errors in the sentences.

Quality Street challenged the idea that only the poor could afford luxury items so  
Street were presented as luxury chocolates at an expensive price.

Q3. Circle either 'True' or 'False' for each of the sentences below.

- a) The NHS 111 advert is funded by the UK government using public money. **True / False**
- b) The NHS 111 advert uses a clear and simple message to ensure it is easy for a diverse audience. **True / False**

Q4. Tick three statements that describe common stereotypes of men.

- a) Men are secondary carers for children
- b) Men are unprepared in domestic/medical tasks
- c) Men are less nurturing and lack the empathy required to comfort and care for a sick child
- d) Men often seek medical advice for others
- e) Men are only interested in caregiving

Q5. Define the term 'dominant ideology'.

.....

Q6. Identify two social groups that are under-represented in **both** the Quality Street and the NHS 111 advert.

- a) .....
- b) .....

Q7. Give two examples of ways in which the Quality Street advert presents a message.

- a) .....
- b) .....

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Q8. Look at the Quality Street advert. Draw lines to link the labelled boxes to the image. Then briefly explain how each social class is represented in the Quality Street advert.

The **upper class** are represented as...

The **middle class** are represented as...



Quality Street: © Alamy stock photo, 1998

Q9. Look at the image of the man in the NHS 111 advert. Label three ways in which the man has been constructed to represent him as ordinary.



Q10. Identify three current social contexts which are reflected in the NHS 111 advertisement.

- a) .....
- b) .....
- c) .....

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Q11. How far do you think the NHS 111 advert challenges stereotypes?

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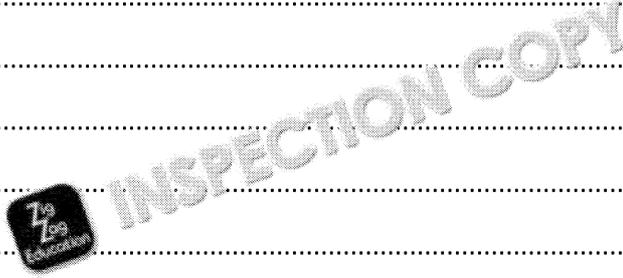
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Q12. Can today's audiences respond to the Quality Street advert in the same way as in 1956? Explain why / why not.

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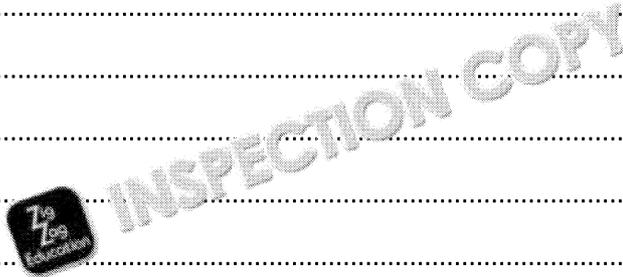
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## 2. Marketing and Advertising – Representation

Q1. Define the term 'patriarchy'.

Q2. Find and correct two errors in the sentences.

Quality Street challenged the idea that only the poor could afford luxury items so  
Street were presented as luxury chocolates at an expensive price.

Q3. Identify if the sentences below are 'True' or 'False'.

- a) The NHS 111 advert is funded by the UK government using public money.
- b) The NHS 111 advert uses a clear and simple message to ensure it is easy to understand for a wide audience.

Q4. Choose the three statements that describe common stereotypes of men.

- a) Men are secondary carers for children
- b) Men are unprepared in domestic/medical tasks
- c) Men are less nurturing and lack the empathy required to comfort and care for a sick child
- d) Men often seek medical advice for others
- e) Men are only interested in caregiving

Q5. Define the term 'dominant ideology'.

Q6. Identify two social groups that are under-represented in **both** the Quality Street and NHS 111 advert.

Q7. Give two examples of ways in which the Quality Street advert presents a message.

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Q8. Look at the Quality Street advert. Briefly explain how each social class is represented in the advert: upper, middle and lower middle class.



Quality Street: © Alamy stock photo, 19

Q9. Look at the image of the man in the NHS 111 advert. Label three ways in which he has been constructed to represent him as ordinary.



Q10. Identify three different social contexts which are reflected in the NHS 111 advertisement.

Q11. How far do you think the NHS 111 advert challenges stereotypes?

Q12. Can today's audiences respond to the Quality Street advert in the same way as in 1956? Explain why / why not.

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## **Preview of Questions Ends Here**

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

# Answers

## 1. Marketing and Advertising – Media Language

- Q1. 1956 [1]
- Q2.
  - Commercial campaign should be public health campaign [1]
  - Promote exclusive healthcare products should be promote access to free urgent care [1]
  - Raise profits should be help reduce pressure on emergency services [1]
- Q3. b) Medium shot [1]
- Q4. A question / a mystery / a narrative hook / a puzzle / a dilemma [1]
- Q5. a) It is set in a clinical waiting room that is set out to look like a bedroom, creating a contrast for the reader [1]  
b) at home / in a living room / in a front room [1]
- Q6. Any three from: [3]-+  
  - Positive language
  - Persuasive language
  - Pack shots / product images
  - Details about the product
  - Logo
  - Tag line
  - Repetition
  - Attractive models/characters
  - Attractive colours
  - Close-up images of aspects of the product
  - Brand identity
- Q7. c) ... and he is using NHS 111 to get advice and support. [1]
- Q8. 1 mark for an appropriate word/phrase; 1 mark for an appropriate explanation of why it is used:  
  - Delicious [1] – to reinforce the key quality of the product / to emphasise how good the product seem more appealing [1]
  - Toffee/chocolate [1] – to reinforce the nature of the product / to make the product more appealing [1]
  - Mackintosh's Quality Street [1] – to reinforce the brand/product name / to make the name more memorable [1]
- Q9. Serif  
1 mark for any of the following or similar:  
  - Old-fashioned/traditional
  - Elaborate/ornate
  - FormalSans serif  
1 mark for any of the following or similar:  
  - Modern
  - Clean/minimal
  - Friendly/informal
- Q10. a) rich, strong, bright [1]
- Q11. 1 mark for an appropriate description of the colour palette; 1 mark for an appropriate explanation of why it is used:  
Soft, muted, and clinical tones (greys, whites, light blues). These colours create a calm and professional atmosphere that helps to build trust in the healthcare message. The palette is also reflective of the NHS brand, using professional tones to connote reliability, care and authority.
- Q12. 1 mark for each appropriate explanation, such as: [4]  
  - a) Responsibility / concern / emotional care
  - b) Vulnerability / innocence / comfort
  - c) Familiarity / real-life setting / everyday care
  - d) Supportive tone / reassurance / urgency

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- Q13. 1 mark for each aspect of composition identified; 1 mark for each appropriate explanation or similar: [6]
- Man in the centre – men are more important than women / men are the breadwinners / sweets / men control the resources (the sweets) / the man can choose from two women
  - A woman either side of the man – the women like a man who has sweets / the man has to choose between them / the women are prepared to kiss the man / the chocolates are very nice / men are more important than women / buying sweets to kiss you
  - Framed picture above the man – the gold frame gives him a ‘halo’ effect, making the framed picture acts as a contrast to the modern people below, but shows the man is a traditional figure
  - Sweets in the centre – makes them seem more important / central to the narrative / symbolism links the sweets to male sexuality
  - Main image above the text – to hook the reader in / the large, dominant, central image encourages audiences to read the text below to answer the enigma

- Q14. 1 mark for correctly identifying the character type; 1 mark for an appropriate justification or similar: [4]
- a) The father. He takes action to help his child, showing initiative and responsibility / he is central to the narrative
  - b) The man in the suit. He is central to the composition / he controls the resources / his ‘dilemma’, placing him at the centre of the narrative

- Q15. Up to 12 marks for an appropriate answer. Each bullet point below may be worth 2 marks for an explanation / if enough examples have been given from the adverts. Answers should refer to theory and of some contexts, such as:

Genre theory

Genres change over time in response to changing contexts. For example:

Changes in technology:

- Modern advertising makes use of high-resolution photography, clean digital design, as seen in the *NHS 111* advert
- Older adverts like *Quality Street* relied on hand-drawn illustrations, limited colour palettes and flat-based design due to the print limitations of the 1950s

Changes in society:

- Representations of people in adverts reflect changing values. In *Quality Street* through romanticised, patriarchal imagery (a man choosing between two women), while the *NHS 111* advert reflects a more realistic portrayal of a father making informed healthcare decisions
- Health consciousness has become a major social issue. In the 1950s, *Quality Street* reflected societal aspirations for luxury and indulgence, while the *NHS 111* advert reflects modern concerns about health access and responsible care choices
- The *NHS 111* advert features a calm, relatable image and minimal text, respecting the viewer's time and preferring simple, direct messaging
- The tone of *NHS 111* is serious and informative, reflecting a shift towards public health education rather than product persuasion
- Advertisers today are more attentive to diverse representation, and public health scenarios rather than the idealised or exclusive imagery often seen in earlier advertising

How do any generic conventions of adverts stay the same. For example:

- All adverts aim to influence audience behaviour: *Quality Street* encourages indulgence, while *NHS 111* encourages responsible action (phoning for health advice instead of visiting a GP)
- Each uses a central image to engage the viewer. The *Quality Street* advert uses a hand-drawn illustration, while the *NHS 111* advert uses a realistic photo of a father and child
- Both adverts use text to support their message: *Quality Street* uses descriptive text to highlight the ‘delicious dilemma’, while *NHS 111* uses the direct slogan *Get to the help you need*

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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.