

A LEVEL MEDIA STUDIES

COMPONENT 3

Cross-Media Production

MEDIA PRODUCTION BRIEFS FOR ASSESSMENT IN 2025

**AVAILABLE ONLY TO CANDIDATES ENTERING THE WJEC EDUQAS
QUALIFICATION ACCREDITED BY OFQUAL**

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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 cross-media production, **applying your knowledge and understanding of the theoretical framework** (media language, representation, media industries, 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 cross-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. The cross-media production must be conceptualised as a complete package of interrelated products in two forms, reflecting the nature of the contemporary media and the importance of different platforms in distributing, and enabling audiences to access, the media.

You should undertake preparatory work to develop your understanding of the theoretical framework in relation to your intended production, which could include:

- 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, and 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 and conveys viewpoints and ideologies.
- Research into how the industry context (the media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues etc.) impacts on a production. Research into the ways in which media industries use digital convergence across different platforms – how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identification of 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. Identification of examples from similar products analysed. Research into audience responses to, and interaction with, media products.
- Secondary research – academic theoretical research appropriate to A Level to develop understanding and support analysis.
- Primary audience research such as focus groups research prior to completion of production work.

You should also **plan** your production work carefully to ensure that you apply your understanding of the theoretical framework to the media production. The planning work may include:

- A pitch or treatment for the cross-media production, considering the convergence of the products in two forms and how they will be interrelated, but also distinct, to engage the intended audience in different ways.
- A project plan including a timeline and the planned use of, for example, resources, equipment etc.
- Planning documents appropriate to the forms/products 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 and intentions 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 the theoretical framework to the production and target the intended audience. This is a compulsory component of the non-exam assessment and you must complete the statement of aims and intentions in **Section B of the coversheet** (provided on the Eduqas website) using approximately 500 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**, i.e., 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 cross-media production must be **your own, original work**, i.e., 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.

You should create different material (such as images, footage, or written text) for each cross-media production task. Images/sections of written text must not be repeated in the cross-media production.

CROSS-MEDIA PRODUCTION BRIEFS 2025

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

Select **ONE** brief from the four options below. You must complete Task 1 **AND EITHER** Task 2(a) **OR** Task 2(b) for your chosen brief.

Brief 1: Television		
Details of brief	Task 1: Audio-visual	Production must include as a minimum
<p>A cross-media production for a new television programme in a factual or fictional genre (or subgenre/ hybrid) of your choice.</p> <p>Create an audio-visual sequence from a new television programme and associated online or print materials to promote the same programme.</p> <p>You should create a cross-media production that is an international co-production from a UK broadcaster (such as the BBC or ITV) and an overseas partner (such as AMC or the Seven Network). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create a sequence from your television programme where a new character or participant is introduced.</p> <p>Length: 2 minutes 30 seconds – 3 minutes.</p>	<p>The sequence must construct representations of at least one social group and include the following:</p> <ul style="list-style-type: none"> • A scene where a character or participant appears onscreen for the first time; this can be from any part of any episode of the series • Two or more filming locations, both appropriate to the chosen genre • At least three different characters or participants (at least one of whom should be introduced onscreen for the first time in the sequence) • Construction of narrative enigma, disruption, conflict or resolution, appropriate to the sequence • Wide range of camera shots, angles and movement, appropriate to the chosen genre • Diegetic sound (including dialogue) and non-diegetic sound (such as a soundtrack or sound effects) • Editing of footage and sound, including continuity editing

Brief 1: Television

Details of Brief	Task 2(a): Online*	Production must include as a minimum
<p>A cross-media production for a new television programme in a factual or fictional genre (or subgenre/ hybrid) of your choice.</p> <p>Create an audio-visual sequence from a new television programme <u>and</u> associated online <u>or</u> print materials to promote the same programme.</p> <p>You should create a cross-media production that is an international co-production from a UK broadcaster (such as the BBC or ITV) and an overseas partner (such as AMC or the Seven Network). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create a new functioning website to promote your television programme to its target audience in the UK.</p> <p>This must include:</p> <ul style="list-style-type: none"> • A working homepage <p>Plus either:</p> <ul style="list-style-type: none"> • A ‘Characters’ or ‘Participants’ page <p>Or:</p> <ul style="list-style-type: none"> • An ‘Episodes’ page <p>Length: 2 pages, including 30–45 seconds of embedded audio or audio-visual material related to the topic.</p> <p>* Online options: Candidates are not required to create websites through programming languages such as HTML. It is acceptable for candidates to use web design software or templates in the online options. However, candidates must be responsible for the design of the website and all content (such as written text/language, images, audio-visual material) must be original.</p>	<p>Your online production must construct representations of at least one social group and include a minimum of 5 original images, as well as audio or audio-visual material as detailed below.</p> <p>Homepage:</p> <ul style="list-style-type: none"> • Original title and tagline for the programme • Brief blurb to promote the series • Menu bar including non-working links to other pages and social media sites • One working link to another page from the website (see below) • Original images that establish the programme’s narrative/location/topic and/or characters/presenters/participants <p>Working link to <u>one</u> page from the website, either:</p> <ul style="list-style-type: none"> • A ‘Characters’ or ‘Participants’ page, introducing at least three different characters, accompanied by appropriate images <p>Or:</p> <ul style="list-style-type: none"> • An ‘Episodes’ page, giving details of at least three episodes from the series, accompanied by appropriate images <p>These pages must include:</p> <ul style="list-style-type: none"> • Written text that introduces the narrative/themes/issues or characters/presenters/participants of the programme (approximately 200 words in total) • 30-45 seconds of original audio or audio-visual material embedded into one of the pages: a ‘Going Global’ sequence, including an interview with a member of on-screen cast or backstage crew about how the television programme appeals to its audience in both the UK and its non-UK country (audio-visual material must include dialogue or narration; it must not just be a sequence of footage set to music)

Brief 1: Television

Details of Brief	Task 2(b): Print	Production must include as a minimum
<p>A cross-media production for a new television programme in a factual or fictional genre (or subgenre/ hybrid) of your choice.</p> <p>Create an audio-visual sequence from a new television programme <u>and</u> associated online <u>or</u> print materials to promote the same programme.</p> <p>You should create a cross-media production that is an international co-production from a UK broadcaster (such as the BBC or ITV) and an overseas partner (such as AMC or the Seven Network). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create:</p> <ul style="list-style-type: none"> • A double-page feature article from a new UK magazine to promote your television programme • A promotional poster for your television programme to be displayed in the non-UK country <p>Length: 3 pages</p>	<p>Your print production must construct representations of at least one social group and include a minimum of 5 original images as detailed below.</p> <p>Double-page feature article (or extract from a longer article):</p> <ul style="list-style-type: none"> • Feature article (approximately 300 words) previewing the new television programme • Headline and standfirst • Column layout appropriate for a magazine • An outline of the topic/narrative • Interview with at least one actor, presenter or participant • Details of where and when the programme can be watched in the UK • One main image and additional images appropriate to the programme (all original and different from the images in the promotional poster); these may include ‘stills’ from the programme, but should differ from the images in the audio-visual sequence • At least one pull quote • Page numbers should appear on each page <p>Promotional poster:</p> <ul style="list-style-type: none"> • Original title for the television programme and tagline • At least one main image (original and different from the feature article) • An element of narrative, such as conflict or enigma • Non-UK broadcaster logo • Release date in the non-UK country

Brief 2: Magazines

Details of Brief	Task 1: Print	Production must include as a minimum
<p>A cross-media production for a new magazine in a genre (or subgenre) of your choice.</p> <p>Create original print pages for a new magazine and associated online or audio/audio-visual material to promote the same magazine.</p> <p>You should create a cross-media production for a publishing organisation that operates internationally (such as Hearst or Condé Nast). Your cross-media production should target a mainstream audience of 18–35 year olds with an interest in your chosen genre.</p>	<p>Create:</p> <ul style="list-style-type: none"> • A front cover for a UK edition of your magazine • A front cover for an edition of the magazine in another country • A double-page feature article from either of these issues <p>Length: 4 pages</p>	<p>Your print production must construct representations of at least one social group and include a minimum of 6 original images as detailed below.</p> <p>Each front cover:</p> <ul style="list-style-type: none"> • Original title and masthead for the magazine • Strapline • Cover price and barcode • Original main cover image appropriate to the genre (additional original images may be included if appropriate); the front cover should include an image of at least one person (each edition should feature a different cover model) • A lead cover line relating to the main image • At least three additional cover lines • Note: no images or cover lines should be repeated across the two front covers <p>Double page feature article (or extract from a longer article):</p> <ul style="list-style-type: none"> • Article on a topic or issue appropriate to the genre of magazine and target audience, approximately 400 words in length and relating to a cover line on the front cover • Headline, standfirst and by-line • Column layout appropriate to the genre • One main image and additional smaller/minor images (all original and different from the images on the covers); these should be captioned and credited • At least one pull quote and/or a sidebar containing additional information relevant to the main article • Page numbers should appear on each page

Brief 2: Magazines

Details of Brief	Task 2(a): Online*	Production must include as a minimum
<p>A cross-media production for a new magazine in a genre (or subgenre) of your choice.</p> <p>Create original print pages for a new magazine <u>and</u> associated online <u>or</u> audio/audio-visual material to promote the same magazine.</p> <p>You should create a cross-media production for a publishing organisation that operates internationally (such as Hearst or Condé Nast). Your cross-media production should target a mainstream audience of 18–35 year olds with an interest in your chosen genre.</p>	<p>Create a new functioning website for your new magazine.</p> <p>This must include:</p> <ul style="list-style-type: none"> • A working homepage • One linked page to an online feature article on a topic or issue relevant to the chosen genre of the magazine <p>The website can be for either the UK or non-UK version of the magazine.</p> <p>Length: 2 pages, including 30–45 seconds of embedded audio or audio-visual material related to the topic.</p> <p>* Online options: Candidates are not required to create websites through programming languages such as HTML. It is acceptable for candidates to use web design software or templates in the online options. However, candidates must be responsible for the design of the website and all content (such as written text/ language, images, audio-visual material) must be original.</p>	<p>Your online production must construct representations of at least one social group and include a minimum of 5 original images and audio or audio-visual material as detailed below.</p> <p>Homepage:</p> <ul style="list-style-type: none"> • Original title banner, including title and logo for the magazine • Menu bar including non-working links to other relevant sections and social media sites • One working link to another page from the website (see below) • At least six non-working links to articles on the website, of which at least three must be accompanied by a short description and appropriate images (all original and different from the print magazine) <p>Working link to <u>one</u> further page from the website:</p> <ul style="list-style-type: none"> • One online feature article (or extract from a longer article) on a topic or issue relevant to the genre of magazine (this must be different from the main feature article in the print product) • This article/extract should be approximately 200 words in length and include a headline, a by-line and at least 2 appropriate images (all original and different from the images on the homepage and print product) <p>These pages must include:</p> <ul style="list-style-type: none"> • 30-45 seconds of original audio or audio-visual material on a relevant topic, embedded into one of the pages: either an interview with someone featured in the magazine or a tutorial, demonstrating an activity featured in the magazine (audio-visual material must include dialogue or narration; it must not just be a sequence of footage set to music)

Brief 2: Magazines

Details of Brief	Task 2(b): Audio/Audio-visual	Production must include as a minimum
<p>A cross-media production for a new magazine in a genre (or subgenre) of your choice.</p> <p>Create original print pages for a new magazine and associated online or audio/audio-visual material to promote the same magazine.</p> <p>You should create a cross-media production for a publishing organisation that operates internationally (such as Hearst or Condé Nast). Your cross-media production should target a mainstream audience of 18–35 year olds with an interest in your chosen genre.</p>	<p>Create a sequence from either a podcast or YouTube channel video, produced by your magazine, about the launch of the non-UK version of the magazine.</p> <p>Length: 2 minutes – 2 minutes 30 seconds</p>	<p>The sequence must construct representations of at least one social group.</p> <p>Podcast:</p> <ul style="list-style-type: none"> • Introduction/overview of the item by the presenter • Interview with the editor of the non-UK version of the magazine • Introduction in a studio setting and footage in at least one other location, such as an international office of the magazine or a photoshoot • A range of audio elements (including dialogue, voiceover, a sound bed and/or jingle) • Editing of sound <p>OR</p> <p>YouTube channel video:</p> <ul style="list-style-type: none"> • Introduction/overview of the item by the presenter • Interview with the editor of the non-UK version of the magazine • Introduction in a studio setting and footage in at least one other location, such as an international office of the magazine or a photoshoot • A range of camera shots and angles • Editing of footage and on-screen graphics

Brief 3: Film Marketing		
Details of Brief	Task 1: Print	Production must include as a minimum
<p>A cross-media production to market and promote a new film in a genre (or subgenre/hybrid) of your choice.</p> <p>Create print marketing materials for a new film and associated online or audio/audio-visual material to promote the same film.</p> <p>You should create a cross-media production for a film studio that is part of a global conglomerate (such as Columbia Pictures or New Line Cinema). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p> <p><i>The cross-media production must not include a complete short film, film sequence or trailer.</i></p>	<p>Create:</p> <ul style="list-style-type: none"> • A theatrical release poster for the UK • A theatrical release poster for another country • A DVD, Blu-ray or 4K Blu-ray sleeve for the UK, comprising a front cover, back cover and spine <p>Length: 4 pages (note: the DVD, Blu-ray or 4K Blu-ray sleeve counts as two pages)</p>	<p>Your print production must construct representations of at least one social group and include:</p> <ul style="list-style-type: none"> • A minimum of six original images in total • At least two different locations for photography • At least three different characters <p>UK and non-UK theatrical release posters:</p> <ul style="list-style-type: none"> • Original title and tagline • At least one main image (original and different from the images on the other poster and DVD/Blu-ray/4K Blu-ray sleeve) • An element of narrative, such as conflict or enigma • Production company logo • Release date • Quotations from critics/reviews from the relevant country • Billing block (UK poster only) • Note: the designs and images of each poster should be different <p>DVD/Blu-ray/4K Blu-ray front cover:</p> <ul style="list-style-type: none"> • Original title for the film • One main image (original and different from the images on the spine, back cover and posters) • Age rating • Names of director and key actors <p>DVD/Blu-ray/4K Blu-ray spine:</p> <ul style="list-style-type: none"> • Original title • Production company logo • Age rating <p>DVD/Blu-ray/4K Blu-ray back cover, including text totalling approximately 200 words:</p> <ul style="list-style-type: none"> • At least one main image (original and different from the images on the front cover and posters) • Three ‘thumbnail’ images depicting different scenes/characters from the film • Promotional ‘blurb’ for the film, including reference to narrative disruption • Billing block • Production company logo • Age rating • Technical information

Brief 3: Film Marketing

Details of Brief	Task 2(a): Online*	Production must include as a minimum
<p>A cross-media production to market and promote a new film in a genre (or subgenre/ hybrid) of your choice.</p> <p>Create print marketing materials for a new film <u>and</u> associated online <u>or</u> audio/audio-visual material to promote the same film.</p> <p>You should create a cross-media production for a film studio that is part of a global conglomerate (such as Columbia Pictures or New Line Cinema). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p> <p><i>The cross-media production must not include a complete short film, film sequence or trailer.</i></p>	<p>Create a new functioning website to promote your film to its target audience.</p> <p>This must include:</p> <ul style="list-style-type: none"> • A working homepage <p>Plus either:</p> <ul style="list-style-type: none"> • A ‘Characters’ page <p>Or:</p> <ul style="list-style-type: none"> • A ‘News’ page <p>Length: 2 pages, including 30–45 seconds of embedded audio or audio-visual material related to the topic.</p> <p>* Online options: Candidates are not required to create websites through programming languages such as HTML. It is acceptable for candidates to use web design software or templates in the online options. However, candidates must be responsible for the design of the website and all content (such as written text/ language, images, audio-visual material) must be original.</p>	<p>Your online production must construct representations of at least one social group and include a minimum of 5 original images (different to those in the print materials) and audio or audio-visual material as detailed below.</p> <p>Homepage:</p> <ul style="list-style-type: none"> • Menu bar including non-working links to other relevant sections and social media sites • One working link to another page from the website (see below) • One main original image to promote the film • Original title and tagline for the film • Brief synopsis of the film, including reference to narrative enigma or conflict <p>Working link to <u>one</u> page from the website:</p> <p>Either:</p> <ul style="list-style-type: none"> • A ‘Characters’ page introducing at least three different characters, accompanied by appropriate images <p>Or:</p> <ul style="list-style-type: none"> • A ‘News’ page, with at least three posts in the run-up to the release of the film, accompanied by appropriate images <p>These pages must include:</p> <ul style="list-style-type: none"> • 30-45 seconds of original audio or audio-visual material related to the film, embedded into one of the pages: either interview with an actor about the première or a news item promoting the film • Written text to promote the film (approximately 200 words in total and different from the text on the DVD/Blu-ray/4k Blu-ray sleeve) <p><i>The media production must not include a complete short film, film sequence or trailer.</i></p>

Brief 3: Film Marketing

Details of Brief	Task 2(b): Audio/Audio-visual	Production must include as a minimum
<p>A cross-media production to market and promote a new film in a genre (or subgenre/ hybrid) of your choice.</p> <p>Create print marketing materials for a new film <u>and</u> associated online <u>or</u> audio/audio-visual material to promote the same film.</p> <p>You should create a cross-media production for a film studio that is part of a global conglomerate (such as Columbia Pictures or New Line Cinema). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p> <p><i>The cross-media production must not include a complete short film, film sequence or trailer.</i></p>	<p>Create a sequence from a new podcast or YouTube channel video to promote the film to its target audience.</p> <p>Length: 2 minutes – 2 minutes 30 seconds</p>	<p>The sequence must construct representations of at least one social group.</p> <p>Podcast (audio) sequence must include:</p> <ul style="list-style-type: none"> • Introduction/overview of the item by a presenter • An interview with at least one contributor to the film, such as an actor, director or producer, including discussion of the film’s global appeal • Recording in a studio setting and at least one other location (such as on location on the film set or a première) • A range of sound (including voiceover, dialogue, a sound bed and/or a jingle) • Editing of sound <p>OR</p> <p>YouTube channel video (audio-visual) sequence must include:</p> <ul style="list-style-type: none"> • Introduction/overview of the item by a presenter • An interview with at least one contributor to the film, such as an actor, director or producer, including discussion of the film’s global appeal • Filming in a studio setting and at least one other location (such as on location on the film set or a première) • A range of camera shots and angles • Editing of footage and on-screen graphics <p><i>The cross-media production must not include a complete short film, film sequence or trailer.</i></p>

Brief 4: Music Marketing

Details of Brief	Task 1: Audio-visual	Production must include as a minimum
<p>A cross-media production for a new artist or band in a popular genre (or subgenre/hybrid) of your choice.</p> <p>Create an original music video <u>and</u> associated online <u>or</u> print material to promote the same artist or band.</p> <p>You should create a cross-media production for a record label that is part of a global conglomerate (such as RCA Records or Parlophone Records). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create an original music video to promote your artist or band.</p> <p>Length: 3 minutes – 3 minutes 30 seconds. <i>Longer tracks may be edited or faded out to meet the required length.</i></p> <p><i>You may use an existing song for your music video (this does not need to be royalty-free), but the song must not have an existing official music video.</i></p>	<p>Your music video must construct representations of at least one social group and include:</p> <ul style="list-style-type: none"> • Two or more filming locations appropriate to the chosen genre, such as a studio, rehearsal or live performance setting, and other locations to establish the narrative • A wide range of camera shots, angles and movement • A range of shots of the artist or band to establish a clear image/identity • Performance footage (rehearsal and/or live), lip-synched appropriate to the chosen popular genre • Clear structure with an element of narrative (such as enigma, conflict, resolution or character types) to visually interpret the lyrics • Editing of original footage to the music track • Graphics depicting the name of the fictional artist or band and title of the track

Brief 4: Music Marketing

Details of Brief	Task 2(a): Online*	Production must include as a minimum
<p>A cross-media production for a new artist or band in a popular genre (or subgenre/hybrid) of your choice.</p> <p>Create an original music video <u>and</u> associated online <u>or</u> print material to promote the same artist or band.</p> <p>You should create a cross-media production for a record label that is part of a global conglomerate (such as RCA Records or Parlophone Records). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create a new functioning website to promote your artist or band to its target audience.</p> <p>This must include:</p> <ul style="list-style-type: none"> • A working homepage <p>Plus, either:</p> <ul style="list-style-type: none"> • An ‘International Tour Diary’ page <p>Or:</p> <ul style="list-style-type: none"> • A ‘Global Inspiration’ page <p>Length: 2 pages, including 30–45 seconds of embedded audio or audio-visual material related to the topic.</p> <p>* Online options: Candidates are not required to create websites through programming languages such as HTML. It is acceptable for candidates to use web design software or templates in the online options. However, candidates must be responsible for the design of the website and all content (such as written text/ language, images, audio-visual material) must be original.</p>	<p>Your online production must construct representations of at least one social group and include a minimum of 5 original images and audio or audio-visual material as detailed below.</p> <p>Homepage</p> <ul style="list-style-type: none"> • Band or artist’s name • Menu bar including non-working links to other relevant sections and social media sites • One working link to another page from the website (see below) • Main image plus other images (all original) to establish the identity/image of the artist or band and promote the music • Brief biography of the artist or band <p>Working link to <u>one</u> further page from the website:</p> <p>Either:</p> <ul style="list-style-type: none"> • An ‘International Tour Diary’ page detailing the artist’s or band’s thoughts and experiences on tour, covering at least two different countries <p>Or</p> <ul style="list-style-type: none"> • A ‘Global Inspiration’ page detailing how a location (or locations) outside the UK has influenced the artist or band <p>These pages must include:</p> <ul style="list-style-type: none"> • Written text promoting the band or artist and their music (approximately 200 words in total) • 30–45 seconds of original audio or audio-visual material embedded into one of the pages: an interview with the artist/band discussing preparing for a live performance (audio-visual material must include dialogue or narration; it must not just be a sequence of footage set to music)

Brief 4: Music Marketing

Details of Brief	Task 2(b): Print	Production must include as a minimum
<p>A cross-media production for a new artist or band in a popular genre (or subgenre/hybrid) of your choice.</p> <p>Create an original music video <u>and</u> associated online <u>or</u> print material to promote the same artist or band.</p> <p>You should create a cross-media production for a record label that is part of a global conglomerate (such as RCA Records or Parlophone Records). Your cross-media production should target a mainstream global audience of 18–35 year olds.</p>	<p>Create:</p> <ul style="list-style-type: none"> • An international tour poster • A double-page feature article from a new British newspaper’s weekend supplement about the artist or band trying to become successful outside the UK <p>Length: 3 pages</p>	<p>Your print production must construct representations of at least one social group and include at least 5 original images in total.</p> <p>International tour poster:</p> <ul style="list-style-type: none"> • At least one image (different from the images in the newspaper article) • Name of artist or band • Name of tour • Tour dates • Information about where to buy tickets • Social media links <p>Double-page feature article from a new British newspaper’s weekend supplement (or extract from a longer article):</p> <ul style="list-style-type: none"> • Headline and stand-first • Feature article (approximately 200 words) on the artist or band’s attempting to ‘break into’ another country • An interview with the artist or band • Column layout appropriate for a newspaper’s weekend supplement • One main image and additional smaller/minor images (all original and different from the images on the poster); these may include photographs of the artist/band on the music video set, but ‘stills’ from the music video must not be used • At least one pull-quotation • A running header and page numbers

EDUQAS A LEVEL MEDIA STUDIES COMPONENT 3 PRODUCTION BRIEFS FOR ASSESSMENT IN 2025

NOTES FOR GUIDANCE

GUIDANCE REGARDING DATA PROTECTION

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

GENERAL GUIDANCE ON THE BRIEFS

Learners are assessed on their ability to apply knowledge and understanding of the theoretical framework to the cross-media 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:

- Generic codes and conventions of the chosen forms and genre
- The industry context
- The specified audience
- The requirements for length and number of pages
- The detailed requirements to include in the chosen brief
- Ensuring that there are clear and coherent links between the different elements of the cross-media production: learners should research interrelated products (for example a television programme and its website) and use the findings about the links between them to inform their own work

Learners need to realise all elements of the brief – simply including the list of minimum requirements does not automatically constitute top band work.

Learners should research the relevant regulatory requirements and ensure that their work is appropriate to the industry and audience context specified in the brief. **Centres should guide their learners to research and produce work that is age-appropriate for the learners' own age group as well as for the specified audience demographic.**

Representations

Learners are required to include representations of social groups 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 include images of people in their production. Learners should be guided to consider this requirement when choosing their genre, especially in relation to the magazine brief.**

It is perfectly acceptable for learners to construct representations of people of different ages using their peers; for example, a classmate might play the part of an older character, model or singer. The assessed learner should construct the representation by, for example, scripting any dialogue appropriately, using appropriate dress codes and directing the performer to use appropriate gesture codes.

Industry

Learners should create a product that is suitable for the specified industry context. Learners will have gained an understanding of the ways in which the industry and production context impact on media products through their Component 1 and 2 studies. Researching products that have been created by the companies stated in the briefs will also benefit learners.

Audience

Learners must adhere to the audience specified in the brief. The 2025 briefs stipulate an audience of **18–35 year olds** and the content must be suitable for all ages in this range. Learners should be guided to consider what is appropriate for this demographic, by researching similar products that target this age group. Furthermore, there is a **global** aspect to all audiences, meaning learners must research and consider how to appeal to audiences from beyond the UK.

For the purposes of these briefs, the Channel Islands and Isle of Man should be treated as part of the UK audience as media aimed at the UK typically includes the Crown Dependencies. Therefore, the non-UK audience should be outside the UK, Channel Islands and Isle of Man.

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, i.e. 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.

Avoiding Repetition of Material in the Cross-Media Production

Candidates **should not use exactly the same image, piece of footage or text more than once in their cross-media production.** While it is accepted that this sometimes happens in actual media practice and therefore learners may encounter it in their research into comparable media products, repetition of material should be avoided for the purposes of this assessment. Learners need to create a clear ‘house style’ and show an interrelationship between the products, but the content in each part of the cross-media production must be different. However, it is permissible for learners to film footage or take photographs for both products at the same time. For example, the ‘behind the scenes’ footage for a television website could be filmed on the same ‘shoot’ as the main sequence.

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 must be for outline sizing purposes only. As detailed in the Specification (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 originality in layout and design.

All Online Elements of the Cross-Media Briefs

Audio-visual material must be moving image footage rather than, for example, a slideshow of still images, GIFs or animated banners. Learners should create original material relevant to the cross-media production and include a voiceover or dialogue, not just create a sequence of footage set to music. The audio or audio-visual material should be clearly relevant and anchored to the page in which it is embedded. Learners should consider the construction of mise-en-scène and ensure that it is appropriate to the topic or content.

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

A cross-media production for a new television programme in a factual or fictional genre (or subgenre/hybrid) of your choice.

Create an audio-visual sequence from a new television programme and associated online or print materials to promote the same programme.

You should create a cross-media production that is an **international co-production from a UK broadcaster** (such as the BBC or ITV) **and an overseas partner** (such as AMC or the Seven Network). Your cross-media production should target a **mainstream global audience of 18–35 year olds**.

An international co-production (often referred to as simply as co-production) is a television programme jointly commissioned by broadcasters from two different countries. This *Radio Times* article from 2017 at radiotimes.com/tv/drama/british-drama-global-budgets-how-co-productions-are-changing-the-way-tv-gets-made gives a good overview of the concept, with examples.

To fulfil this brief, one of the broadcasters should be from the UK (such as the BBC or ITV), while the other should be from another country. The example overseas partners given in the brief are AMC (from the US) and the Seven Network (from Australia). Learners have a free choice of which broadcasters to use, though should research to ensure their chosen broadcasters engage in international co-productions. One of the broadcasters can be a content-producing streaming-only service (such as Netflix); most of these are from the US, though learners should carry out their own research.

Examples of international co-productions involving UK broadcasters include *This Is Going to Hurt* (BBC and AMC), *Humans* (Channel 4 and AMC), *Mrs Biggs* (ITV and the Seven Network)¹. There are many others and learners should research programmes from their own broadcasters.

Note that the one programme should be produced to be shown in both countries. It should **not** be a programme where two different versions of the same format are shown in the different countries.

The learner's co-production may be produced in-house by the broadcasters chosen or produced by an independent production company or companies. Learners should be guided by their research.

The television programme should be produced in the English language. Print work should be created in English. The non-UK poster (Task 2(b)) may be an exception and in a foreign language,

¹ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

though a translation into English should be provided either on the coversheet or via a separate file uploaded with the learner's work.

It is not necessary for the television programme to have an international cast, though it could do so.

The brief specifies **a mainstream global audience of 18–35 year olds**. Learners should target this audience carefully, considering the age range, mainstream demographic and how it will appeal globally (at a minimum, to audiences in both the UK and chosen non-UK country).

Learners could be encouraged to use the **knowledge and understanding gained in Component 2** to prepare for this brief. Analysing the set television products is an ideal starting point for learners to understand the conventions of the form, as is studying the websites and other related products. They must then undertake independent research. It will benefit learners to analyse products from the same industry context and targeting the same audience as detailed in the brief. 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.

Television Brief – Task 1: Audio-Visual

Create a sequence from your television programme where a new character or participant is introduced.

The sequence should show a new character or participant on screen for the first time. The character may have been referred to before, but this should be the first time they are seen by the audience.

The sequence could be from the first episode of the television series or a later one.

In fictional genres, it is common for new characters to be introduced throughout the narrative. Learners should analyse examples of when characters are introduced. The Component 2 television programmes could provide a useful starting point for this.

New participants are also regularly introduced in non-fiction genres. For example, documentaries will often reveal new people involved with the topic being discussed, while reality programmes often introduce new participants.

If preferred and supported by research, the sequence can be of a character or participant being introduced at the very beginning of the first episode of the programme.

Learners should carefully consider the representation that is constructed for the character or participant being introduced. They should plan how to achieve this through the media language employed.

Although the focus is on a new character or participant being introduced, other characters or participants will also feature in the sequence.

Television Brief – Task 2(a): Online

Create a new functioning website to promote your television programme to its target audience in the UK.

The website should include the UK broadcaster's logo, but the design and layout of the website should be original, designed by the learner. Learners should not 'copy' the standard BBC or ITV website layout.

The **linked page** must be either a 'Characters'/'Participants' page (which may be renamed appropriately, such as 'Contestants') or an 'Episodes' page. Learners should adhere to the minimum requirements of the brief and ensure that the page includes the appropriate images and written text stipulated. The page should offer further information to enhance the audience's experience of the website and understanding of the programme. In order to avoid repetition of material, the images used should not be 'stills' from the audio-visual sequence, but the photographs could be taken at the same locations as the filmed sequence.

The **audio-visual content** for the website must include a 'Going Global' sequence, including an interview with a member of the on-screen cast or backstage crew. It must include dialogue or narration; it must not just be a sequence of footage set to music. Learners should research this type of sequence to ensure that they adhere to relevant codes and conventions.

The 'Going Global' sequence could be filmed on location at one of the locations where the audio-visual sequence is filmed. The interview may be filmed 'on location' or in a studio setting and should include a discussion of how the television programme appeals to a global audience.

Television Brief – Task 2(b): Print

Create a double-page feature article from a new UK magazine to promote your television programme and a poster for your television programme to be displayed in the non-UK country.

The **double-page feature article** should come from a **new** magazine. Although an entertainment magazine is a likely choice for this task, the magazine may be in any genre that would feature an article about the television programme. This magazine may have a wider audience than the television programme but should still encompass the programme's target market.

The article itself should be a feature previewing the new television programme.

Learners should carefully research double-page feature articles by analysing existing examples. They should take particular care to ensure their own double-page feature article reflects the layout and design conventions (such as column layout).

Learners should:

- Research existing magazines' double-page feature articles, which will help them identify the specific codes and conventions that they need to apply

- Ensure the feature article includes all of the required elements and adheres to conventions (for example, of layout and design) of the chosen genre
- Pay particular attention to the layout and conventions of double page feature articles, for example the use of images and their relation to the text and how representations are constructed (therefore, images of people must be used), and research existing examples to identify the techniques used to construct character and narrative appropriately for this type of product
- Ensure they include the other requirements listed in the brief
- The double-page spread should be presented with the pages side-by-side

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 300 words and clearly notify the reader that the article continues on further pages of the publication.

The **promotional poster** should promote the television programme in the country of the non-UK broadcaster.

Learners should carefully consider how this poster appeals to the audience in the non-UK country. This may include, for example, a focus on locations or characters that would appeal more outside the UK.

The format of the poster (portrait, landscape, ratio etc.) should reflect the learner's research.

If the learner has produced a programme that would be dubbed or subtitled in the non-UK country, then the poster may be in a foreign language, though a translation into English should be provided either on the coversheet or via a separate file uploaded with the learner's work.

BRIEF 2: MAGAZINES

A cross-media production for a new magazine in a genre (or subgenre) of your choice.

Create original print pages for a new magazine and associated online or audio/audio-visual material to promote the same magazine.

You should create a cross-media production for a **publishing organisation that operates internationally** (such as Hearst or Condé Nast). Your cross-media production should target a **mainstream audience of 18–35 year olds** with an interest in your chosen genre.

The magazine produced should be in a defined genre. This could be related to (for example) a hobby, entertainment genre or interest. The ‘lifestyle’ genre is acceptable for this brief.

In order to construct representations, it is important that learners carefully choose a genre that features people heavily. Although many magazines with few representations of people do exist, these genres do not allow learners to fully access the assessment criteria and should be avoided.

Learners should produce a magazine that publishes different versions in two different countries, one of which should be the UK. Examples of such magazines include *Vogue*, *Elle*, *Harper’s Bazaar*, *Cosmopolitan*, *Glamour*, *GQ*, *Good Housekeeping*, *The Week* and *Wired*².

The **industry context is a major publishing organisation that operates internationally.** Learners have some choice in the type of **mainstream** product they create. Learners should research major publishing organisations and their products, before deciding which genre of magazine they wish to create. Research into the chosen publisher will enable learners to understand the industry context more fully. The media packs for their magazines, for example, are a rich source of useful information. There are suggested publishing organisations in the briefs but these are not prescriptive and learners may choose to research other mainstream publishers and their publications.

The cross-media production must be aimed at an **audience of 18–35 year olds with an interest in the chosen genre.** Learners must also consider how the audience will be targeted in the UK and the other country.

Learners should be encouraged to use the **knowledge and understanding gained in Component 2** to prepare for this brief. Analysing the contemporary set print and online magazines, although they are produced outside the commercial mainstream, will enable learners to understand the conventions of magazines and how these products target audiences. This can be used as a starting point for learners’ independent research into appropriate magazines. Research into existing products from their chosen publisher, that target a similar audience, will enable learners to apply media language appropriately and construct representations.

Most publishers’ websites contain information about their brands and target audiences:

² These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

- hearst.co.uk
- condenast.com

Magazines Brief – Task 1: Print

Create a front cover for a UK edition of your magazine, a front cover for an edition of the magazine in another country and a double-page feature article from either of these issues.

Learners should carefully consider how the UK and non-UK versions of their magazine appeal to the audiences in each country.

For example, the US edition of *Vogue* has a winter digital edition cover featuring the internationally famous Usher, but with a focus on American football that is likely to appeal to its target market. Similarly, the French *Elle* from 14 December 2023 features Léa Drucker, an actor far more famous in France than the rest of the world, as its cover star (learners are reminded they should invent their own cover stars).³

Learners should ensure that their magazine constructs a brand identity across the various pages. It is also usual for magazines to have a consistent brand across countries, though learners should be guided by their research.

Learners need to apply their understanding of the theoretical framework by constructing representations of at least one social group in the print work.

Each country's version of the magazine should feature unique images and content, with no repetition. The editions could be from the same time of year or different times of year.

Front Covers:

- Through their research learners should explore how the front cover uses media language, including images, language, mode of address and visual codes, to construct representations
- The cover should include an image of at least one person
- The front cover should include a strapline, a subheading or slogan that is usually found at the top of the magazine's front cover and sums up the identity and ideology of the publication (for example, *Close*'s strapline is 'Celebs... and So Much More'⁴)
- Learners should also ensure they include the other requirements listed in the brief
- **No images or content should be repeated across the two front covers**
- If the non-UK edition of the magazine is in a foreign language, an English translation of all text should be provided either on the coversheet or via separate file uploaded with the learner's work

Double-Page Feature Article:

- The double-page feature article may be from either the UK or non-UK version of the magazine,

³ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

⁴ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

but should be from the same edition as the relevant cover

- It is recommended that the main image in the feature article and at least some of the smaller images in the feature article include people to ensure that learners fulfil the assessment criteria
- The double-page spread should include a substantial article of approximately 400 words relating to a topic or issue relevant to the magazine genre
- It should develop from one of the cover lines on the front cover, and representation of at least one social group should be constructed through the images and written text
- The column layout should be appropriate to the genre – different mainstream magazines might be laid out in different ways, but learners should be guided by findings from their research to ensure the layout is appropriate
- It is acceptable for learners to create an extract from a longer article. If this is the case, they must meet the above requirements within the 400 words and clearly notify the reader that the article continues on further pages of the publication
- Images must be captioned and credited; it is acceptable for all images to be treated collectively in a single caption and credit (the name of the photographer must be included – although the learner is the actual photographer, their real name may be avoided to protect their personal data)
- Learners should also ensure they include the other requirements listed in the brief
- The double-page spread should be presented with the pages side-by-side
- If the non-UK edition of the magazine is in a foreign language, a translation of all text English should be provided either on the coversheet or via separate file uploaded with the learner's work

Magazines Brief – Task 2(a): Online

Create a functioning website for your new magazine.

The website can be for either the UK or non-UK version of the magazine.

If the non-UK magazine website is in a foreign language, a translation of all text into English should be provided either on the coversheet or via a separate file uploaded with the learner's work.

Learners should carefully consider how the website for the magazine continues their magazine's brand identity and appeals the target market in its country. Learners need to apply their understanding of the theoretical framework by constructing representations of at least one social group on the website pages.

Homepage:

- The brief requires learners to create an original title banner on the website homepage, which should include the title/masthead of the magazine and maintain the house style of the print work (the banner might also include an image, but this is not a requirement)
- The menu bar linking to other relevant pages should reflect the style and brand identity of the magazine and link to the print edition
- The homepage should include non-working links to at least six different articles, all of which should include text and at least three of which should be accompanied by images; it is acceptable for all the links to be accompanied by images if learners' research suggests this is appropriate

- Learners should also ensure they include the other requirements listed in the brief

Feature Article Page:

- This should be a detailed piece of approximately 200 words, using an appropriate layout informed by research
- It should explore a topic or issue relevant to the genre of magazine, different from the print article, but it could develop from one of the other front cover lines
- Representations of at least one social group should be constructed
- 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 200 words and clearly notify the reader that the article continues on further pages of the magazine website
- Learners should also ensure they include the other requirements listed in the brief.

Audio/Audio-Visual Material on a Relevant Topic:

- This must be either an interview with someone featured in the magazine or a tutorial, related to one of the articles in the print or online magazine
- Learners can use this opportunity to demonstrate the cross-media element of the brief by making links between their magazine front cover (from the same country) and the online content, reflecting their research
- Learners are advised to pay attention to the mise-en-scène to ensure that this is appropriate to the content
- Learners should also ensure they include the other requirements listed in the brief.

Magazines Brief – Task 2(b): Audio/Audio-Visual

Create a sequence from either a podcast or YouTube channel video, produced by your magazine, about the launch of the non-UK version of the magazine.

The podcast or YouTube channel video should be for the magazine and produced by the same publisher and under the magazine's brand. It should **not** be a podcast or YouTube channel video by a different media producer 'reporting' on the magazine.

The focus should be the launch of the non-UK version of the magazine. Learners might, for example, include details about how the magazine has been adapted for the new country's audience, details of how its content is likely to be popular in the new country or a focus on one of the articles to be featured in the new magazine. It is likely that one of the settings will be in the new country, though this could, of course, be recorded in the UK.

Learners should be encouraged to make links to their Component 1 and 2 studies, prior to completing independent research, for example:

- The study of the radio set product in Component 1 will have developed their understanding of the purpose and conventions of podcasts
- Studying the online set products in Component 2 will have familiarised learners with the use of technical and visual codes and with the conventions of video types.

Learners should research these types of products and adhere to their codes and conventions. It is

acceptable for learners to research podcasts and relevant YouTube channels in general to familiarise themselves with the typical conventions of the form and how the industry context is reflected in the production and then apply their findings to the set genre.

Learners can produce a podcast or a YouTube channel video.

Podcast:

- The podcast must be introduced by a presenter, with consideration given to the mode of address of the presenter in relation to the target audience
- The podcast must include a sound bed and/or jingle: a sound bed is a piece of instrumental music that is played while the presenter is speaking
- A jingle is a short piece of music or sound effect that includes words or a slogan to contribute to the branding of the show
- It is permissible for learners to use existing music for a sound bed or jingle; however, this must be royalty-free
- The words or slogans must be the candidate's own original work (for example, a learner might use a royalty-free piece of music as the background to the jingle but add their own spoken (or sung) slogan over the top; **they must not use a 'found' jingle** from an existing podcast or radio show)
- There are websites that provide free, royalty-free music and sound effects for use in non-commercial projects; if these are used, they must be credited by the learner on the coversheet
- Recording should take place in a studio setting and at least one other location; the studio setting does not need to be a specialist recording studio
- Choosing both indoor and outdoor locations, while not a formal requirement, will allow learners to vary the sound and create interest, for example a 'vox pop' report on location will also include ambient external sound according to the chosen location)
- Learners should also ensure they include the other requirements listed in the brief

YouTube Channel Video:

- The YouTube channel video must be introduced by a presenter, with consideration given to the mode of address of the presenter in relation to the target audience
- The YouTube channel video must include editing of footage and on-screen graphics (such as a title)
- It is permissible for learners to use existing music as part of the video; however, this must be royalty-free
- There are websites that provide free, royalty-free music and sound effects for use in non-commercial projects; if these are used, they must be credited by the learner on the coversheet
- Recording should take place in a studio setting and at least one other location; the studio setting does not need to be a specialist television studio
- The two settings should be visually distinct
- Learners should also ensure they include the other requirements listed in the brief

Learners should ensure that the podcast or YouTube channel video features representations of at least one social group. This could be the audience of the magazine, people featured in the magazine or producers of the magazine.

BRIEF 3: FILM MARKETING

A cross-media production to market and promote a new film in a genre (or subgenre/hybrid) of your choice.

Create print marketing materials for a new film and associated online or audio/audio-visual material to promote the same film.

You should create a cross-media production for a **film studio that is part of a global conglomerate** (such as Columbia Pictures or New Line Cinema). Your cross-media production should target a **mainstream global audience of 18–35 year olds**.

The film should be from a production company that is part of a global conglomerate. For example, Columbia Pictures is part of Sony and New Line Cinema is part of Warner Bros. Discovery.

Industry research might also include exploration of factors such as how marketing campaigns are constructed and differentiated for global audiences.

The cross-media production must be aimed at a **mainstream audience of 18–35 year-olds**. Products for a mainstream audience should have popular appeal and are also likely to reflect dominant/mainstream lifestyles, values, and beliefs. Learners should therefore carefully consider their choice of genre, subgenre or hybrid to appeal to this demographic.

Learners should be encouraged to use the **knowledge and understanding gained in Component 1** to prepare for this brief. Analysing the posters (including international posters) and DVD cover for the set product of *Black Panther*, in particular, is a useful starting point for learners to understand the conventions used in the marketing of a mainstream film, as is studying the websites and other related products. They should then undertake broader independent research into the genre of film they have chosen. It will benefit learners to analyse products from the same industry context and targeting the same audience as detailed in the brief.

There should be a clear brand identity across all elements of the production work, which may be reflected through, for example, font styles, the colour palette and language.

Film Marketing Brief – Task 1: Print

Create a theatrical release poster for the UK, a theatrical release poster for another country and a DVD/Blu-ray/4K Blu-ray sleeve for the UK, comprising a front cover, back cover and spine.

Learners must produce two theatrical release posters. One poster should be for the UK and another should be for another country. There should be no repetition in images across the two posters or the DVD/Blu-ray/4K Blu-ray sleeve.

Films' official websites and the Internet Movie Database (imdb.com) often include images of a range of posters for a film, including posters for different countries.

Learners should consider how their posters will target the differing audiences in the UK and another country.

Each poster should include:

- At least one main image: learners should consider the construction of these different images and how they reflect the chosen genre and construct representations of at least one social group
- Elements of narrative: learners should consider how they can reflect the film's narrative through, for example, the language and mode of address and the choice of visual codes
- Unique images (with no replication across products), though it should be clear that both posters are promoting the same film

The orientation and aspect ratio of each poster should be based on learners' research, such as analysing examples of existing posters.

Learners should carefully consider how the non-UK poster appeals to the audience in the non-UK country. This may include, for example, a focus on locations or characters that would appeal more outside the UK.

If the non-UK poster is in a foreign language, a translation of all text into English should be provided either on the coversheet or via separate file uploaded with the learner's work.

The **DVD/Blu-ray/4K Blu-ray** sleeve should be for the UK. It should contain a front cover, back cover and spine **presented as one piece of work**, appropriately sized and formatted, with:

- At least one main image and additional images, including thumbnails.
- Written text totalling approximately 200 words (this total limit covers the blurb and any review comments or details of additional features that learners might include)

Learners should analyse existing DVD/Blu-ray/4K Blu-ray sleeves, to identify codes and conventions. Learners should pay particular attention to the layout and conventions of DVD/Blu-ray/4K Blu-ray sleeves, including the use of thumbnail images and technical information, and research existing examples to identify the techniques used to construct character and narrative appropriate to the chosen genre and for this type of marketing product.

The market for physical media is increasingly focused towards collectors and learners may wish to consider this when producing their work.

Film Marketing Brief – Task 2(a): Online

Create a new functioning website to promote your film to its target audience.

The website produced could be aimed at a worldwide audience for the film or a specific country (either the UK or the country used for the other poster).

Many examples of film websites can be accessed from Sony Pictures' website at

sonypictures.com/movies⁵

Learners must avoid repetition of material – for example, the ‘blurb’ on the DVD/Blu-ray/4K Blu-ray sleeve must not be repeated in the synopsis of the film on the homepage. The website synopsis should focus on briefly summarising the story of the film and establishing the genre/subgenre, while the ‘blurb’ should include a range of appropriate techniques to ‘hook’ the audience, for example enigmas and rhetorical questions. The images used should not repeat those used in the print campaign, but the photographs could be taken at the same locations.

The linked page must be a ‘**Characters**’ or ‘**News**’ page to further promote the film.

A ‘**Characters**’ page should introduce at least three different characters through a combination of text and image profiles. The focus should be on the characters, rather than the actors.

A ‘**News**’ page should contain items that generate hype for the film. It is advised that at least some of the news is focused on characters or actors to ensure representations are constructed.

The website must include audio/audio-visual material: either an interview with an actor about the première or a news item promoting the film. Learners are advised to pay attention to the mise-en-scène and production values to ensure that this is appropriate to the content. Learners should also ensure that representations are created, such as through what the actor says in the interview or a focus on characters in a news item promoting the film.

If any part of the website is in a foreign language, a translation of all text into English should be provided either on the coversheet or via a separate file uploaded with the learner’s work.

Film Marketing Brief – Task 2(b): Audio/Audio-Visual

Create a sequence from a new film podcast or YouTube channel video to promote the film to its target audience.

Learners should research film podcasts and YouTube channels to understand their codes and conventions. Such products take a wide variety of approaches (reviews, discussions, behind-the-scenes etc.); research should allow learners to narrow down the type of podcast or YouTube channel video they wish to create. Learners must ensure that they do fulfil the brief’s requirements (such as two locations), even if the products they research do not.

Podcasts or YouTube channel videos which learners research may include some scenes from the films; learners, however, must avoid the inclusion of film sequences in their own productions in order to meet the requirements.

Podcast:

- The podcast must be introduced by a presenter, with consideration given to the mode of address of the presenter in relation to the target audience

⁵ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

- The podcast must include a sound bed and/or jingle: a sound bed is a piece of instrumental music that is played while the presenter is speaking
- A jingle is a short piece of music or sound effect that includes words or a slogan to contribute to the branding of the show
- It is permissible for learners to use existing music for a sound bed or jingle; however, this must be royalty-free
- The words or slogans must be the candidate's own original work, for example, a learner might use a royalty-free piece of music as the background to the jingle but add their own spoken (or sung) slogan over the top; they must not use a 'found' jingle from an existing podcast or radio show
- There are websites that provide free, royalty-free music and sound effects for use in non-commercial projects; if these are used, they must be credited by the learner on the coversheet
- Recording should take place in a studio setting and at least one other location; the studio setting does not need to be a specialist recording studio
- Choosing both indoor and outdoor locations, while not a formal requirement, will allow learners to vary the sound and create interest, for example a 'vox pop' report on location will also include ambient external sound according to the chosen location
- Learners should also ensure they include the other requirements listed in the brief, including the requirement for an interview with discussion of the film's global appeal

YouTube Channel Video:

- The YouTube channel video must be introduced by a presenter, with consideration given to the mode of address of the presenter in relation to the target audience
- The YouTube channel video must include editing of footage and on-screen graphics (such as a title)
- It is permissible for learners to use existing music as part of the video; however, this **must be royalty-free**
- There are websites that provide free, royalty-free music and sound effects for use in non-commercial projects; if these are used, they must be credited by the learner on the coversheet
- Recording should take place in a studio setting and at least one other location; the studio setting does not need to be a specialist television studio
- The two settings should be visually distinct
- Learners should also ensure they include the other requirements listed in the brief, including the requirement for an interview with discussion of the film's global appeal

It is important that learners remember not to include a complete short film, film sequence or trailer anywhere in their cross-media production. This is to conform to regulatory requirements.

BRIEF 4: MUSIC MARKETING

A cross-media production for a new artist or band in a popular genre (or subgenre/hybrid) of your choice.

Create an original music video and associated online or print material to promote the same artist or band.

You should create a cross-media production for a record label that is part of a global conglomerate (such as RCA Records or Parlophone Records). Your cross-media production should target a mainstream global audience of 18–35 year olds.

Learners undertaking this brief should **create their own music artist/band**. Although they will use a pre-existing song for the music video, all other aspects of the artist should be invented by the learner.

The artist/band learners create should be signed to a **record label that is part of a global conglomerate**. For example, RCA Records is part of Sony and Parlophone Records is part of Warner Music Group (a separate company from Warner Bros. Discovery).

Given the wide range of artists signed to such labels, learners still have a wide choice in the type of artist they create. Learners should research the record labels suggested in the brief and, possibly, other major record labels before deciding which genre of music their artist should perform. Research into these labels will enable learners to understand the industry context more fully; the record labels' websites are a rich source of useful information:

- rcarecords.com
- parlophonerecords.com

The cross-media production must be aimed at a **global mainstream audience of 18–35 year olds**. This does not mean that the artist/band's genre has to be pop, as many other music genres, such as rock and rap, are also very mainstream and will appeal to a broad audience. The global aspect of the brief means the artist or band should appeal to audiences in multiple countries. Learners should research their genre carefully to ensure it is well aimed at their target audience.

Centres should check examples to ensure they are appropriate and guide their learners to research and produce work that is age-appropriate for learners' own age group as well as for the specified audience demographic.

Learners should be encouraged to use the **knowledge and understanding gained in Component 1** to prepare for this brief. Analysing the mainstream set products is an ideal starting point for learners to understand the conventions of the form, as is studying artist/bands' websites and other related products. They must then undertake independent research. It will benefit learners to analyse products from the same industry context and targeting the same audience as detailed in the brief. Learners should pay close attention to the codes and conventions of their chosen genre for both the video and online or print elements.

It is not essential that learners select a track released on the same label as the one their artist/band

will be signed to; however, the video created must be suitable for a mainstream record label and the target audience specified in the brief.

Music Marketing Brief – Task 1: Audio-Visual

Create an original music video to promote your artist or band.

Learners undertaking this brief should **‘invent’ a new artist or band**. For example, they might select a track by an existing artist, but create a new artist/band and persona, using a classmate (or classmates) to perform as the artist/band.

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
- An amateur/fan video, not created/released by the artist/band or record label

Performance footage of the 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(s)
- However, there is no requirement for learners to film a concert or rehearsal in a studio setting
- The performance element might consist of lip synching or playing instruments on location, for example as part of the narrative

Clear structure with an element of narrative to visually interpret the lyrics:

- There is no requirement for learners to create a full narrative as this is not typical of many music videos
- The ‘element’ of narrative might relate, for example, to binary oppositions or character types
- The lyrics might be interpreted literally or metaphorically

Editing of footage to the music track:

- Learners should analyse existing music videos and ensure that their own production adheres to the recognised technical codes and conventions in their chosen genre/subgenre.

Learners are advised to select the genre carefully to ensure that their plans are appropriate and achievable. ‘Studio’ and ‘live’ performance settings could be in the school or college drama studio, or even at home, but learners should use research to inform their decisions. Learners should also use their research to inform the style of video they produce, ensuring that it is appropriate for the industry context.

Music Marketing Brief – Task 2(a): Online

Create a new functioning website to promote your artist or band to its target audience.

The website should be aimed at a worldwide audience.

Learners must not use ‘stills’ from the music video on the website. However, they could take different shots while filming the music video for use on the website; for example, they could take ‘touring’ shots at the same time as performance footage. The images might be ‘stills’ from a concert or publicity photos and could be ‘staged’ in, for example, a centre’s drama studio. There is no requirement for learners to have access to a recording studio or live concert.

The linked page must be an **‘International Tour Diary’ page** or a **‘Global Inspiration’ page**. It should be a combination of written text (totalling approximately 200 words) with accompanying images.

‘International Tour Diary’ Page:

- The artist or group should give information about their tour
- This could be a single diary entry or several entries
- It should detail tour experiences in at least two different countries
- The learner should carefully consider how this page can continue to construct the representation of the artist/band
- It should be written in the first person by the artist or a member of the band

‘Global Inspiration’ Page:

- Here the artist/band should give details about how a location (or locations) outside the UK has inspired their music
- This could focus on an individual song, an album or the artist/band’s entire style
- Discussing these influences provides opportunities for the representation of the artist/band to be enhanced
- It should be written in the first person by the artist or a member of the band

The audio/audio visual material should be an interview with the artist/band discussing preparing for a live performance (this could be a specific performance or just in general). The learner should consider how this audio/audio-visual material can contribute to the construction of representations of the artist/band, for example through language and mode of address, costume, and props where appropriate.

Music Marketing Brief – Task 2(b): Print

Create an international tour poster and a double-page feature article from a British newspaper’s weekend supplement about the artist or band trying to become successful outside the UK.

The **international tour poster** should be for a tour featuring dates around the world. It may also include some dates in the UK.

Learners should research tour posters to establish their codes and conventions. Music magazines are a good source of these.

The poster should construct representations carefully. For example, Corey Taylor’s World Tour 2023 poster at store.coreytaylor.com/products/cmft-world-tour-2023-limited-edition-poster uses a

well-composed central image, dress code, props and stylised title font to help construct a representation and clear sense of genre. Similarly, Olivia Roderigo’s *GUTS* World Tour poster at [instagram.com/p/CxlniEkLt6I](https://www.instagram.com/p/CxlniEkLt6I) uses a striking image and inventive composition to help convey the style and confessional nature of her music.⁶

In order to construct these representations, it is highly recommended that the tour poster includes at least one image of the artist or band. Learners should consider how the representation of the artist or band is maintained across the music videos and posters. They should also consider how to cater for the differing audiences within and outside of the UK.

The **double-page feature article from a British newspaper’s weekend supplement** should be informed by relevant and specific research and be appropriate to the industry context and target audience.

Many newspaper weekend supplements take the form of magazines. Learners should research newspaper weekend supplements to establish their conventions. Examples include ‘Saturday’ (*The Guardian*), ‘You’ (*Daily Mail*), ‘The Times Magazine’ (*The Times*), ‘Fabulous Magazine’ (*The Sun on Sunday*) and ‘Observer Magazine’ (*The Observer*)⁷.

The newspaper article should be for a fictional newspaper. Learners should not directly copy the design or branding of an existing newspaper’s weekend supplement.

The article should focus on the artist or band trying to achieve success outside the UK. It is likely to include some sort of interview with the artist or band, but learners should be guided by their research.

These sorts of articles can take a wide variety of forms, but are often based around interviews with the artist or band. Examples from *The Guardian* and *The Observer* at theguardian.com/music+tone/interviews are a useful starting point for research⁸.

The double-page spread should be presented with the pages side-by-side.

Learners should:

- Research existing newspaper supplement articles like this, which will help them identify the specific codes and conventions that they need to apply
- Ensure the double-page feature article includes all of the required elements and adheres to conventions (for example, of layout and design) of a newspaper’s weekend supplement
- Not use ‘stills’ from the music video in the newspaper; they could, however, take different shots while filming the music video for use in the print work, such as ‘making of’ shots of the video being filmed or take different photographs of the artist or band on location

⁶ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

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⁸ These examples are illustrative. Learners should also undertake their own independent research into products from the specified industry context and targeting a similar audience to that specified in the brief.

- Construct a representation of the artist or band (consistent with the other products produced)

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 200 words and clearly notify the reader that the article continues on further pages of the publication.

APPENDIX A: INFORMATION ABOUT COVERSHEETS

Re. Coversheets for AL, AS and GCSE MEDIA STUDIES COMPONENT 3

1. Revisions to Coversheets

Please note that revised versions of the coversheets are available. These can be used for first submission in 2024.

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.

Please note that previous versions of the coversheets will be accepted in 2024.