

Cambridge TECHNICALS LEVEL 3

Cambridge
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DIGITAL MEDIA

Unit 1

Media products and audiences

R/507/6387

Guided learning hours: 90

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LEVEL 3

UNIT 1: Media products and audiences

R/507/6387

Guided learning hours: 90

Essential resources required for this unit: none

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

Whichever sector of the media you want to work or specialise in, all media institutions work to create products that meet the needs of specific target audiences.

The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. You will therefore learn about the different ownership models in the media industries, and you will learn how to analyse different media products within the sector to understand the fundamentals of how meaning is created for audiences. You will learn about how audiences are categorised, researched and targeted by media producers and how media institutions distribute and advertise their products to audiences.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- where unit content is shown as an e.g. a direct question will not be asked about that example.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>1. Understand the ownership models of media institutions</p>	<p>1.1 the different types of contemporary media ownership and operating models, i.e.</p> <ul style="list-style-type: none"> • explain about the different types of media industries and specialist providers within these industries (i.e. magazines, newspapers, television, film, web, radio, computer games) • compare the difference between private conglomerate structures, independent companies and public service models (i.e. commercial objectives, purpose, audience) • explain how media companies operate (i.e. different parts of a company that contribute to wider production processes, vertical and horizontal integration) • use of synergy and cross-media promotion of media products • explain the different types of job roles in media organisations (e.g. for film – director, camera operator, editor, make-up artist) • explain the production processes behind media products 	<p>Learners will gain an understanding of the different types of media industries and be given examples of specialist providers within each key medium.</p> <p>Learners will gain an understanding of institutions that produce media products and different ownership models should be taught and applied to relevant media products.</p> <p>To fully demonstrate understanding, the learner should be taught ownership models so that institutions, competitors and unique selling points can be investigated in depth.</p> <p>The way in which institutions operate, both internally and externally, within the chosen media sector with companies to cross promote products using synergy and new media technologies will need to be taught. This is so that learners appreciate the full value of how institutions use different areas of their ownership and reach to take products through a full production cycle.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
		<p>Learners will gain an understanding of job roles in the specific case study industry and this will be applied to the institution.</p> <p>The process of producing media products in a given sector will need to be understood so that learners can appreciate the different parts of an institution and how these might work together to support the production of media products.</p>
<p>2. Understand how media products are advertised and distributed</p>	<p>2.1 explain the difference between types of advertising in media industries, i.e., traditional methods and contemporary digital methods</p> <p>2.2 to evaluate how media products are advertised to audiences (i.e. audio-visual (TV adverts, trailers), print, digital (online reviews, pop-up adverts, social media), radio, games)</p> <p>2.3 to evaluate how products are distributed to media audiences (i.e. impact of technological convergence on distribution of media products alongside traditional methods)</p>	<p>Types of advertising methods should be discussed and applied to the product.</p> <p>A full range of contemporary advertising and distribution methods should be taught to learners including digital and social media alongside more established methods so that learners can evaluate current industry practice.</p> <p>It is expected that learners will revisit synergy and the role of cross-media campaigns to create awareness and make the product successful.</p> <p>All ways in which technologies have changed distribution of media products should be discussed and evaluated in the context of audience access; this will be then applied to a specific product by the learner.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>3. Understand how meaning is created in media products</p>	<p>3.1 explain the use and application of production techniques to create media products, i.e.:</p> <ul style="list-style-type: none"> • audio-visual <ul style="list-style-type: none"> ○ mise-en-scène ○ camerawork ○ editing ○ sound • print and web <ul style="list-style-type: none"> ○ layout ○ house style and colour scheme ○ photography techniques ○ captions ○ font styles • audio <ul style="list-style-type: none"> ○ jingles and motifs ○ music ○ sound effects ○ presenters and mode of address <p>3.2 to critically analyse the codes and conventions of media texts and how they contribute to create wider ideas and meaning, i.e.:</p> <ul style="list-style-type: none"> • use of media theory • denotation/connotation • macro concepts, i.e.: <ul style="list-style-type: none"> ○ genre ○ narrative and representation (e.g. how genre conventions have been created, how a story is communicated, how stereotypes have been reinforced or challenged) 	<p>Learners will need to be taught critical analysis skills and product deconstruction within the case study media sector to understand the fundamentals of how meaning is created for audiences. This will involve an understanding of how media language of products is used by producers and learners will apply understanding to a specific media product. For example, with audio-visual media products, learners will be able to analyse meaning behind mise-en-scène elements such as location, props, costume, lighting, colour, camerawork elements such as angles, shot types, movement, composition and framing, editing techniques that include continuity, non-continuity and special effects, and sound/sound editing during production and post-production.</p> <p>Media theory (e.g. genre (Neale, Metz) narrative (Todorov, Barthes) representation (Hall, Perkins), audience (Ang, McQuail, Hall)) should be taught in order to allow learners to fully demonstrate their understanding and skills of analysis.</p> <p>As part of an analysis of codes and conventions, specific reference will need to be paid to analysing codes and conventions of media products and media language.</p> <p>Key concepts such as genre, narrative and representation will need to be taught by the tutor so that connections can be made by the learner between media production and wider messages.</p>

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
4. Understand the target audiences of media products	<p>4.1 to define audience terminology, i.e.</p> <ul style="list-style-type: none"> • mass/mainstream • niche <p>4.2 explain demographic profiles of audiences for media products, i.e.</p> <ul style="list-style-type: none"> • age, gender, ethnic group, location and geodemographics, socioeconomic, sexual orientation, lifestyle and psychographics, (PAMCo data, Radio Joint Audience Research (RAJAR), Broadcasters Audience Research Board (BARB)) <p>4.3 to evaluate how media products meet the requirements of the target audience, i.e.:</p> <ul style="list-style-type: none"> • needs of mainstream and niche audiences (debates about why certain audiences use and interact with products, mode of address). 	<p>The learner will need to be taught how audiences are categorised by media producers based on demographics and they will need to be able to apply their ideas to a specific media product. As part of this, learners should be introduced to organisations that provide an analysis of audiences for media institutions, such as PAMCo (formerly National Readership Survey (NRS)).</p> <p>Learners will need to be taught how and why audiences use media products, which will enable learners to gain an understanding of mass/mainstream, niche and new media audiences. This could be taught from a theoretical perspective (McQuail, Hartley), with learners applying their understanding to a product justifying why audiences engage with media products.</p>
5. Be able to evaluate research data used by media institutions	<p>5.1 to evaluate primary and secondary research methods, i.e.</p> <ul style="list-style-type: none"> • primary research: questionnaires, focus groups, interviews, online surveys • secondary research: use of internet research, books, journals, magazines and newspapers, use of television <p>5.2 explain the purpose of research, i.e.</p> <ul style="list-style-type: none"> • product reach • audience feedback to develop an understanding of needs of mainstream and niche audiences 	<p>Learners will need an understanding of primary and secondary research techniques to provide a fundamental basis of market and audience research techniques. Learners will need to look at examples of research undertaken by media institutions and make links between this and their chosen case study sector</p> <p>Primary research techniques include use of questionnaires with open, closed and multiple choice questions (such as the Likert scale approach) and an investigation of analysis techniques (such as sub sampling, spread sheet analysis). Primary techniques will also include targeted focus groups and interviews that</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> • to gain an awareness of direct competitors • advantages/disadvantages analysis – SWOT/PEST <p>5.3 to analyse audience research, i.e.</p> <ul style="list-style-type: none"> • looking at trends for product development and future market possibilities • data analysis methods and techniques • quantitative and qualitative outcomes • analyse data and look for trends using ranking and scoring methods 	<p>will are used by media producers to gain insight into attitudes towards a product, service or concept</p> <p>Purpose of research should include debates about why certain audiences use and interact with products and how institutions use research to meet the needs of audiences</p> <p>Learners should be taught how to analyse data and look for trends using ranking and scoring methods for both qualitative and quantitative results. This will be completed with a view to aid learners to use the data to inform future promotional and market opportunities (e.g. for film, audience feedback may inform about the potential for a franchise; for print, the movement to digital content)</p>
<p>6. Be able to evaluate legal, ethical and regulatory issues associated with media products</p>	<p>6.1 to evaluate the ethical impact that temporary media products have on their target audiences, i.e.</p> <ul style="list-style-type: none"> • impact and potential effects on audience (e.g. violence debates for film and video, use of social media products and body image debate, the media and moral panics) <p>6.2 to evaluate legal and regulatory issues for media products, i.e.</p> <ul style="list-style-type: none"> • the Role of regulators (ASA, BBFC, Ofcom, IPSO, PEGI) and censorship • self-regulation • use of copyright and intellectual property 	<p>The impact of media products on audiences will need to include an understanding of effects of use/exposure and the learner will apply this to a specific product. This will mean that ‘effects’ debate and media regulation can be discussed with case studies and theory used to support so that learners are fully equipped to not only apply to products but to debate and challenge.</p> <p>Learners will require an understanding of regulators, but will need to apply learning to their individual case study institution and product in order to understand the ways in which regulation has an impact on content and distribution, including the use of intellectual property.</p>

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	15–25%
LO2	15–25%
LO3	15–25%
LO4	15–25%
LO5	15–25%

ASSESSMENT GUIDANCE

All LOs are assessed through externally set written examination papers, worth a maximum of 80 marks and 2 hours in duration.

This unit will be assessed through a 2-hour externally assessed examination.

During the external assessment, learners will be expected to demonstrate their understanding through a series of questions that require them to apply information and justify answers given (LO1, LO2, LO4). Critical analysis (LO3), evaluation (LO5) and ability to debate (LO6) skills will also be tested.

There will be a mixture of short, medium and extended response questions. The questions will require learners to use knowledge from a variety of products that they have encountered by studying the unit. There will be opportunity for synoptic learning, with the nature of some LO2 and LO5 questions drawing on some Unit 2 learning.

MEANINGFUL EMPLOYER INVOLVEMENT – a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The ‘Diploma’ qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Content for Interactive Media, Moving Image and Audio Production and Digital Media Practitioner for Product Development specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	As a start to the unit and LO1, learners can work with companies such as cross-media or conglomerate companies, e.g. Bauer Media or the BBC, to understand the way in which their portfolio of products is promoted across different platforms. Equally, local companies specialising in one main media sector (such as Gabrielle Media Services in Coventry) could provide a starting point for learners to investigate independent companies. A company representative could give a presentation about their company and products; this would give the learners an idea about the size and structure of larger companies versus smaller organisations. It would also give them an insight into similarities and distribution of products targeted a mass or niche audiences to aid learning and understanding of LO2.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Speakers from an independent/conglomerate company could potentially support learning of media ownership in LO1. Tutors could use local business as a case study. Products made by the company (film, TV, games, etc.) could also inform and provide useful material for learning undertaken in LO3.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more

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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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