

Cambridge **TECHNICALS LEVEL 3**

# **DIGITAL MEDIA**

Cambridge  
**TECHNICALS**  
**2016**

**Unit 6**

**Social media and globalisation**

D/507/6392

Guided learning hours: 60

Version 2 September 2016



## LEVEL 3

### UNIT 6: Social media and globalisation

**D/507/6392**

**Guided learning hours:** 60

**Essential resources required for this unit:** None

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

#### UNIT AIM

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Social media has revolutionised the way in which people connect and we can interact in an instant with someone on the other side of the world. In terms of media production, social media has also fundamentally changed the way in which media institutions and creative professionals reach and interact with target audiences who are now global.

The aim of this unit is to enable you to understand the ways in which online technologies and social media products have created a globalised, connected society and how such tools are used by media producers. As part of this you will evaluate the positive and negative impacts of social media on businesses, individual users and producers. You will also learn about issues surrounding censorship and regulation of social media, and the impact this has on media production and distribution. You will fully investigate how media producers use contemporary social media to generate ideas, fund and plan projects with other professionals and how social media is used commercially to create awareness and advertise products to global 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 The Learner will:	Teaching content Learners must be taught:	Exemplification
1. Understand how online and social media products are used	1.1 understand social media usage, i.e. <ul style="list-style-type: none"> <li>• how social media technologies are used</li> <li>• how to make and distribute media products</li> </ul> 1.2 how to compare products and technologies, i.e. <ul style="list-style-type: none"> <li>• used by individuals</li> <li>• used by media industries</li> <li>• functions of social media products and channels</li> </ul> 1.3 the purpose of social media products, i.e. <ul style="list-style-type: none"> <li>• professional versa personal</li> <li>• Global reach, communication and globalisation (e.g. Who are the audiences of social media content? Where are they based? Who is being connected? What types of content?)</li> </ul>	<p>In terms of looking at how social media technologies are used, learners should be taught about the development of online technologies and how they have changed the ways in which media products are consumed (e.g. to watch/download/stream TV, games, music, film, radio, the Long Tail), developed, created and distributed (e.g. UGC, Wikinomics).</p> <p>Learners should be taught the different social media products that are utilised by individuals (e.g. YouTube, Facebook, Twitter, Instagram, blogging, Pinterest, Google+, LinkedIn, Tumblr, Flickr, SoundCloud, Spotify) and media industries/creative professionals (e.g. use of social media pages such as Facebook pages and Google+, sponsored pages, Twitter accounts of creatives, Vine videos, blogging, LinkedIn, Spotify, YouTube).</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
		<p>The interactive features and multimedia features of the tools should be evaluated in order so that learners understand their key functions (e.g. What can social media/social multimedia products do?).</p> <p>Exploration of purpose and audience reach of the tools can include looking at the development of social media tools (from 'The Well' to 'Twitter', 'global village' and 'electronic agora') so that learners fully understand why these products exist (e.g. commercial, teamwork, self-promotion, hierarchy of needs). Globalisation can be introduced in terms of connecting ideas, content and people.</p>
<p>2. Understand the impact of social media and globalisation on media audiences and producers</p>	<p>2.1 how to explain the positive impact/benefits of social media and globalisation, i.e.</p> <ul style="list-style-type: none"> <li>• connectivity of ideas and people (e.g. breaking down geographical boundaries)</li> <li>• sharing of technology and innovation by business, media professionals and individual consumers</li> <li>• collaboration, generation of funding</li> </ul> <p>2.2 how to explain the negative impacts/disadvantages of social media and globalisation, i.e.</p> <ul style="list-style-type: none"> <li>• anti-social behaviour (e.g. cyber bullying, 'trolling') and negative effects for both industry and user</li> <li>• viral negative publicity of a brand or company (e.g. parody, sarcasm, memes)</li> <li>• cultural impact of the proliferation of social media on societies (e.g. imperialism, 'celebrity culture', moral panics)</li> </ul>	<p>Learners should be taught about the impact of social media on contemporary media production and 'utopian' ideas of connectivity and collaboration with case study examples that could include online bloggers, music producers, coders, video games (e.g. digital trendsetting (Twitter) and collaborative production (Cloud9), online UGC content such as music (Sound Cloud), video games (e-Sports), virtual environments (Second Life), and tutorials (YouTube).</p> <p>Alongside this, learners should also engage with wider debates about the way in which social media products have been reported to have negative impacts on audience behaviour and proliferation of 'dumbed down' content. Teachers are expected to access media theories such as moral panics (Cohen), effects debate (Gauntlett) and development of globalisation (McLuhan). The ways</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>2.3 to evaluate legal considerations, i.e.</p> <ul style="list-style-type: none"> <li>• regulation (e.g. Data Protection Act, self-regulation, freedom of speech versa inciting hate speech, injunctions, ISP role)</li> <li>• role of regulatory bodies (e.g. Independent Press Standards Organisation (IPSO), Ofcom) in production of online content</li> <li>• personnel and sharing of online complaints (e.g. staff complaints on social media)</li> </ul> <p>2.4 to evaluate ethical considerations, i.e.</p> <ul style="list-style-type: none"> <li>• cultural censorship of social media and the impact on media production (e.g. in China, North Korea, Turkey)</li> <li>• bias and ideology (e.g. in terms of cultural distinction of social norms and marketing practice)</li> </ul>	<p>in which negative publicity is quickly spread about a brand or company (FIFA, News of the World, Sony) using social media.</p> <p>In terms of regulation, this will need to be placed in the context of the regulation of other media forms (press, TV, advertising, film, radio, games) in order to encourage contemporary debate about the use of social media as a tool which is largely self-regulated. Learners should be aware of how industry personnel/staff should and should not use social media to air complaints and views.</p> <p>Learners should be aware of wider issues of censorship of social media in some parts of the world and evaluate this in terms of their own experiences and the impact on creativity and production.</p>
<p>3. Understand how global industries use social media</p>	<p>3.1 how to develop a project, i.e.</p> <ul style="list-style-type: none"> <li>• ideas generation by business and collaborative projects (e.g. channels and word of mouth)</li> <li>• funding (e.g. modern crowdfunding techniques)</li> <li>• personnel (e.g. crowd sourcing)</li> </ul> <p>3.2 to evaluate suitability of project development tools, i.e.</p> <ul style="list-style-type: none"> <li>• online project planning tools used by industry (e.g. online calendars, schedules, virtual meeting environments, email, landing page optimisation banners and popups, SEO)</li> </ul>	<p>Learners should be taught about how social media is used by media professionals and industry sectors to generate ideas (e.g. films, music, video games and virtual team working, online networking, grassroots production and floating ideas online).</p> <p>Learners should be taught new and innovative ways in which funding is now acquired and generated for a media product. Ways in which media projects are initiated and developed by business and consumers through social media tools. This will require use of local (Sheffield Soup)/national/international case studies ('Veronica</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <li>• social media tools used by industry, e.g.                             <ul style="list-style-type: none"> <li>○ social media measurement</li> <li>○ social network aggregation</li> </ul> </li> <li>• data management of research by industry (e.g. sources of data, collection and analysis of data)</li> <li>• pre-production documents that are suitable to plan projects and content (e.g. work plan and production schedules, scripts, storyboards for video)</li> </ul> <p>3.3 to evaluate ways to reach audiences, i.e.</p> <ul style="list-style-type: none"> <li>• analysis of potential of social media channels (e.g. blogging, Twitter, Instagram, Facebook, Snapchat)</li> <li>• use of channels to create synergy and awareness of products (e.g. blended marketing, 'trending')</li> <li>• targeted marketing campaigns (e.g. updating Twitter accounts and retweeting, YouTube and sharing content viral videos, memes)</li> </ul>	<p>Mars' Movie, Kickstarter) to demonstrate how tools have contributed to idea generation and funding of projects at a global level.</p> <p>Learners should be shown examples of how online collaborative planning tools have contributed to fulfilling objectives of global production teams (e.g. online calendars). Learners will also need an understanding of data management techniques in terms of data collection analysis in order that they understand how trends are recognised, identification of gaps in markets. Suitable pre-production documentation should also be discussed, building links with Unit 2.</p> <p>Learners should be taught how social media is used to create vast marketing campaigns, strategically targeting global audiences across media platforms. Viral marketing by institutions and the role of digital marketing personnel to create initial awareness, then support traditional campaigns.</p>
<p>4. Know how to plan and manage a social media campaign</p>	<p>4.1 how to understand objectives, i.e.</p> <ul style="list-style-type: none"> <li>• purpose and targets of social media campaigns</li> <li>• target audience and channels (e.g. niche, mass, subcultures, age)</li> <li>• core message, USP and brand identity</li> <li>• synergy with wider company aims, objectives and output</li> </ul>	<p>Learners should be given the opportunity to learn how to plan a social media campaign by investigating end goals and objectives. The purpose of a variety of successful social media campaigns will need to be shown to learners (e.g. Etsy, code.org).</p> <p>Learners will need to look at the different audiences for social media campaigns and how social media is used by niche and subcultural groups. Learners will look specifically at how groups are targeted via selected channels.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>4.2 logistics, i.e.</p> <ul style="list-style-type: none"> <li>• staff and personnel</li> <li>• timescales, milestones and review dates</li> <li>• social media sales funnel</li> <li>• appropriate channels and justification of choices (e.g. Twitter, Facebook, Pinterest, Instagram, YouTube, blogs)</li> </ul> <p>4.3 justification of content, i.e.</p> <ul style="list-style-type: none"> <li>• format based on channel capabilities</li> <li>• style (e.g. mode of address) frequency of interventions and signposts (e.g. hashtags, retweets, new material)</li> <li>• restrictions (e.g. legal)</li> </ul> <p>4.4 to evaluate a social media campaign, i.e.</p> <ul style="list-style-type: none"> <li>• comparison to original targets</li> <li>• feedback from client/audience</li> <li>• assessment against measurable outcomes e.g.               <ul style="list-style-type: none"> <li>○ effect on audience awareness (maintained, increased or decline slowed)</li> <li>○ effects on customer loyalty (increased repeat sales)</li> </ul> </li> </ul>	<p>The people that are involved with social media campaigns and the responsibility/role they have will be discussed with learners, using innovative case studies (BBC, ITV).</p> <p>Key milestones and sales funnel stages will be discussed with learners so they understand the process of development of a campaign cycle.</p> <p>Social media channels and justification for each within the context of successful campaigns will be discussed with learners.</p> <p>Learners will need to be introduced to methods of evaluation and how campaigns can be measured in terms of success. Again, case studies (BBC) will be used to support.</p>

## LEARNING OUTCOME (LO) WEIGHTINGS

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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	15–35%
LO2	15–35%
LO3	15–35%
LO4	15–35%

## ASSESSMENT GUIDANCE

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All Learning Outcomes are assessed through externally set written examination paper, worth a maximum of 60 marks and 1 hour 30 minutes in duration.

This unit will be assessed through a 1 hour 30 minute externally assessed examination.

In Section A, learners will be expected to demonstrate their understanding about social media technologies (LO1) and the impact of globalisation (LO2), and how media industries use social media (LO3) through a series of short, medium and extended response questions.

In Section B, learners will be given a vocational scenario within the examination and they will be required to respond to an essay question related to this scenario. This will assess learners' understanding of all LOs but will specifically test knowledge of devising a campaign (LO4).

The total for the paper is 60 marks. Section A will be worth 30 marks and Section B will be worth 30 marks.

## SYNOPTIC ASSESSMENT

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Ten per cent of the marks in each examination for this unit will be allocated to synoptic application of knowledge. There' will be questions that draw on knowledge and understanding from Unit 1: Media products and audience and/or Unit 2: Pre-production and planning that then has to be applied in the context of this unit.

## 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 Diploma and Extended Diploma qualifications.

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).	While employer input could be utilised to support understanding required in LO1 and LO2, learners could be set a brief by practitioners from creative agencies (e.g. Rckt, The Rural Media Company) in order to utilise and practise skills required for the examination requirements LO4.
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.	Master classes in building a social media campaign can be offered to learners as part of centre scheme of work development for the LO4 component. Aside from being set a brief/scenario by industry practitioners, it would be useful if an employer could give feedback to learners. Learners could present ideas for a social media campaign in teams/as an individual and this can be used to inform and support learning. It would be beneficial if employers were consulted in the scheme of work process in order to fully embed their feedback as a useful and rewarding learning tool.
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

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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