

## SAMPLE ASSESSMENT MATERIAL

### Level 3 Cambridge Technicals in Digital Media 05875

#### Unit 25: Research for product development

**Date – Morning/Afternoon**

**Time Allowed: 2 hours**



**You must have:**

- None

**You may use:**

- Your notes on your findings (2 A4 sides only)

**Do not use:**

- None



First Name		Last Name	
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Centre Number						Candidate Number				
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Date of Birth									
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#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question numbers.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*)
- This document consists of **12** pages.

Answer **all** the questions.

- 1 (a) (i) From your research, identify **three** sources of information that informed you about the technical conventions of period dramas, set in America around 1770-1789.

1 .....

2 .....

3 .....

[3]

- (ii) From **one** of the above sources, identify **four** specific technical conventions that might be used in the development of 'New Beginnings'.

Source: .....

1 .....

2 .....

3 .....

4 .....

[4]

- (b) Justify why the source of information in a (ii) was suitable for understanding the conventions of period dramas.

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[3]



**(b)** Explain how the target audience identified will impact on the broadcast scheduling of 'New Beginnings'.

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**[2]**

3 At the start of the commissioning process a proposal for 'New Beginnings' was written.

Identify **three** elements, other than target audience and budget, that the proposal would include, and explain why **each** is required.

(a)

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....

[6]

(b) (i) Choose **one** of the elements above and identify **one** source of research that helped inform the development of your proposal contents related to this element. Explain why this source was useful to you.

- .....
- .....
- .....
- .....
- .....
- .....

[3]

(ii) Identify **one** consideration that you had to take into account, when using the information provided by the source.

- .....

[1]

4 The research for the proposal for 'New Beginnings' should be catalogued and organised.

(a) Identify **one** way that research can be organised and explain how it can be shared with the rest of the production team.

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[2]

(b) Identify **one** way that you could reference the research and explain why referencing is important for the production of 'New Beginnings'.

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[3]

5 The producer needs to hire the production team for 'New Beginnings'. From your research identify **three** job roles, other than the producer, required for the production and explain why each is needed.

1.....  
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2.....  
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3.....  
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[6]



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[9]





- \*8 A marketing plan will need to be created so that the pilot of 'New Beginnings' can be launched. The plan will be informed by the research you have undertaken.

Choosing **four** areas of the marketing mix, identify the most appropriate advertising methods that will create awareness before the launch of 'New Beginnings'. Justify your answers based on your research.

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**Sample Assessment Material  
Level 3 Cambridge Technical in Digital Media**

**Unit 25 Research for product development**

**MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 80**

**SPECIMEN**

**Version: 1 Date: 23.06.2016**

**This document consists 8 of pages**

Question			Answer	Marks	Guidance
<b>Section A</b>					
1	(a)	(i)	<p>Three sources of information e.g.:</p> <ul style="list-style-type: none"> <li>• Other period dramas (e.g. North and South, The Tudors, Downton Abbey)</li> <li>• Textbooks (e.g. media production guidance)</li> <li>• Personal experience of production personnel</li> </ul>	3	If candidates have written three separate period dramas such as those outlined on the e.g. list then credit should be given.
		(ii)	<p>Four technical conventions outlined in the specific source e.g.:</p> <ul style="list-style-type: none"> <li>• Wide-angled shots</li> <li>• Crane movement</li> <li>• Tracking shots</li> <li>• Period costume</li> <li>• Continuity editing to create realism</li> </ul>	4	Any appropriate technical convention relevant to the production of period dramas should be given credit.
	(b)		<p>One mark to identify why it was useful: e.g.</p> <ul style="list-style-type: none"> <li>• understood camera techniques</li> </ul> <p>Two marks for justification e.g.</p> <ul style="list-style-type: none"> <li>• understood costume requirements (1) this demonstrates time period (1) giving audience understanding of context and narrative (1)</li> </ul>	3	Any justified expansion on one of the technical conventions to show why it is important in the context of the brief.

Question		Answer	Marks	Guidance
2	(a)	<p><b>6-8 marks</b> A <b>wholly appropriate</b> suggestion for the target audience for 'New Beginnings' is provided showing a <b>comprehensive</b> understanding of demographics. The suggestion is <b>justified</b> based on research findings and content of the programme. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p><b>3-5 marks</b> An <b>appropriate</b> suggestion for the target audience for 'New Beginnings' is provided showing a <b>proficient</b> understanding of demographics. The suggestion is <b>sometimes justified</b> based on some research findings and content of the programme. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p><b>1-2 marks</b> A suggestion for the target audience for 'New Beginnings' is provided that is only <b>partly appropriate</b>. It shows a <b>basic</b> understanding of demographics. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p> <p><b>0</b>– no response or no response worthy of credit.</p>	8	<p>Candidates should demonstrate knowledge of age, gender, interest as part of their discussion about audience and demographics.</p> <p>There may be a variety of research findings referenced and any valid secondary or primary source should be credited.</p>

Question		Answer	Marks	Guidance
	(b)	<p>Two marks for aspect and suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• Young age of audience (1) will affect if it will be shown pre- watershed</li> <li>• Audience interests (1) will affect choice of adverts, some of which can only be shown after a set time of day (1)</li> </ul>	2	
3	(a)	<p>Up to two marks for each identified element with suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• Narrative ideas (1) to show how the story will develop (1)</li> </ul>	6	<p>Elements may include:</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• personnel</li> <li>• narrative ideas</li> <li>• characterisation</li> <li>• distribution</li> <li>• sponsorship</li> </ul> <p>If 'audience' or 'budget' are given by the candidate, they should not be counted.</p>
	(b) (i)	<p>One mark from e.g.</p> <ul style="list-style-type: none"> <li>• Internet (1)</li> <li>• Books (1)</li> </ul> <p>Two marks for explanation of why the source was useful in the context of the creation of the proposal. e.g.</p> <p>Books were useful because they provide historical context (1) so that the proposal will feature a factually accurate narrative (1).</p>	3	



		(ii)	One mark for the consideration of use of information e.g. <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability</li> <li>• Usefulness</li> <li>• Bias</li> </ul>	1	
4	(a)		One mark for organisation (1) and how it can be shared (1) e.g.  Online databases organise research material (1) can be shared across Cloud App so members can work collaboratively.	2	Candidates may discuss organising resources in tools such as online databases, stock banks, logging in spread sheets. Explanations of sharing may include collaborative workspaces (e.g. Co-working, Knoll, Cloud App)
	(b)		Three marks for referencing tool with suitable expansion e.g.  Citation Machine (1) as this information gives credit at the end of programmes (1) and from a variety of different places/sources (1)	3	Research materials can be referenced by tools such as Ref Me, Citation Machine, etc.  Explanation must take into consideration the medium of television and/or the historically focused element of the drama.
5			Up to two marks for each identified job role with suitable expansion e.g. <ul style="list-style-type: none"> <li>• production assistant (1) who helps with production documentation of TV shows (1)</li> </ul> <p><b>Max 6 marks</b></p>	6	All job roles must be from a research source as per question and relate to the medium of television production. For example: <ul style="list-style-type: none"> <li>• Storyboard assistant</li> <li>• Director</li> <li>• Production Assistant</li> <li>• Scriptwriter</li> <li>• Commissioning editor</li> </ul> <p>Explanation of job roles should be correct.</p>

Question	Answer	Marks	Guidance
6	<p>Up to three marks for each area identified with suitable justification e.g.</p> <ul style="list-style-type: none"> <li>• hiring extras for the production (1) will need flexible finance as the numbers needed will change with script changes (1) and agencies will have different rates for actors (1)</li> </ul> <p><b>Max 9 marks</b></p>	9	<p>Areas may include:</p> <ul style="list-style-type: none"> <li>• fixed costs</li> <li>• variable costs</li> <li>• revenue streams</li> <li>• fees/salaries for cast and crew</li> <li>• equipment hire</li> <li>• travel costs (to locations)</li> <li>• costumes</li> <li>• special effects and props</li> <li>• stakeholder funding</li> <li>• staged payments</li> <li>• cash flow</li> </ul>
7 (a)	<p>Four from e.g.</p> <ul style="list-style-type: none"> <li>• Secondary data from BARB viewing figure of previous productions (1)</li> <li>• Secondary data from reviews in magazines of previous productions (1)</li> <li>• Secondary data from advertising and sponsorship stakeholders. (1)</li> <li>• Primary data from social media audience feedback (1)</li> <li>• Primary data from audience focus groups (1)</li> <li>• Primary data from fan groups and fan forums(1)</li> </ul>	4	<p>Candidates may reference specific similar period dramas to support points.</p>

Question	Answer	Marks	Guidance
(b)	<p>Two marks for each explanation</p> <p>e.g. Reviews from fan groups demonstrate the connection of the audience to the story (1) and their relationship with the characters can be testament to it being successful (1).</p> <p>e.g. Social media comments allow for instant feedback from audience viewers (1) so the audience reception of the story arc was instant (1).</p>	6	<p>Again, candidates may reference specific similar period dramas to support points.</p> <p>Explanation must reference narrative in relation to some type of successful audience reception.</p>
8	<p><b>Level 4</b> <b>16-20 marks</b></p> <p>An <b>excellent</b> understanding of the <b>four</b> areas of the marketing mix is demonstrated. The methods suggested to advertise the programme are <b>wholly appropriate and justified</b> and research has been <b>fully considered</b>. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Level 3</b> <b>11-15 marks</b></p> <p>A <b>good</b> understanding of <b>three</b> areas of the marketing mix is demonstrated. The methods suggested to advertise the programme are <b>appropriate and sometimes justified</b> and research has been <b>considered</b>. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning</p>	20	<p>A candidate can only gain a level 4 if <b>four</b> areas of the marketing mix (e.g. place, product, people, and process) have been assessed.</p> <p>Equally, a candidate cannot get level 3 even with good examples of advertising methods if only two areas have been assessed.</p> <p>However, a best fit approach should be applied to level 1 and level 2 answers with credit to candidates given based on the quality of their ideas for advertising methods.</p> <p>All answers must reference the research they have undertaken.</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2</b> <b>6-10 marks</b></p> <p>A <b>basic</b> understanding of the areas of the marketing mix is demonstrated. The methods suggested to advertise the programme are only partly <b>appropriate</b>. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Level 1</b> <b>1-5 marks</b></p> <p>A <b>limited</b> understanding of the areas of the marketing mix is demonstrated. Few, if any, methods suggested to advertise the programme that <b>may not be appropriate</b>. There will be some errors of spelling, punctuation and</p> <p><b>0</b>– no response or no response worthy of credit.</p>		