

Cambridge Technicals

Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical Certificate/Diploma in Digital Media
05843 - 05875

Mark Scheme for January 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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| Question | | Answer/Indicative content | Mark | Guidance |
|----------|---|--|------|--|
| 1 | a | Two marks for suitable explanation e.g. <ul style="list-style-type: none"> The total number of people (1) who read a publication (1) | 2 | Candidates may reference any of the print publications in the data provided in Figure 1 to support the definition or any other print publication they may have been studied. |
| 1 | b | Two marks for suitable description. e.g. <ul style="list-style-type: none"> age of Sun and Daily Mail readers are different (1) with Sun having over twice as many readers as the Daily Mail in 15 – 34 category (1). The Sun has far less ABC1(1) readers than the Daily Mail (1) | 4 | Candidates will pick two of the potential four differences. Answers will be supported with data from Figure 1. |
| 1 | c | <ul style="list-style-type: none"> Two marks for each content type (1) and justification (1). Max Eight | 8 | Candidates will pick four of the newspapers in Figure 1. Content may include types or genre of articles or features and be appropriate for gender, age, social grade data. |
| 2 | | Two marks for each reason (1) and justification (1). Max Four. e.g. <ul style="list-style-type: none"> Proliferation of media content available on other sources (1) such as the internet and streaming services (1) so the use of radio is dropping Use of mobile devices (1) with music content being easily accessible wherever a person is (1) | 4 | Candidates may reference examples of radio stations/online streaming or music video on demand services (e.g YouTube, Spotify) as part of their answer. Pirate services may be referenced (LimeWire, YouTube Downloaders). |
| 3 | a | Max three marks for definition with suitable example e.g. <ul style="list-style-type: none"> Conglomerate ownership is when a large company (1) holds a number of subsidiary companies (1) such as Viacom (1) 21st Century Fox (1) is a large company (1) that contains a number of smaller companies (1) | 3 | Candidates will explain how conglomerate ownership works and will use examples likely to have been studied including News Corporation, 21 st Century Fox, Viacom, Disney, Sony. Candidates may list subsidiaries (e.g. 21 st Century Fox owns Fox Home Entertainment). |
| 3 | b | Up to four marks for a suitable explanation including an example e.g. <ul style="list-style-type: none"> Commercial companies make money and profit (1) from advertising and sponsorship (1) A public service company does not make money (1) such as the BBC and S4C (1) | 4 | Candidates may reference public service companies such as the BBC and may compare them to a commercial company such as ITV or Sky. |

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| 4 | a | One mark for identifying an independent company e.g. <ul style="list-style-type: none">• Warp Films (1)• Sumo Digital (1) | 1 | The name of an independent company will be given and it will be name of a company not owned by a conglomerate. |
| 4 | b | One mark for identifying a product and three marks for explanation of how promoted e.g. <ul style="list-style-type: none">• Dead Island (1) is a game from Sumo Digital that used social media (1) to promote the game to users on twitter (1) using annotated gifs and images (1) | 4 | Candidates will reference a media product made by an independent company and give specific example of online distribution. |

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| 5 | <ul style="list-style-type: none"> The answer will be dependent on the media sector and the products discussed in class. The answer will provide examples from a range of production techniques across either audio-visual, print, radio or web that create meaning for the audience. | 12 | <ul style="list-style-type: none"> This answer will be an extended response that will discuss how production techniques have been used to create meaning in a specific product. Answer will focus on a specific medium and will look at how micro techniques have been used to create wider ideas. Production techniques will be dependent on medium (e.g. for audio-visual texts it will be expected that terminology such as mise-en-scene, camerawork (including shot types (CU, LS, MS etc., angles, composition and movement), editing techniques (continuity and non-continuity) and sound are used). The answer will address meaning using semiotic terminology. The meaning is likely to focus on macro elements such as genre, narrative or representations. <p>Level 3: 9 – 12 marks Excellent understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. A wide range of techniques will be discussed. The examples used from products to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 2: 5 – 9 marks Good understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. The examples used from products to support ideas are appropriate and partly justified. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.</p> <p>Level 1: 1-4 marks Limited understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. The examples used</p> |

| Question | | | Answer/Indicative content | Mark | Guidance |
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| | | | | | <p>from products to support ideas are sometimes appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.</p> <p>0– no response or no response worthy of credit.</p> |

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| 6 | | | <p>Two marks for describing the way in which a specific product targets a demographic group. Max Eight marks e.g. The Hunger Games appeals to 16-24 year olds owing to:</p> <ul style="list-style-type: none"> • Young, identifiable cast (1) relatable issues in narrative such as friendship (1) | 8 | <p>Candidates will reference a specific media product made by a company they have studied the demographic group will be outlined. Candidates will describe the ways in which the product targets the audience. This will demonstrate understanding of content in relation to audience profiles. The product may be one that the candidate has referenced earlier in the exam paper.</p> <p>If a candidate has discussed advertising techniques then credit should be awarded.</p> |
| 7 | a | | <p>One mark for way online technologies can support traditional advertising (1) and one mark for use of an example (1). Max Six. e.g.</p> <ul style="list-style-type: none"> • Viral marketing (1) via YouTube (1) • Online games (1) to support film releases (Hunger Games as an example) (1) • Pop-up ads (1) to support billboards and magazine ads for TV • and film (1) | 6 | <p>Candidate answers are likely to include social media channels, blogs, forums, games, company websites, pop up adverts and viral marketing, streaming and video on demand services.</p> |

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| 7 | b | <p>Four marks for four distribution channels.</p> <p>e.g.</p> <ul style="list-style-type: none"> • radio (1) • cinema (1) • online streaming (1) • websites (1) | 4 | Do not accept Internet or online as a valid answer. |

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| 8 | | <ul style="list-style-type: none"> • The answer will feature a specific product and the target audience will be identified. • The candidate will make reference to the media effects debate and theoretical ideas as part of their answer. • The answer will show consideration of both positive and negative effects, although this does not have to be balanced and reward should be given for building of an argument. • The answer will feature examples from the media product. | 20 | <ul style="list-style-type: none"> • Candidates can pick any product they have studied and will look at the positive and negative effects. • This answer may not be balanced. • Top answers are likely to demonstrate an understanding of relevant media effects theory and contemporary debate (Mulvey, Cohen, Gauntlett) and choice of theorists is likely to depend on the medium and product chosen. • The answer may reference regulatory bodies in order to support ideas about media effects. <p>Level 4:16-20 marks An excellent understanding of the media effects debate and related theory is demonstrated The examples used from media products and audiences to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3: 11-15 marks A good understanding of the media effects debate and related theory is demonstrated The examples used from media products and audiences to support ideas are appropriate and sometimes justified. There will be some errors of spelling punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> |

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| | | | <p>Level 2: 6-10 marks A basic understanding of the media effects debate and related theory is demonstrated The examples used from media products and audiences to support ideas are mostly appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive.</p> <p>Level 1: 1-5 marks</p> <p>Limited understanding of the media effects debate and related theory is demonstrated The examples used from media products and audiences to support ideas are sometimes appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.</p> <p>0— no response or no response worthy of credit.</p> |

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