

Cambridge Technicals

Digital Media

Level 3 Cambridge Technicals Certificates in Digital Media **05843, 05844**

Level 3 Cambridge Technicals Diplomas in Digital Media **05845, 05846, 05875**

OCR Report to Centres January 2018

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Unit 1 - Media products and audiences

General Comments:

It was again pleasing to see that a number of Centres had used both the online resources and the textbook that accompanies the specification to support the teaching and learning of Unit 1 for candidates. However it was also clear that some Centres need to refer more closely to the teaching guidance in both the specification and delivery guide about the importance of guiding students to discuss specific media products and their conventions when answering questions. In this session it was also evident that basic wider concepts about media industries and ownership were not understood by many candidates, with many instances of incorrect responses. Centres also need to ensure that theoretical ideas about media production, distribution, advertising and marketing and consumption are taught as a foundation to ensure that candidates can fully access all low and medium mark questions. It was pleasing to note, however, that suggested theoretical ideas and key terminology that could support points made in extended response questions was generally used appropriately in both the narrative (Q6) and the media effects debate (Q9) answers.

2. Comments on Individual Questions:

The first three questions required candidates to analyse and interpret audience data from NRS and RAJAR. Candidates had been prepared to analyse research data but lacked knowledge about the target audiences of a range of media products.

1a) This question allowed candidates to demonstrate their wider knowledge for an explanation of the term 'demographic data'. Most candidates were able to secure one mark out of two, but only some candidates successfully linked the term to media products and their target audiences.

1b)(i) This question required candidates to look at the NRS data and explain two interpretations about the target audience of the Daily Express newspaper; most successfully achieved at least two marks for being able to interpret the data, with some candidates explaining the type of content that, for example, a broad, mixed target audience of social grades A-E might enjoy.

1b)(ii) This question required candidates to look at the NRS data and identify two differences in the readerships of the Daily Telegraph and The Guardian newspapers; most successfully achieved at least two marks for being able to interpret the data and suggest the main differences between age and number of readers.

1c) This question required candidates to explain the difference between the terms 'readership' and 'circulation'. Unfortunately many candidates did not know the answer to either, got the definitions the wrong way around or only got one of the definitions correct. Centres are reminded that it is important to teach candidates basic terminology related to the specification.

2a) This question required candidates to explain an interpretation from the NRS data reflecting how audiences access print products. Most candidates were able to interpret that more people were using their mobile phones to access some newspapers, but many did not explain it in relation to ease of access of viewing content on the go on portable devices owing to technological convergence.

2b) Candidates who successfully or partly successfully answered 2a) were able to gain marks by linking the social grade profile of The Guardian and The Sun to the ability to afford a portable device. The best answers also used wider knowledge about the perceived job roles and content of the individual newspapers to support why, for example, a Guardian reader might want to access business information quickly if working in a busy city.

3. This question required candidates to interpret RAJAR data on the listenership of BBC radio stations. Candidates had to explain use the data and their wider knowledge of target audiences to suggest two differences between two of the BBC radio stations in the data. Whilst most candidates could interpret the data, there were a large number who had no knowledge of the audiences or content of BBC radio stations. Centres should therefore be reminded that candidates should be exposed to different mediums and their target audiences as part of the teaching and learning for the unit.

4a) This question was not done as successfully as similar questions in previous series with answers giving incorrect answers when explaining the advantages of vertical integration. Conglomerate companies that were given were largely correct, but there was a lack of explanation, demonstrating candidates did not understand the term.

4b) Understanding of independent ownership structures and examples of the products they produce was not as successfully demonstrated as in previous series. Many candidates gave incorrect examples of independent companies (e.g. Disney). Some answers by candidates however did reference companies suggested in the delivery guide and textbook (e.g. Sumo Digital, Gabrielle Media, Warp Films) and had clearly done extra research to understand their products and audiences.

4c) Some answers demonstrated a lack of understanding about the concept of synergy, with candidates misunderstanding the term or not explaining answers. Again, it is vital that key terminology is taught, with examples.

5. This was the most incorrectly answered low to mid mark question on the exam paper. Owing to the synoptic links with Unit 2, it was surprising that candidates failed to give examples of pre-production activities that could be used to help market a media product. The most successful answers suggested that activities such as casting, location scouting and storyboarding were relevant pre-production activities that could be used to market a product via social media, with the best answers providing direct examples from real media products (e.g. Deadpool).

6. The most popular media sectors studied were film and video games and, as noted in the general comments above, there was more engagement with theoretical concepts than in previous sessions. Candidates chose one or two products and then discussed how the concept of narrative could be applied. The most successful candidates supported the suggested theoretical ideas with specific examples from the products they had studied; for example, candidates that quoted narrative theory such as 'binary opposition' were also able to give specific examples to demonstrate why the film or video games supported the theory and helped audiences to understand and identify with the product. Some excellent answers also challenged the theory, suggesting why the product they had studied could arguably not fit with conventional narrative theory.

7. Understanding of ways in which digital media products can be advertised was not as successfully demonstrated as in previous sessions. Many candidates gave incorrect examples for below the line advertising methods, with many getting confused with above the line methods or not understanding the term. The most successful answers provided direct examples from real media products and the impact it had on creating awareness in the target audience.

8a) Answers to this question demonstrated candidates had either a good understanding of what a media research organisation does and knew the names of them or they did not understand the difference between a research organisation and a media regulator. Again, candidates need to be taught the purpose and role of media research organisations as part of the production process.

8b) Even if candidates had answered Q8a) incorrectly, it was pleasing to note that candidates did know the meaning of quantitative data and the benefits of collecting this type of information. The best answers referenced the media research organisations in terms of being able to sell

large amounts of data to other companies, or suggested what media companies used the data for in specific sectors.

9. It was pleasing to see that some Centres had taken on board feedback about the importance of teaching key audience theory and terminology, the media effects debate and examples of products across different media sectors that relate to the topic. Again, some candidates did not reference examples as per the requirement of the question, limiting marks. The suggested theory, such as the passive v. active audience and moral panics, was included by most candidates who had understood the question and many candidates demonstrated they could debate the statement giving them opportunity to give their own point of view on the topic. Many candidates again used the Jamie Bulger case, perhaps owing to recent references in the media, but did not know the film or panics about video nasties to put this in context. More contemporary digital products such as the GTA series, Call of Duty, IT and Snapchat were discussed well with relevant examples of up to date press moral panics. Answers whereby the candidates were clearly confused between the term 'media effects debate' with 'special effects' scored minimal or no marks owing to, for example, an analysis of the special effects in Star Wars bearing no relevance to the question.

Unit 2 – Pre-production and planning

General Comments:

There was evidence that Centres had used both the online resources and the textbook that accompanies the specification to support the teaching and learning of Unit 2 for candidates. Candidates were mostly clear about the requirements of the unit and were clearly prepared in terms of engaging with the vocational nature and case study nature of the exam.

2. Comments on Individual Questions:

Section A:

1a) This question required candidates to evidence that they had understood the client requirements of the brief given to Montage Digital Gaming outlined in the insert; most candidates were fully able to give answers, such as the game needs to be aimed at 7-10 year olds, to successfully answer the question.

1b) Again, this question tested candidates' understanding of the brief set and the client requirements and it also tested understanding about the job roles of the team members. There were very few unsuccessful answers with most candidates able to provide a requirement, such as the requirement for the game to educate about Tudor England, and an explanation of the impact of this on Astrid's job.

2. This question required candidates to use their knowledge and understanding of the different job roles at pre-production and of working in teams. In general candidates appeared to find it difficult to fully explain the ways that Justin and Astrid could work together. It is therefore suggested that centres further explore the way in which job roles complement each other as part of the pre-production process.

3a) This tested candidates' knowledge of legal and ethical issues and most candidates had clearly been well prepared in this area in being able to cite potential issues such as copyright. The most successful answers linked directly to the Tudor brief and how the issue of representation of race needed to be addressed in the design process.

3b) Most candidates were able to give a correct answer for how to resolve issues cited in 3a). Very few misinterpreted this question.

4a) This question required candidates to demonstrate understanding about secondary research and how sources could be checked for reliability when used as part of planning a project. Most candidates were able to offer correct secondary sources, such as BBC Bitesize, that would have information on Tudor England, although some candidates had clearly confused primary and secondary research. Some answers that were correct also neglected to comment on how the sources could be checked for reliability. It was clear from some answers that 'reliable' was also confused with 'validity'.

4b) Most candidates were able to give a correct answer for a primary research method, such as analysing other educational apps, however, as stated above, some candidates confused primary and secondary research.

4c) This question asked candidates to suggest an appropriate method of gaining feedback from the Children's History Museum as part of the development process. Most candidates gave appropriate answers such as a pitch with ideas, a focus group or supplying visualisation diagrams of design ideas.

5. This question tested candidates' knowledge of planning documentation, asking for a comparison of appropriate documentation that Astrid could use to show her initial ideas. Most candidates correctly gave answers such as moodboards, mindmaps and visualisation diagrams and assessed the advantages and disadvantages. However some candidates gave incorrect answers, such as a storyboard and script, that were not initial planning documentation and were also inappropriate for the production of an app game.

6. This question asked candidates to provide two regulatory bodies that Montage Digital Gaming would need to be aware of in relation to the content of the brief. Correct answers included PEGI, ASA and W3C. Unfortunately there were frequent examples of candidates citing OFCOM and BBFC. Centres should therefore be reminded to fully teach candidates the differences between regulatory bodies and the media sectors that they relate to.

Section B.

7. This required candidates to draw a mindmap that could be used to provide detail about one level of the app game. Good responses demonstrated clear understanding of a mindmap and organised the parts of the level, including objective/narrative, characters, scoring system. Sadly many candidates were not specific about the level of the game and concentrated mainly on aspects such as colour scheme. The least successful answers were those that had not drawn a mindmap and therefore misunderstood the task.

8. This required candidates to draw a visualisation diagram for the home page of the game. Good responses demonstrated clear understanding of app layout conventions and the target audience requirements; there were clear responses that showed appropriate imagery, use of text and control buttons for the game. Less successful answers were those that had no annotation to explain responses, or those that had repeated mistakes in Q7 by drawing an incorrect pre-production document such as a mindmap.

9. It was pleasing to see that some centres had prepared candidates well in understanding both the content and strengths of using a production schedule and many candidates were able to provide justification of using production schedule in relation to the specific brief from the Children's History Museum. However the final question on the paper requires learners to evaluate planning documents and pre-production methods and unfortunately candidates were not always able to discuss the limitations of using a production schedule for producing an app (e.g. no room for design). Better responses discussed why documents such as reces and call sheets were also needed.

Unit 6 – Social media and globalisation

General Comments:

There was evidence that Centres had used both the online resources and the textbook that accompanies the specification to support the teaching and learning of Unit 6 for candidates. Candidates were mostly clear about the requirements of the unit, particularly the practical application of the examination. It was also pleasing to see that centres have been encouraging learners to develop an awareness about issues concerning globalisation. Answers also suggested that Centres have encouraged candidates to apply synoptic knowledge from Unit 1 in terms of using social media and digital technologies to market products globally.

2. Comments on Individual Questions:

Section A

1a) This question required candidates to evidence that they understood the limitations of using Twitter as a marketing tool, and most candidates answered the question successfully.

1b) This question tested candidates' understanding of distribution of music specifically. Some candidates were able to explain the differences between how music was distributed previously on CDs and vinyl in shopping outlets or on the radio and can now be bought online or streamed via Soundcloud or Spotify, with the most successful answers offering terminology to support such as prosumer and Wikinomics. Less successful answers didn't reference the change aspect of the question.

1c) This question further tested candidates' knowledge of social media and distribution but required them to look at differences between traditional and digital distribution on a global level. Again, the best answers gave examples of products and used key terminology such as globalisation. Less successful answers lacked a discussion of global products and social media channels.

2a) This question asked candidates to use their knowledge and understanding of crowdsourcing. Whilst some candidates understood the key term and used examples such as Kickstarter, some appeared not to know the definition of crowdsourcing and so gave an incorrect response. It is therefore suggested that Centres further fully explore the key terms related to the specification and delivery guides so that candidates can access the demands of the set questions.

2b) This question further tested candidates' knowledge of using online technologies to plan a project on a global scale. Again the best answers gave advantages and examples of online project planning tools, such as Teamweek, as well as giving examples of projects that were planned or made internationally.

3) This question asked candidates to provide two reasons why acts of legislation impact on the content of social media marketing campaigns. Correct answers, such as the Data Protection Act, were provided with examples given. Less successful answers did not cite acts of legislation or were vague in terms of examples of real products and social media channels.

4a) This question required candidates to demonstrate understanding about the media effects debate. Many candidates had clearly engaged with the potential synoptic links from Unit 1, discussing moral panics with examples from Instagram and Twitter.

4b) Candidates were asked to demonstrate knowledge of using social media in the workplace. Many candidates clearly knew that reasons such as decreases in productivity or being fired for talking negatively about a company online would potentially be a problem if using social media in a place of work.

5. This question tested candidates' ability to compare how two social media channels could be used differently when promoting a digital animation company. Candidates correctly gave answers such as YouTube and Facebook and Twitter and Instagram with inventive ways they could be used to promote the animation company. The least successful answers simply compared two channels without referencing the question.

Section B.

6. This question required candidates to develop ideas for a marketing campaign for the unseen question brief the launch of My Life TV that would specialise in the broadcast of reality documentaries to a variety of different ages and cultures. Candidates had to develop creative and appropriate activities and content that could be advertised via different social media channels. Candidates also had to discuss legal and ethical concerns relating to their ideas and the audience of the station. Good responses demonstrated a clear understanding that content had had to be creative and appropriate and ideas, such as a live Facebook stream from indie band The Racers who would present the Search for a Star to Snapchat filters and documentary competitions and poll interviews via Twitter. Specific hashtags and visualisation diagrams were also given by candidates as responses to demonstrate engagement with the brief. There was clear evidence that some Centres had prepared candidates well with key terminology, such as social media sales funnel, social network aggregation, campaign objectives, Web 2.0, blended marketing approaches included in the write up. It was also pleasing to note that candidates had been prepared for detailing timeframes and milestones of campaign activities with ideas for different content released at different times justified in writing or explained in a drawn production plan. Good responses also addressed the legal and ethical issues, citing problems of offense, trolling and age and inappropriate content in relation to their planned content and distribution schedule of the programmes on My Life TV. Less successful answers demonstrated little learning of the specification in terms of how feedback from audiences or reach of marketing content could be gathered. It is also evident that some Centres had relied too heavily on synoptic links with Unit 2 based on the number of pre-production documents that were drawn that were not relevant to the brief or campaign objectives. Centres should therefore be reminded, considering the weighting of the Section B question in this Unit, that how to plan and monitor a campaign is fully understood by candidates.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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