About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our post-results services including reviews of results
- Link to grade boundaries
- Further support that you can expect from OCR, such as our CPD programme
Reviews of results

If any of your students’ results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the OCR website. If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on OCR website

Further support from OCR

https://www.cpdhub.ocr.org.uk
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Cambridge Technicals Level 3  
Digital Media  
(05843-05846 & 05875)  

OCR REPORT TO CENTRES

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Unit 6 Social Media and Globalisation

1. General Comments:

Centres had used the resources provided by OCR to support the teaching and learning of Unit 6 for candidates. Candidates were mostly clear about the requirements of the unit; however, as with Unit 1, the use of examples to support points made was not always evident. In this session it was pleasing to see that candidates understood key terms such as ‘prosumer’ and ‘globalisation’. As with previous sessions, answers also suggested that centres have encouraged candidates to apply synoptic knowledge from Unit 1 in terms of using social media successfully to advertise products and brands.

2. Comments on Individual Questions:

Section A:

Question No.

1a) Candidates were required to demonstrate that they understood the benefits of using a business networking app, and most candidates answered the question successfully, citing the capabilities of LinkedIn.

1b) This question tested candidates’ understanding of microblogging apps and how they can be beneficial for prosumers. Whilst some candidates were able to explain that a microblogging app, such as Twitter, allows a prosumer to link to examples of their work, answers would have benefited from using specific examples in order to meet the requirements of the question. The most successful answers used theoretical concepts such as Wikinomics to show their understanding.

1c) Candidates’ knowledge of social media apps was further tested through the requirement to cite the difference between microblogging apps and photo sharing apps. Most candidates were able to identify the differences between Twitter and Instagram to show their knowledge about their differences and uses.

2a) Some candidates understood the term crowdfunding and used examples such as Kickstarter. Some candidates did not demonstrate understanding of crowdsourcing. Centres are encouraged to ensure students have a confident understanding of the key terms suggested in the specification and delivery guides.

2b) This question tested candidates’ knowledge of using online project development tools and links to the concept of globalisation. The best answers gave examples of online project planning tools, such as Basecamp and Apollo. Candidates needed to make links to globalisation in order to meet the requirements of the question.

3) Correct answers were able to identify two disadvantages for a musician when using social media to promote a release such as trolling of the artist or piracy of their material. Less successful answers, however, did not link their points to real artists. Given the importance of social media for musicians and artists to distribute their content it is recommended that centres
encourage candidates to look at range of figures in the public eye and how they use social media to promote their work or brand.

4a) Candidates were required to identify two contemporary case studies that reflect concerns about social media products. Whilst some candidates were able to reference concepts such as moral panics this was not linked to specific case studies. It is recommended that centres encourage candidates to engage with as many case studies in the press as possible that debate the effects of social media.

4b) Candidates were asked to identify three organisations or public figures accused of using social media inappropriately. Donald Trump featured in many responses, as did Kim Kardashian and Kayne West. The best answers gave extra information about what inappropriate content they had discussed on social media.

5. This question tested candidates’ ability to compare how an online television station and an online newspaper might use a social media channel differently. Many candidates cited YouTube or Facebook as the channel, but many were unable to cite examples of online television (such as Amazon Prime or BBC iPlayer) or online newspapers. The most successful candidates discussed differences in what type of content was distributed, such as breaking news, and how audiences were encouraged to engage with it.

Section B.

Question No.

6. Candidates were required to develop ideas for a marketing campaign in response to the unseen brief for the launch of the 'Drippy Drop' children’s educational webisode series made by From The Box productions. The series, sponsored by Warchester City Council and Warchester Water, saw Dippy Drop go on an adventure to a different city attraction every episode. Candidates had to develop creative and appropriate activities and content that could be advertised via different social media channels. Candidates had to also discuss key milestones for the campaign and timescales required. Good responses demonstrated a clear understanding that content had to be creative and appropriate for the primary target audience and secondary target audience of parents. YouTube Kids was cited as an excellent way of reaching both audiences, and targeted tweets and links to parents against a specific timeframe was deemed a good way to keep interest before the launch. Specific hashtags were also given by candidates as responses to demonstrate engagement with the brief, such as #drippydrip, and the best answers combined traditional and digital methods by posting images of a person dressed up as Drippy Drop across From the Box’s Twitter and Facebook feed. There was clear evidence that some centres had prepared candidates well with key terminology such as social network aggregation, campaign objectives, Web 2.0, and blended marketing approaches included in the write up. Creative ways the sponsor companies could spread awareness of the launch was also commented upon by some candidates, who discussed retweeting and times of day to do this. It was also pleasing to note that candidates had been prepared for detailing legal and ethical elements of campaign activities even though candidates were not specifically required to discuss these on this occasion. Some candidates needed to demonstrate more understanding of how feedback from audiences or reach of marketing content could be gathered. It was also evident that a number of production schedules or workplan documents that were drawn up did not fully demonstrate knowledge of planning for milestones and the activities that are required before the
launch of a product. Centres should ensure, considering the weighting of the Section B question in this Unit, that how to plan and monitor a campaign is fully understood by candidates.
About OCR

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As a not-for-profit organisation, OCR’s core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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