

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# ***DIGITAL MEDIA***





**05843–05846, 05875**

## **Unit 6 Summer 2019 series**

Version 1

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

**Note to Centres:** There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a student that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.'

**Sector Update:** Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so learners can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables learners who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

## Paper Unit 6 series overview

Some centres have continued to use the online resources provided by OCR to support the teaching and learning of Unit 6 for candidates. There was an increase in the understanding and application of key concepts including global village, collaborative project management and how social media can successfully promote brand awareness. However, there was also an increase in the number of candidates only completing one section of the exam paper. This practice is not advisable as an exam technique owing to the mandatory nature of the unit.

## Section A overview

Answers in Section A suggest that centres have encouraged candidates to expand on knowledge learnt from Unit 1 and Unit 2 to make sure that key terms, such as crowdsourcing and crowdfunding, were being included in answers. There was evidence that candidates could use examples of real social media marketing campaigns for a variety of products to support answers, however this was not done consistently across the board and therefore centres should continue to encourage linking Learning Outcomes to contemporary social media campaigns.

### Question 1 (a)

1 (a) Identify **three** advantages of globalisation in the internet age.

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

[3]

The majority of candidates were able to identify advantages of globalisation such as increased audience reach, international crowdsourcing and maximising distribution and marketing techniques. Less successful responses, such as 'more people', were not considered in-depth enough to secure a mark. Centres are reminded to encourage candidates to use as much key terminology appropriate to the unit in their answers to show understanding of the Learning Outcomes.

### Question 1 (b)

(b) Explain **one** way that using social media could be seen to contradict the concept of the global village.

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

[3]

It was pleasing to see that many responses understood how social media could be seen to contradict the concept of the global village. Responses that referenced the 'isolation' that some people feel when using social media apps, the negative impacts of 'trolling and hacking' and the 'digital divide' which do not promote a utopian, interconnected society demonstrated an accurate understanding of the concept.



### Question 3 (b)

(b) Describe **two** advantages of using collaborative software when generating ideas for a new product. Use examples to support your answers.

1.....  
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2.....  
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[4]

Correct responses to this question discussed the ways in which collaborative software allowed global industries to communicate and work together, with project management tools such as Apollo referenced. Less successful answers confused collaborative software with online production tools, such as Adobe CC software.

### Question 4 (a)

4 (a) Explain **one** way that the role of regulatory bodies impacts on the content that news providers post on their social media channels.

.....  
.....  
.....  
.....  
.....

[2]

Many answers successfully looked at the impact that regulatory bodies, such as IPSO and the ASA, have on the content that news providers distribute in terms of ensuring news or supporting adverts are factual so that 'libel cases cannot be pursued'. Less successful answers demonstrated that some candidates had not read the question fully and discussed sectors such as film and regulators such as the BBFC.





## Section B overview

This series continued to show an increase in the number of candidates allocated Level 5 for Section B. Many candidates showed their creativity in terms of the activities that could be used to market the new app 'In Touch' across a variety of social media channels and traditional advertising methods.

### Question 6

InSynnk Apps is a game and app design company. They have developed an idea for a new app, called InTouch. InTouch aims to encourage young people and young professionals to shop locally, access their local library, talk to friends, engage in events at their local community centre and plan fundraising activities for local charities. The fact that it is local is its unique selling point.

The app is aimed at 18-35 year olds.

Community centre leaders across the country have said they believe the app would be a good idea. Holiday company Tour UK and British online clothes shop UnionGeer have said they would be willing to sponsor the app. They want pop up adverts in the app that will provide information about their products.

The advertising campaign for InTouch will be from June until December, with launch in January.

Social media accounts on Facebook, Twitter, Reddit and Instagram have been set up.

- 6\*** Develop a blended marketing campaign that will promote the launch of the 'InTouch' app and include the use of social media channels.

In your campaign, you must include the following aspects:

- Timescales required and key milestones.
- Creative content ideas to promote the app using both traditional advertising and social media channels.
- Legal restrictions and ethical considerations if advertising using social media channels.

You should justify your choices and decisions made.

[30]

The 'In Touch' app's USP was to encourage young people to shop locally and was sponsored by holiday company 'Tour UK' and British online clothes shop 'UnionGeer'. Candidates had to develop creative and appropriate activities and content as part of a blended marketing campaign. In this series, there were some good responses that demonstrated a clear understanding of the primary target audiences of teenagers and young professionals and the secondary target audience of middle aged and elderly local residents. Instagram and Facebook were cited as appropriate tools to reach the primary audiences of teenagers and young professionals respectively. The idea to run teaser adverts by local charities and community events, for example, was a good method of generating interest that could then be measured through social media aggregation tools. More traditional marketing, such as posters, were aimed at older audiences who could 'use a code on the poster to play a local game of bingo then share their scores'. In terms of demonstrating an understanding of timescales and key milestones, a number of candidates drew a production schedule to show they fully understood the process and development of a blended campaign and then explained it to support their answer. Specific hashtags were also given by candidates as responses to demonstrate creative engagement with the brief, such as #intouchcountdown and #livelocalbeintouch. Other content suggestions included using Instagram influencers of a similar age

group to the primary audiences who would 'go on a tour of their own local shops and tourist attractions' with specific recommendations, and heavy involvement of the sponsors Tour UK and UnionGeer to set competitions to win a British holiday and clothing giveaways. The sponsors would then post the winners online, and for the holiday 'a follow up daily social media case study of the places the winners visited'. 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 responses. In terms of legal and ethical considerations, many candidates discussed issues such as copyright of assets used in the campaign, the need for consent and release forms of participants and fair representation to ensure inclusivity of diverse audiences. Less successful answers lacked creative ideas or gave ideas that were generic and not targeted to the specific brief.

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