

# **Cambridge Technicals Digital Media**

## **Unit 1: Media products and audiences**

Level 3 Cambridge Technical in Digital Media  
**05843 - 05846**

## **Mark Scheme for January 2021**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
Tick	Tick
Double Tick	Excellent point
Cross	Cross
?	Unclear
^	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
Vertical wavy line	Not relevant to specific question
R	Rubric
Diagonal line/line through	Blank page
TV	Too vague
BOD	Benefit of Doubt

Question			Answer/Indicative content	Mark	Guidance
<b>Section A</b>					
<b>1</b>	<b>(a)</b>	<b>(i)</b>	<p>ONE mark for each interpretation about how audiences access published material, e.g:</p> <ul style="list-style-type: none"> <li>• Tablets are the least popular platform for audiences to use when accessing published material (1)</li> <li>• Mobile phones are the second most popular platform that audiences use to access published material (1)</li> <li>• The most popular platform for accessing published material is printed material (1)</li> <li>• Any other valid response</li> </ul>	3	<p>Answers should demonstrate that candidates can interpret the data in the infographic.</p> <p>Answers that have added together the total reach of digital technologies should be credited – this is an interpretation.</p>
<b>1</b>	<b>(a)</b>	<b>(ii)</b>	<p>ONE mark for correct percentage from the data, TWO marks for appropriate explanation e.g.:</p> <ul style="list-style-type: none"> <li>• 67% of audiences access published material in print format (1). This is because many local newspapers are only available in print format (1) and targeted to an older demographic used to reading print products (1).</li> <li>• 67% of audiences access published material in print format (1). This is because the most popular newspapers in the UK, like The Sun, are targeted to a C2DE demographic (1) who many not be able to afford online subscriptions or mobile devices. (1).</li> <li>• Any other valid response</li> </ul>	3	<p>Justification given should be reasonable relating to an aspect of audience demographic profiling such as age, gender, location, social grade.</p>

Question	Answer/Indicative content	Mark	Guidance
1 (b)	<p>ONE mark for reason, ONE mark for suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• More people access published material on desktop devices than tablets because many people use desktop computers at work (1) and may access published material on their desktop at break or lunch (1).</li> <li>• Less people access published material on a tablet device than on a mobile phone because mobiles are easier to use in cramped spaces (1) such as on the commute to work on public transport (1).</li> <li>• Any other valid response</li> </ul>	2	<p>Any reasonable response that relates to when/where/how audiences might access published material to access published material / updates should be credited. Answers that say they don't have access to technology this should be credited, as should those that talk about physical 'papers' being delivered to the house.</p>
2 (a)	<p>ONE mark for identification and one marks for correct explanation e.g.</p> <ul style="list-style-type: none"> <li>• DAB is the most popular way for audiences to access digital radio (1st). This is because most cars are fitted with a DAB radio and people will use this to listen to the radio on their commute to and from work (1).</li> <li>• Audiences stream radio direct from a station's website or apps (1st) this is because many people use their smartphones to stream radio and music owing to reliable and free WiFi connections in shops and on public transport (1).</li> <li>• Audiences listen to radio using their DTV (1st) this is because many digital radio stations are available and can be listened to with HD audio sound quality (1).</li> <li>• Any other valid response</li> </ul>	6	<p>Candidates are likely to reference wider knowledge of how audiences access radio, when and why they are most likely to do this.</p> <p>Method of distribution should be first mark.</p>

Question	Answer/Indicative content	Mark	Guidance
2 (b)	<p>ONE mark for an appropriate social media channel, ONE mark for suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• Snapchat would be an effective social media channel for a station to reach young people about a new radio programme (1). This is because many main radio stations target student listeners who are the main users of Snapchat via live video feeds of presenters in studio that can be easily done on Snapchat (1).</li> <li>• Twitter would be an effective social media channel for a station to reach young people about a new radio programme (1). This is because it allows for multiple yet specific bands and artists to be tagged into post, which will in turn reach their fans and increase exposure about the new show (1)</li> <li>• Any other valid response</li> </ul>	4	<p>Any reasonable response that relates to why the social media channel would be appropriate to reach a young audience/fans of music should be credited.</p> <p>Social media channels identified in answer must be appropriate for promotion of radio.</p>

Question	Answer/Indicative content	Mark	Guidance
<b>Section B</b>			
<b>3 (a)</b>	<p>ONE mark for each correct media industry e.g.:</p> <ul style="list-style-type: none"> <li>• Film (1)</li> <li>• Radio (1)</li> <li>• Gaming (1)</li> <li>• Television (1)</li> <li>• Any other valid response.</li> </ul>	4	<p>Those industries that cross media sectors (film, TV) can be still considered an industry in their own right and should be credited (e.g. animation, music, digital video).</p> <p>Do not accept company names (e.g. Netflix, Disney)</p> <p>If they have put the industry somewhere in answer (albeit even if part of the name) please do credit</p>
<b>3 (b)</b>	<p>ONE mark for an online production method, TWO marks for suitable expansion e.g.</p> <ul style="list-style-type: none"> <li>• In this music industry online production methods include collaborative production to create new products (1). This means that people with different production skills such as singing, playing guitar (1) can create a new track online and get instant feedback from others who like the genre of music (1).</li> <li>• In video industries online production methods include using online tools to collect royalty-free assets, such as music or footage, to add to productions (1). This means that producers who lack the budget to pay royalties for music or cutaway locations (1) can still develop a video product for a client or purpose (1).</li> <li>• Any other valid response.</li> </ul>	3	<p>Candidates do not have to name any specific tools for this question, it is about the method of production.</p> <p>Credit 3b) if the answer discusses an online method of the industry a company works in if they have discussed a company in 3a)</p>

Question	Answer/Indicative content	Mark	Guidance
4	<p>TWO marks for explanation about how horizontal integration contributes to process of synergy, ONE mark for use of examples e.g.</p> <ul style="list-style-type: none"> <li>• HI contributes to synergy because a conglomerate can use choose the most appropriate subsidiaries it owns (1) to maximise the success of a specific brand (1). This was evidenced when 21<sup>st</sup> Century Fox ensured that the trailer for Deadpool 2 was advertised extensively on the Sky Movie channels rather than on other assets such as TalkSport (1).</li> <li>• HI contributes to the process of synergy because a company can maximise audience reach (1) by promoting a brand or product across many platforms and through joint ventures (1). This was evidenced when Disney released Avengers: Infinity War and they not only used their own subsidiaries of gaming, online TV channels to run trailers and competitions but worked with partners across a range of media platforms such as Epic Games and Comic-Con to create publicity (1).</li> <li>• Any other valid response.</li> </ul>	3	<p>Candidates must show that they understand how ownership of subsidiaries or partnerships can be used to contribute to maximising the success of a brand or product. Linking to cross promotion should be accepted.</p> <p>An example of a real media company or product should be given in order to award all three marks.</p>
5 (a)	<p>ONE mark for each correct advertising technique of the identified product e.g.</p> <p>Doctor Who Christmas Special</p> <ul style="list-style-type: none"> <li>• Television ident/advert</li> <li>• YouTube trailer</li> <li>• Radio trail</li> <li>• TV listings magazine advert</li> <li>• Any other valid response.</li> </ul>	3	<p>Candidates must reference a specific product in the space provided on the question paper. Assessors should use their professional judgement and can check if answers are correct.</p> <p>Accept 'above the line' and 'below the line', but not traditional (as this is not a specific/key terms)</p>



Question	Answer/Indicative content	Mark	Guidance
5 (b)	<p>ONE mark for an advertising technique from 5a, TWO marks for suitable expansion, e.g.</p> <ul style="list-style-type: none"> <li>• Television ident/advert This helped create success for the Doctor Who Christmas Special because idents/adverts were distributed immediately after watercooler shows on the same channel (1). This meant that the channel had a captive target audience to watch the advert (1) who are also within the target demographic for the programme owing to its mainstream content (1).</li> <li>• Teaser trailer on Twitter This helped create success for Black Panther because the teaser trailer tagged in actors and the main Twitter accounts of the MCU films (1). This meant that Marvel had famous actors and role models who would share it to potentially new audiences (1) and those MCU enthusiasts who would share the trailer to their own accounts and to fan pages which creates a buzz.(1).</li> </ul>	3	<p>If the candidate doesn't mention a product in 5a, please do still credit the answer (e.g. how a billboard might be used to promote a film).</p>
6 (a)	<p>ONE mark each correct production technique for the identified product e.g.</p> <p>The Adam and Jo Jo Breakfast Show on Capital FM Yorkshire</p> <ul style="list-style-type: none"> <li>• Jingles</li> <li>• Slogans</li> <li>• Direct address</li> <li>• Sound effects</li> <li>• Any other valid response</li> </ul>	4	<p>Candidates should reference a specific product in the space provided on the question paper BUT assessors should accept sector. Assessors should use their professional judgement and can check if answers are correct.</p> <p>Please credit the production technique within the media sector if it is essential to the production of the product (e.g. scriptwriting, editing/special effects, costume design)</p>

Question	Answer/Indicative Content	Marks	Guidance
6 (b)*	<p><b>Level 3</b></p> <p><b>9-12</b>  <b>Excellent</b> discussion about how production techniques contribute to creating representations. The examples used from products to support ideas and theories are <b>wholly appropriate and justified</b>. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology.</p> <p><b>Level 2</b></p> <p><b>5-8</b>  <b>Good</b> discussion about how production techniques contribute to creating representations. The examples used from products to support ideas and theories are <b>appropriate and partly justified</b>. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.</p> <p><b>1-4</b>  <b>Limited</b> discussion about how production techniques contribute to creating representations. The examples used from products to support ideas are <b>sometimes appropriate</b>. 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><b>0</b>– no response or no response worthy of credit.</p>	12	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p><b>Level 3 answers</b>  Will include at least two theories with correct names and explanation of theories (3-4 marks)  Will include at least four examples from a real media product with points supported by production techniques (3-4 marks)  Will feature a discussion about how representations are created in a real media product (3-4)</p> <p><b>Level 2 answers</b>  Will include at least one theory with correct name and explanation of theory (2-3 marks)  Will include at least two-three examples from a real media product with points supported by production techniques (2-3 marks)  Will feature a discussion about how representations are created supported by examples from a real media product (1-2)</p> <p><b>Level 1 answers</b>  May include at least one theory with explanation of theory (1-2 marks)  Will include at least one examples from a real media product with points supported by production techniques (1-2 marks)  May feature a discussion about the concept of representation from a real media product (1)</p> <p>Candidates will reference a digital media product discussed in Part 6a). They will discuss how production techniques (such as costume, use of jingles, layout, close up framing, slow motion, sound effects, casting, performance) contribute to creating representations in the chosen product  Theories may include:  Earp and Katz  Hall  Connell  Mulvey  Dyer  Gauntlett</p> <p>If answers for 6a don't reference a specific media product, credit should be given in 6b to any examples used/how production techniques are used to create representation and meaning in a particular media industry/sector.</p> <p>Marks will be broken down  T=4/E=4/A=4  T – theory or terminology  E – examples from a product  A – argument or analysis</p>

Question		Answer/Indicative content	Mark	Guidance
7	(a)	<p>ONE mark correct primary method of gaining feedback from an audience using online technologies.</p> <ul style="list-style-type: none"> <li>• e.g. :YouTube comments (or any other form of social media monitoring)</li> <li>• Email</li> <li>• Online questionnaire</li> <li>• Interactive quiz on channel's website</li> <li>• Any other valid response</li> </ul>	3	<p>If a candidate has given three different ways that feedback can be gained by <u>different</u> methods of collecting data using online technologies, this should be credited. However if the answer simply states three names social media channels Facebook, Twitter, YouTube then this should not be credited. However and online survey and an online questionnaire are different</p> <p>Do not credit any secondary methods.</p>
7	(b)	<p>ONE advantage of a method in 7a), TWO marks for suitable expansion, e.g.</p> <ul style="list-style-type: none"> <li>• An online questionnaire is a good method because people who fill them in want to genuinely contribute their opinion (1). This means that a production company can get both qualitative and quantitative opinions (1) for very little cost or effort when distributing the questionnaire (1).</li> <li>• YouTube comments are a good way because people from all over the world comment (1). This means that there is often a variety of positive and negative feedback (1) ranging from primary audience members such as fans as well as those who might be considered a secondary audience (1).</li> </ul>	3	<p>Credit any primary research method that delivers audience feedback for a producer</p>

Question	Answer/Indicative content	Mark	Guidance
8	<p>ONE mark for each identification, ONE mark for suitable expansion, e.g.</p> <ul style="list-style-type: none"> <li>• Mainstream and niche audiences are targeted differently by putting content on different channels at different times. (1) For example, EastEnders is for mainstream audiences on at primetime on BBC1 (1).</li> <li>• Mainstream and niche magazine audiences are targeted differently by content and frequency of publication. (1) For example, Salmon and Trout is a niche magazine only released once a month (1).</li> <li>• Any other valid response</li> </ul>	4	Candidates must mention at least one product for second mark. If response 1 talks about mainstream, and response two talks about niche – example given then credit fully.

Question	Answer/Indicative content	Mark	Guidance	
9*	<p><i>'The internet has made it impossible to protect audiences from the negative effects of digital media.'</i></p> <p><b>Level 4</b></p> <p><b>16-20</b> An <b>excellent</b> discussion about the statement using related theory is demonstrated. The examples used from media products and audiences to support ideas are contemporary and <b>wholly appropriate and justified</b>. 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><b>Level 3</b></p> <p><b>11-15</b> A <b>good</b> discussion about the statement using related theory is demonstrated. The examples used from media products and audiences to support ideas are contemporary and <b>appropriate and sometimes justified</b>. There will be some errors of spelling punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p><b>Level 2</b></p> <p><b>6-10</b> A <b>basic</b> discussion about the statement is demonstrated. Related theory may not always be used. The examples used from media products and audiences to support ideas are mainly contemporary and <b>mostly appropriate</b>. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive.</p>	20	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p><b>Level 4 answers</b></p> <p>Will include at least four to five theories/key terms with correct names and explanation in relation to violence and negative media effects debate/regulation of products (4-5 marks)</p> <p>Will include at least four examples from a real media product/s and/or contemporary case studies. (8-10 marks)</p> <p>Will feature a balanced discussion that makes at least four points about the concept of the effect of violence in the media on identified audiences (4-5)</p> <p><b>Level 3 answers</b></p> <p>Will include at least three to four theories/key terms with correct names and explanation in relation to violence and negative media effects debate/regulation of online media (3-4 marks)</p> <p>Will include at least three examples from a real media product/s and/or contemporary case studies. (5-7 marks)</p> <p>Candidates can pick any products they have studied and will relate to contemporary ideas about violence and the media effects debate/and social media.</p> <p>Products discussed are likely to be video game products, social media and films (Fortnite, Call of Duty, GTA, Human Centipede, Twitter) and related case studies linked to violent acts.</p> <p>Top answers are likely to demonstrate and understanding of relevant media effects theory and contemporary debate (e.g Gerbner, Anderson, Cohen, Gauntlett, Livingstone and Lund) but choice of theorists is likely to depend on the medium and product chosen.</p> <p>Theory/Terms- 5 Examples of real media products – 10 Argument – 5</p>	

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Level 1</b> <b>1-5</b></p> <p><b>Limited</b> discussion about the statement is demonstrated. The examples used from media products and audiences to support ideas are <b>sometimes appropriate</b>. 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><b>0</b>– no response or no response worthy of credit.</p>		<p>Will feature a discussion that makes at least three points about the effect of violence in the media on identified audiences. (3-4)</p> <p><b>Level 2 answers</b></p> <p>Will include at least one or two theories/key terms with correct names and explanation in relation to violence and negative media effects debate/regulation of online media (2-3 marks) Will include at least two examples from a real media product/s and/or contemporary case studies. (3-4 marks)</p> <p>Will feature a discussion that makes at least two points about the effect of violence in the media on identified audiences. (2-3)</p> <p><b>Level 1 answers</b></p> <p>Are likely to include only one or two key terms (1-2)</p> <p>Will include at one three examples from a real media product/s and/or contemporary case studies. (1-3 marks)</p> <p>Is likely to not feature any a discussion.</p>

For T allow names of regulators

Cap top Level 2 if question hasn't been address – e.g. not specific to statement

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