

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 2 January 2021 series

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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.

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Unit 2 series overview

Less candidates sat the Unit 2 exam paper in January because of Covid-19 disruption, so the recommendations and observations in this report are based on a smaller sample than in previous series.

Candidates were mostly clear about the requirements of the unit, understanding that they were working to a brief, and were prepared in the main for the vocational case study nature of the exam. There was varied success in responses about the types of pre-production documents that needed when planning an opening title sequence for a new baking TV programme. As in previous series some candidates did not understand the difference between primary and secondary research (Q3) which is a key area of synopticity in the specification. Some candidates also struggled to give answers to demonstrate their understanding about appropriate pre-production documents required to communicate initial ideas (Q4). The practical production questions showed a marked improvement with visualisations (Q7) and storyboards (Q8) annotated clearly in relation to the requirements of the brief. Answers to the extended response question were less successful, with some candidates not clear about the purpose of a set design document. (Q9).

| <i>Candidates who did well on this paper generally did the following:</i> | <i>Candidates who did less well on this paper generally did the following:</i> |
|---|---|
| <ul style="list-style-type: none"> • Linked answers to the brief. • Read the specific requirements of the question. • Used annotations to justify their ideas on the pre-production documents created in Section B. • Were evaluative in their answers to the extended response question. | <ul style="list-style-type: none"> • Did not fully link answers to the specific brief in the insert. • Did not fully explain responses or used very brief, one word or sentence answers. • Did not justify ideas through annotations for the Section B questions. • Were not evaluative in their answers to the extended response question, or did not understand the purpose of a set design document. |

Section A overview

Many candidates had clearly been prepared successfully to work to a set brief. Most candidates could clearly identify and understand client and audience requirements, job roles across media sectors, how research can be gathered and the regulatory considerations needed when planning a media production.

Question 1 (a)

- 1 (a) Identify **three** client requirements that Treat TV have specified for Advancing Visions in the product brief.

1

2

3

[3]

Question 1 (b)

- (b) Explain how **one** of the client requirements in the brief could relate to Andrew's job role.

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.....[3]

Most candidates were able to achieve full marks in Q1 (a) showing that they had been successfully taught to interpret client requirements as professional practitioners. Responses to Q1 (b) were almost unanimously linked to Q1 (a) with many responses identifying plausible problems.

Question 2

- 2 Identify **two** methods that you could use to gather information about the content that is included in the title sequences of cookery programmes.

Explain why each method would be suitable in relation to the brief.

[6]

1

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2

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Responses to Q2 gave candidates the opportunity to show their understanding of how to research information. Many candidates cited primary methods, such as content analysis and interviews, with explanation in relation to the brief allowing them to achieve full marks. If explanations did not relate to the brief or one word identifications were given, such as simply stating 'survey', full marks could not be achieved.

Question 3 (a)

- 3 (a) Krishner has asked you to help him research effective logo designs that TV shows use. Identify **two** secondary research methods, other than looking online, that would allow you to research logo designs. Explain why each is suitable for the brief.

1

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2

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[6]

Question 3 (b)

- (b) Explain **one** potential drawback of using one of the methods you outlined in part 3(a).

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.....[3]

Some candidates did not read the stem of question Q3 (a) that detailed Krishner needed to research effective logo design. As a result, some answers to this question were too vague or not appropriate in terms of researching logos used on TV programmes. There was also evidence that some candidates confused primary and secondary methods. Answers that included 'holding a focus group' and 'giving questionnaires to the TV directors' could not be credited. Centres are reminded about the importance of teaching core concepts and content that is synoptic across mandatory units. Candidates could not achieve full marks in Q3 (b) if the research method in Q3 (a) was a primary method.

Question 4

- 4 Identify **two** pre-production documents that Andrew and Krishner could use to show Treat TV their initial ideas for the 'Make Me a Baker' title sequence.

Compare the effectiveness of **each** in relation to the task and brief.

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..... [9]

It was clear that for Q4 many candidates were able to suggest appropriate pre-production documents that showed initial ideas. These included mindmaps, moodboards and, more specific to the requirements of the brief, visualisation diagrams/concept art and storyboards. Documents such as scripts and shooting logs were not appropriate documents to demonstrate initial ideas to a client. These documents would have been used further down the planning process. Candidates need to look at the specific uses and purposes of the pre-production documents listed in the specification and how and when they might be used as part of the complete planning process.

Question 5

- 5 Oriana is responsible for communicating with the client. Identify **two** ways that Oriana can get feedback on the team's ideas from Treat TV. Explain why each is suitable, using the brief to support your answer.

1

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2

.....

.....

[6]

It was pleasing to see that candidates were able to identify ways to gain feedback from a client, with most candidates suggesting methods such as meetings, VOIP calls or prototypes. Such answers demonstrated that candidates had considered the specific requirements of the brief. Answers that were not specific to the requirements of the brief such as questionnaires and surveys, while being a correct way to 'get feedback', did not consider the actual task in the question stem. Centres should encourage candidates to read the entirety of the question to be able to fully demonstrate their knowledge.

Question 6

- 6 Identify **two** potential regulatory issues that Andrew may face when producing the 'Make Me a Baker' title sequence. Explain how each might be resolved. Use the brief to support your answer.

1

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2


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[6]

It was encouraging to see that some candidates understood the difference between media regulation and legal and ethical issues. The best answers demonstrated an understanding of the appropriate media regulators for the brief, Ofcom, ASA and IPSO. The most successful answers discussed key ideas such as the watershed and the responsibility to provide accurate information. Less successful answers incorrectly suggested copyright of images and PRS licences as regulatory issues when they would need to be considered as a legal issue. Media regulation is a synoptic concept and so centres should encourage candidates to look at how issues of regulation and regulatory bodies have an impact on material that is distributed across different sectors.

| | | |
|---|-----------------------------|--|
|  | <p>Misconception</p> | <p>Candidates were not always clear about the difference between regulatory issues and legal issues in terms of content that is distributed by media sectors. Candidates should be able to demonstrate knowledge of regulation guidelines from organisations such as the ASA, IPSO, PEGI, OFCOM and how this differs to legal issues concerning copyright, content licensing and trademarks.</p> |
|---|-----------------------------|--|

Section B overview

Candidates had clearly been prepared successfully to create pre-production documents. Creativity and the ability to relate documents to the brief was evident. It is recommended that centres encourage candidates to fully justify choices made when creating the documents for this style of question. Some of the most successful answers to the extended response question demonstrated that candidates had been prepared for the evaluative nature of the question, which was pleasing to see.

Question 7

- 7 Oriana and Krishner would like to see your original ideas for the Treat TV logo.

In the space provided, create a **visualisation diagram** that shows your ideas for the Treat TV logo.

Marks will be awarded for:

- content
- fitness for purpose
- annotations

[9]

Many responses to this task were extremely impressive and it was clear that candidates have had extensive practice in creating visualisation diagrams. Centres should remind candidates that annotations to justify decisions of colour and imagery should be detailed to reach Level 3.

Question 8

- 8 Andrew has asked you to help him complete a **storyboard** for the 'Make Me a Baker' title sequence.

In the space provided create a **storyboard** for the title sequence. You should consider what Treat TV have specifically asked for in the brief.

Marks will be awarded for

- content
- fitness for purpose

(Note: the dotted lines are for filming and sound information.)

[9]

As with Q7, many responses to this task were impressive and it was clear that candidates have had extensive practice in creating storyboards. Candidates had clearly been creative in terms of demonstrating their understanding of a title sequence with drawn scene content reflecting the requirements of the brief. Understanding of filming and sound information was evident on many responses awarded top Level 2 and Level 3 marks. Centres should remind candidates that annotations to justify decisions on scene content are needed to access the top of the Level 3 mark band.

Question 9

- 9* Treat TV think that the best way to show the audience the early designs for the 'Make Me a Baker' set is to use their social media accounts to release a **set design document**.

Discuss the advantages and disadvantages of using a **set design document** to communicate ideas about the studio set layout of the programme. Use the brief to support your answer.

[20]

This question tested candidates' knowledge of two areas; one was the purpose and features of a set design document and the second was understanding of audience feedback. Many candidates suggested that releasing a set design document on social media was a good way to create hype and get the audiences' attention so they felt more involved with the early production of the programme. Such responses were also evaluative and said that a set design document was not the most appropriate document to release across social media and that its primary purpose was for production staff. Other documents were deemed more suitable to release to an audience such as a visualisation diagram or storyboard to attract audience interest. The final question on the Unit 2 exam paper assesses candidates' understanding of LO4. There is a comprehensive list of pre-production and planning documents in the specification that candidates should have the opportunity to discuss as part of teaching and learning. It is recommended that all materials are covered as it was evident in some cases that candidates did not know what a set design document was.

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I dislike this



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