

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843-05846, 05875

Unit 1 January 2021 series

Contents

Introduction	3
Unit 1 series overview	4
Section A overview	5
Question 1 (a) (i)	5
Question 1 (a) (ii)	5
Question 2 (a)	6
Question 2 (b)	7
Section B overview	3
Question 3 (a)	3
Question 3 (b)	g
Question 4	g
Question 5 (a)	10
Question 6 (a)	10
Question 6 (b)	11
Question 7 (a)	11
Question 7 (b).	12
Question 8	12
Question 9	13

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 and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on File > Export to and select Microsoft Word

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a few **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 1 series overview

Less candidates sat the Unit 1 exam paper in this series due to Covid-19 restrictions so the recommendations and observations from this report are based on a smaller cohort than usual.

In Section A it was pleasing to see improvement to answers where candidates had clearly been guided to interpret different data sources in ways not previously seen. In Section B key media industries concepts such as horizontal integration and synergy continue to be taught well. Answers to the extended response question that tests LO3 were sometimes less successful than in previous series. Responses to this question did not always show a comprehensive understanding of the production techniques and theories of representation required by the specification. Candidate answers to the extended response question that tests LO6 continued to show that centres are successfully teaching media effects and regulation, with some candidates using contemporary case studied such as fake news, Donald Trump and Twitter and Instagram influencers.

Candidates who did well on this paper generally did the following: Used contemporary and relevant examples of digital media products to support points made Used theory in the extended response questions Used key terms from the specification in their answers Candidates who did less well on this paper generally did the following: Did not expand on answers, e.g. giving one-word responses Used non-contemporary examples of digital media products – e.g. Child's Play 3

Section A overview

Responses to questions in this section demonstrated that centres had been preparing candidates to analyse data from media research organisations across a range of sectors. The focus in this session for this section mainly gave candidates the opportunity to show their understanding about the audiences of print and publishing products and contemporary radio stations. It also demonstrated that candidates could successfully discuss the technologies that audiences use to consume these.

Question 1 (a) (i)

Use Fig. 1 and your own knowledge to answer the following questions.

consumers to access published media material.

(a) (i) Identify three interpretations that can be made about the methods used by

· · · · · · · · · · · · · · · · · · ·	
2	
3	
	[3

This question required candidates to look at the infographic from PamCo and identify three percentages or methods in relation to the way that consumers access published media. Most students were able to pick out three correct answers from the data. The only answers that were not given marks were those with one-word answers such as 'desktop'. These type of answers did not address the specifics of the question and were too vague to be credited.

Question 1 (a) (ii)

(ii)	Identify the percentage of consumers who accessed published media material in print format.
	Explain one reason for this percentage.
	Percentage:
	[3

Again, most candidates were able to correctly identify the percentage of consumers as 67%. Correct explanations for the percentage, such as that print was still the most popular format owing to the older generation still preferring a physical copy, were given by many candidates. This demonstrated that centres are teaching candidates the breadth of LO4 and LO5 content allowing them to fully understand demographic profiling.

Question 2 (a)

Use Fig. 2 and your own knowledge to answer the following questions.

(a) Identify and explain three patterns in the way audiences listen to radio in the UK.

1	 	 	
2			
	 	 	[6]

Many candidates were able to identify three patterns in the way that audiences listen to radio in the UK from the RAJAR data. In contrast to Q1 (a) candidates found it more difficult to explain why these patterns of listenership existed. The best answers referenced key terms such as 'technological convergence' and understood the importance of how DAB enabled choice for consumers, as well as devices that allowed audiences to listen to radio 'on the go'. As a recommendation, centres should offer candidates the opportunity to engage with areas of the specification holistically, with data analysis skills required for LO4 taught with an understanding of distribution and audience consumption in LO2.

Question 2 (b)

(b)	Identify two social media channels that radio producers might use to target 15-24 year-old listeners to promote a new radio programme.
	Explain why each would be an effective channel to target these listeners.
	1
	2
	[4

Most candidates were given at least one mark for each part of this question, correctly identifying why social media channels such as Instagram, TikTok or Snapchat would be effective to target 15-24 year-old listeners. Less successful answers repeated the question as part of their explanation. The best responses brought in synoptic learning from Unit 6, and could identify why and how the social media channels could be successful marketing tools for a radio programme.

Section B overview

Responses to the questions in this section suggested that some candidates would have benefited from a greater understanding of theoretical ideas about the macro concept of representation supported by specific examples from media products in order to allow them to apply this to any independent research as part of their revision. Candidates did not always demonstrate accurate understanding of production techniques, and this is an area that centres could further incorporate when learning technical production skills for Unit 3. The use of theoretical ideas about regulation, moral panics and audience effects theories and debates was sophisticated, and the application of concepts to case studies that directly affect candidates (such as debates about the impact and role of media influencers) was more successful than when applied to non-contemporary media products.

Question 3 (a)

3 (a)	Identify for	our media	industries	that pro	duce digital	media products.
-------	--------------	-----------	------------	----------	--------------	-----------------

٠	[4]
3	
2	
1	

For this question candidates were either able to successfully identify four media industries, such as print, TV, film, games, web, gaming, to gain full marks, or they were incorrect and provided the names of four digital media companies. It is important that candidates understand key terms such as media industries and sectors and the difference between media companies and organisations.

© OCR 2021

Question 3 (b)

(b)	Explain how one media industry you identified in part 3a might use online production methods to create new media products.
	You must specify at least one online production method as part of your answer.
	[3]

The question tested candidates' understanding of production methods. The most successful answers referenced collaborative production methods such as for radio and music products. Others also discussed the availability of professional online editing and design programmes, such as Adobe CC, and how online coding of video games has become popular for independent producers. A few candidates discussed advertising and marketing and so did not meet the requirements of the question. Candidates should be clear about the different aspects of the production process and the impact that online technologies have had on media production.

Question 4

4	Explain one way that horizontal integration can contribute to the process of synergy.
	Use an example from media institutions or products to support your answer.
	[3]

Many candidates answered this question well, showing understanding of the links between horizontal integration and synergy. Disney and Sony (*Avengers* and *Skyfall*) were used to explain how subsidiary companies can maximise efficiency of marketing through cross-promotion.

Question 5 (a)

5	(a)	Identify three advertising techniques that were used as part of the marketing and
		distribution process for a media product you have studied.

Media product:	
1	
2	
3	
	[3]

Many candidates answered this question exceptionally well. Contemporary media products were used and creative methods of advertising were cited. Key terms such as above the line and below the line marketing were also referenced. Less successful answers tended to be one-word responses such as 'TV'. These types of answers did not address the specifics of the question and were too vague to meet the requirements of the mark scheme.

Question 6 (a)

6 (a) Identify four production techniques used in a media product you have studied.

Media product:	
1	
2	
3	
4	
	[4]

This question asked for four production techniques from a specific media product. Correct responses discussed the production techniques learnt as part of the requirements of LO3 of the specification. These include elements of mise-en-scene, camerawork, editing and sound. Reponses that discussed generic planning documents such as 'call sheets' or 'recces' could not be credited. Candidates need to be clear about the production techniques used in the case study products studied in lessons.

Question 6 (b)

representations in the media product discussed. Use examples to support your answer.
[12]

The question required candidates to discuss how the production techniques created representations in a media product they had studied. Candidates were still credited where they discussed a different product to the one they had outlined in Q6 (a). Candidates had clearly benefited from using past exam papers, and the structure of responses was very good, particularly for those awarded Level 3. Less successful answers discussed wider meanings created by production techniques without referencing theories of representation or key terminology such as 'stereotypes'. These candidates were limited in the marks they were given because they did not meet the requirements of the question and the mark scheme where four out of 12 marks are for candidates' understanding of theory and/or terminology. Candidates need an understanding of media theories in the three macro areas of LO3 of representation, genre and narrative as suggested in the specification and textbook.



Misconception

Some candidate answers suggested that they had understood the word representation to mean in narrative or genre conventions. This is incorrect and candidates should have focused their discussion of representation in relation to wider debates such as representations of age, gender, class, ethnicity and sexuality.

Question 7 (a)

7	(a)	Identify three methods of conducting primary research using online technologies that
		producers could use to gain audience feedback on a trailer for a new TV programme

1	
2	
3	
	[3]

This question was synoptic to skills assessed in Unit 2. Most candidates answered this successfully, identifying three appropriate primary research methods. Less successful answers did not consider the full question stem and so suggested inappropriate methods which could not be credited.

Question 7 (b)

(b)	Explain one advantage of using one of the methods identified in part 7a .
	[3]

Successful answers fully demonstrated that candidates understood the advantages of primary research methods. The best answers were able to link the advantage to the stem in Q7 (a) and/or used real examples to support the advantage with reference to the requirements of Unit 1 in relation to media ownership and audiences rather than the requirements of Unit 2.

Question 8

8

Identify and explain two differences in how digital media producers target mainstream and niche audiences. Use examples to support your answer.
1
2
[4]

Responses to Q8 showed candidates understood the difference between the key terms 'mainstream' and 'niche'. Many answers did not identify two differences and instead made one point about mainstream audiences and one point about niche audiences. Where this was the case candidates were still credited if appropriate examples were used. Candidates need to make sure they read and understand the requirements of questions, and focus their answer on the specifics of the question.

Question 9

*	'The internet has made it impossible to protect audiences from the negative effects of digita media.'	I
	Using your knowledge of the effects of digital media and the role of regulation, discuss the accuracy of this statement. Use examples to support your answer.	[20]

Once again, it was pleasing to see that some centres had continued to take on board feedback about the importance of teaching key theories and terminology in relation to audiences, media effects and regulation. Many candidates included the suggested theories such as passive v. active audiences, desensitisation, and copycat behaviour. Candidates had to directly address the statement about whether 'the internet has made it impossible to protect audiences from the negative effects of digital media'. The best answers showed candidates understood the 'effects debate' as well as the role of regulatory bodies such as the ASA, BBFC, OFCOM and PEGI. Some answers gave a variety of examples from different media sectors, while others discussed one sector such as film or video games, and it was found that either approach allowed candidates to access the full range of marks. Children's access to digital products on the internet was discussed at length by some candidates, with excellent responses considering the lack of regulation of explicit or banned content such as pornography and video games and the potential impact that this may have on children. Candidates discussed social media in terms of both moral panics about the effects of unrealistic body images and trolling, and cyberbullying. There was an increase from the previous session in the number of responses referencing the 1993 Jamie Bulger case and the 1999 Columbine Massacre, which did not provide a contemporary context. Centres are reminded to teach contemporary case studies to allow candidates the opportunity to discuss relevant digital media products they interact with. Candidates should know a wide range of case studies to support their arguments and the application of theory, or be able to discuss case studies in greater depth to fully access the marks given for 'use of examples'.

Supporting you

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website.

Supporting you through 2020-2021

Our priority is supporting you and your students as you prepare for summer 2021 exams. We'll update our <u>website information</u> regularly with resources, guidance and key information.

Take a look at our support for:

- <u>Teachers</u>
- Students
- Exams officers
- Assessment specialists

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our website or visit OCR professional development.

Signed up for ExamBuilder?

<u>ExamBuilder</u> is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the <u>sign up form</u>.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our Customer Support Centre.

General qualifications

01223 553998 general.qualifications@ocr.org.uk

Vocational qualifications

02476 851509 vocational.qualifications@ocr.org.uk

For more information visit

ocr.org.uk/i-want-to/find-resources/

ocr.org.uk

6 /ocrexams

y /ocrexams

in /company/ocr

/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to.
Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.







OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2021 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

 $Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our \underline{\text{Expression of Interest form}}.$

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.