

Cambridge Technicals Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical in Digital Media
05843 - 05846

Mark Scheme for January 2022

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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

| Annotation | Meaning of annotation |
|----------------------------|---------------------------------|
| 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 | Response not clear |
| R | Rubric |
| Diagonal line/line through | Blank page |
| TV | Too vague |
| BOD | Benefit of Doubt |
| Rep | Repetition |
| NAQ | Not answering question |

| Question | | | Answer/Indicative content | Mark | Guidance |
|------------------|-----|------|--|------|--|
| Section A | | | | | |
| 1 | (a) | (i) | <p>One mark for each correct identification, e.g: (max 3 marks)</p> <ul style="list-style-type: none"> • Most people listen to live radio to access audio media (1) • Least number of people choose to access audio media through catch up radio (1) • TV is only slightly behind live radio in terms of how people access audio media • Any other suitable response | 3 | Credit any correct interpretation from the data. If the response is disputable do not credit e.g. 'easy to access' |
| 1 | (a) | (ii) | <p>One mark correct definition, two marks for suitable for explanation, e.g.</p> <ul style="list-style-type: none"> • The term 'On demand music service' is an online store or hub (1) that audiences can listen to a large variety of music from (1) from a range of digital devices such as a smartphone (1). • The term "On demand music service' is an online subscription service, (1) that allows users to make their own playlists (1) and recommends new music people might enjoy (1). | 3 | Candidates may discuss variety of music, playlists, subscription as part of their answer. |
| 1 | (b) | (i) | <p>One mark each correct identification, (max 2 marks) e.g.</p> <ul style="list-style-type: none"> • People aged 55+ listen to live radio the most (1) • Live radio is less popular with 15-24 year olds than downloading or on-demand services (1). Any other suitable response | 2 | Credit any correct interpretation from the data. Do not credit an assumption |

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|------|---|------|--|
| 1 | (b) | (ii) | <p>One mark for correct reason from an interpretation made in 1b(i), two marks for expansion e.g.</p> <ul style="list-style-type: none"> • People aged 55+ listen to live radio more because they are used to accessing audio content by this method (1) owing to not being brought up with technologies that can access on demand audio (1) such as smartphones, tablets and wifi devices(1). • People aged 55+ listen to live radio more because they are often retired and in the house longer (1) meaning that they don't just listen to it on their way to work (1) using it as daily company by listening to programmes such as the informative BBC Radio 3/4 (1).Any other suitable response | 3 | <p>Any response that discusses time /technology digital devices/habits of age should be credited.</p> <p>Response should be based on an interpretation made in 1(b)(i)</p> |
| 2 | (a) | | <p>One mark for each correct identification, e.g: (max 4 marks)</p> <ul style="list-style-type: none"> • All of the programmes are from ITV family of channels (1). • Genre of programmes are all soap and reality TV (1) • Coronation Street is the most popular programme across the whole week (1). • Coronation Street and Emmerdale are watched mainly on live TV (1) Any other suitable response | 4 | |
| 2 | (b) | | <p>One mark for explanation, one mark for expansion e.g. (max 4 marks)</p> <ul style="list-style-type: none"> • Coronation Street is not streamed on devices like smartphones/ tablets as much as Love Island because Coronation Street is watched by older viewers (1) who tend to watch live TV in the living room more (1) • Love Island is streamed on digital devices such as laptops because it is watched by younger audiences (1) who use devices connected to social media when watching TV so they can post about it whilst the programme is on (1).Any other suitable response | 4 | <p>Answers are likely to discuss the age different and habits of age groups and will potentially discuss the fact that Love Island has a large social media community.</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|------------------|--|------|--|
| Section B | | | |
| 3 (a) | <p>One mark for each correct media sector e.g. (max 4 marks)</p> <ul style="list-style-type: none"> • Print and publishing (1). • TV (1) • Film (1) • Video games (1) • Music (1) • Any other suitable response | 4 | <p>Social media is a sector. Interactive and visual too vague Company is not a sector</p> |
| 3 (b) | <p>One mark for a correct product (i.e. produced by the chosen sector) and two marks for suitable explanation e.g:</p> <ul style="list-style-type: none"> • Avengers: End Game (1) has been distributed on VoD services on Amazon Prime and Google Play allowing audiences to watch it on demand (1) and deleted scenes have also been released by Marvel across YouTube (1). • The Daily Mail (1) is distributed digitally via their app and website (1) and social media such as Snapchat pushes online updates to followers (1). • Any other suitable response | 3 | <p>Company is not a product. Do credit advertising /promotional methods. Not reliant on 3a)</p> |
| 4 (a) | <p>One mark for each identification, (max 3 marks) e.g.</p> <ul style="list-style-type: none"> • Allows the conglomerate to control the production process (1) • To utilise specialist expertise within the subsidiaries of a conglomerate (1) • To save money when marketing a product across subsidiaries (1) • To utilise its own companies that share the same market goal/ethos • Any other suitable response | 3 | <p>Any response that shows why vertical integration as advantageous</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|--|
| 4 (b) | <p>One mark for correct reason, two marks for suitable expansion that includes an example, e.g.</p> <ul style="list-style-type: none"> • Companies use synergy to create a clear brand identity across platforms (1). BBC Radio 1 have done this using logos, catchphrases, competitions and their presenters (1) across youth platforms of web and social media to establish themselves as a market leader appealing to 15-29 year olds (1). • Companies use synergy to maximise success of a product (1). This is evidenced when looking at how ITV 2 has worked with companies such as I Saw It First using the core interests, such as fashion, of the target audience (1) to gain targeted advertisers which increases profit (1). • Any other suitable response | 3 | <p>Main responses likely to include to maximise success, make money, establish brand identity, customer loyalty. Explanations referencing cross promotion or marketing should be credited. Can only gain three marks if an example of a company/product is given.</p> <p>Credit media companies working with non-media companies – e.g. product placement, endorsement</p> |
| 5 | <p>One mark for post-production job role, one mark for explanation (max 2 marks for each) e.g:</p> <ul style="list-style-type: none"> • One post production job role is a special effects editor (1). This person contributes to make a film successful because they make false worlds seem realistic such as in the Avengers (1). • One post production job role is an audio editor (1). This person contributes to make a radio show successful because they sound effects and music of the different elements of the show, such as the adverts and the jingles (1). • Any other suitable response | 4 | <p>Editor /editing / audio editing Graphic designer Audio editor SFX editor</p> <p>Credit advertising and marketing because this is post production, even though it is not part of production.</p> |

| Question | Answer/Indicative Content | Marks | Guidance | |
|----------|---|-------|---|--|
| 6* | <p>Level 3 9-12 Excellent discussion of how representations are created by mise-en-scene elements. The examples used from products to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology.</p> <p>Level 2 5-8 Good discussion of how representations are created by mise-en-scene elements. The examples used from products to support ideas are appropriate and partly justified. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.</p> <p>1-4 Limited discussion of how representations are created by mise-en-scene elements. The examples used from products to support ideas are sometimes appropriate. 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>0— 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>Level 3 answers Will include at least two or more theories about representation with correct names and explanation of theories (3-4 marks) Will include at least four examples from a real media product/s with points supported by mise-en-scene (3-4 marks) Will feature a discussion about the concept of how mise-en-scene creates representation supported by examples from a real media product/s (3-4)</p> <p>Level 2 answers Will include at least one representation theory with correct name and explanation of theory (2-3 marks) Will include at least two examples from a real media product/s with points supported by mise-en-scene production techniques (2-3 marks) Will feature a discussion about how mise-en-scene creates representations supported by examples from a real media product/s (1-2)</p> <p>Level 1 answers May include at least one theory with explanation of theory (1-2 marks) Will include at least one examples from a real media product/s with points supported by mise-en-scene techniques (1-2 marks) May feature a discussion about how mise-en-scene contributes to creating representations. May not mention a specific product as part of discussion (1)</p> <p>Candidates will reference a range of digital media products. They will discuss how mise-en-scene can create representations in the chosen products.</p> <p>T – annotations for theory / terminology</p> <p>E- for example, production technique not the product itself, but examples from the product</p> <p>A is for analysis / representation / meaning</p> | |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|---|------|--|
| 7 | (a) | <p>One mark for each advantage of a PEST analysis (max 4 marks) e.g.</p> <ul style="list-style-type: none"> • Can be used to analyse representations to see whether early ideas cause offence to audience members (1) • Can be used to look at the technologies that can be used to make the media product (1) • Can be used to analyse the way economic opportunities could be exploited by making a certain type of media product (1) • Can be used to maximise potential marketing and synergy (1) • Any other suitable response | 4 | <p>Any correct answer that targets political, economic, social or technological factors.</p> <p>Can be one of each or four from PEST or a mixture. Just be wary if point is repetition because candidate could make two different points about technological, for example.</p> <p>Not weaknesses and threats as this is a SWOT</p> |
| 7 | (b) | <p>One mark for identifying why producers gather feedback, one mark for suitable expansion, e.g. (max 4 marks)</p> <ul style="list-style-type: none"> • It is important to gather feedback so producers know audiences did/did not like about the product (1) as this will help look at changes that need to be made to tailor products to meet target audience needs (1) • It is important to gather feedback so producers can exploit future market opportunities (1) such as looking at whether a spin-off show or sequel can be made (1) • Any other suitable response | 4 | Any correct reason why producers might gather feedback should be credited |
| 8 | | <p>One mark for an advantage of using a streaming service, one mark for explanation (max 2 marks each) e.g:</p> <ul style="list-style-type: none"> • An advantage is that you can access audio-visual content such as films faster by paying the subscription (1) as often a film is available on a subscription service quicker than a DVD release or free streaming service (1). • An advantage is that you have more choice and a back catalogue of many films and TV programmes (1) meaning you can access niche content that isn't widely available on mainstream free services (1) • Any other suitable response | 4 | <p>Credit audio only streaming services, such as Spotify and Deezer. It's got to be about the consumer / audience</p> <p>Credit terminology e.g time shifting</p> |

| Question | Answer/Indicative Content | Marks | Guidance | |
|----------|--|-------|---|--|
| 9* | <p>Level 4 16-20 An excellent discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support ideas are wholly appropriate and justified. 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>Level 3 11-15 A good discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support theoretical ideas are appropriate and sometimes justified. There will be some errors of spelling punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 6-10 A basic discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support theoretical ideas are mostly appropriate. 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>Level 4 answers Will include at least four to five theories/key terms with correct names and explanation in relation to media effects debate/regulation of products (4-5 marks) Will include at least four examples from a real media product/s and/or contemporary case studies. (8-10 marks) Will feature a discussion that makes at least four points about the concept of media effects on audiences (4-5)</p> <p>Level 3 answers Will include at least three to four theories/key terms with correct names and explanation in relation to media effects debate/regulation of products (3-4 marks) Will include at least three examples from a real media product/s and/or contemporary case studies. (5-7 marks) Will feature a discussion that makes at least three points about the concept of media effects on audiences. (3-4)</p> <p>Level 2 answers Will include at least one or two theories/key terms with correct names and explanation in relation to media effects</p> | <p>Candidates can pick any products they have studied and will relate to contemporary ideas about moral panics and media.</p> <p>Products discussed are likely to be video game products, social media and films (Call of Duty, GTA, Fortnite, Drill music, Twitter) and related case studies or panics</p> <p>Top answers are likely to demonstrate and understanding of relevant media effects theory and contemporary debate (Mulvey, Anderson, Cohen, Gauntlett) and choice of theorists is likely to depend on the medium and product chosen.</p> <p>T – annotations for theory / terminology – regulators – 5 marks maximum</p> <p>E- for supporting examples – 10 marks available</p> <p>A is for analysis / argument – 5 marks maximum</p> |

| Question | Answer/Indicative Content | Marks | Guidance |
|----------|--|-------|--|
| | <p>Level 1 1-5</p> <p>Limited discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support ideas are sometimes appropriate. 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>0— no response or no response worthy of credit.</p> | | <p>debate/regulation of products (2-3 marks)</p> <p>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 concept of moral panics on audiences. (2-3 marks)</p> <p>Level 1 answers Are likely to include only one or two key terms (1-2 marks)</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> |

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