OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 6 Summer 2022 series

Contents

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.

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Unit 6 series overview

Centres have continued to use the online resources provided by OCR, the endorsed textbook and contemporary examples of well-chosen social media campaigns to support the teaching and learning of Unit 6 for candidates. Many responses to Section B were creative and well planned, with a marked improvement in the development of ideas for creative content and good understanding of how a blended marketing campaign can be developed to attract a wider audience.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• had revised social media campaigns and were able to use key terminology • demonstrated good understanding of both social media and traditional advertising outlets and how they can be used as for marketing purposes • had a good grasp of both social media and globalisation in relation to the media industry and production.	• did not demonstrate understanding of globalisation in relation to the media industry and production • did not use key terms to support points to demonstrate knowledge. • did not develop their responses to show wider understanding.

Section A overview

In this series it was clear that candidates were able to draw on a wide variety of social media campaigns and examples to support their ideas and contextualise their understanding. It was noticed that although candidates had revised social media channels, legislation and effects and were able to draw on a variety of recent media examples, they were less secure on issues surrounding globalisation, media production and industry.

Question 1 (a)

1   **(a)**   Identify **four** online products that let you make video calls.

1..

2..

3..

4..

[4]

Question 1a was generally answered well with most candidates being able to provide examples of 4 online products which can be used to make video calls.

Question 1 (b)

(b)   Explain **one** way that using video calls impacts on the concept of globalisation.

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....

.... **[3]**

While many candidates were able to explain the usefulness of video calls, the most successful responses to Question 1b were those which contextualised their understanding of the role played by video calls to the concept of the global village, and the ways in which media producers can collaborate on a production despite being in different parts of the world.

Question 1 (c)

(c)   Identify **two** disadvantages of globalisation.

1..

2..

[2]

Many candidates confused globalisation with social media impact, and as a result it was not possible to award marks to those candidates who focused on the negative effects created by social media channels, providing responses such as negative effects and cyber bullying. Successful responses were those who were able to identify issues such as cultural imperialism and lack of diversity of media content.

Globalisation
Candidates should be encouraged to explore the concept of globalisation in the context of media industry and producers.

Question 2 (a)

2   **(a)**   Explain the term **viral negative publicity**.

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.... **[3]**

Many candidates were able to explore the term in some depth, discussing memes, and parody and supporting their points by citing real media examples such as the recent Amber Heard / Johnny Depp court case. To get full marks, candidates were required to provide a developed response exploring the effects on individuals and companies because of viral negative publicity.

Question 2 (b)

(b) Identify and explain how **one** social media channel can be used by industries to support the branding of a digital media product.

Use an example from a **real media product** to support your answer.

Social media channel: ....

....

....

....

.... **[4]**

Most candidates were able to identify a social media channel such as Instagram, Facebook, and Twitter, and to describe how a media product would use these channels. The most successful responses were those which specifically addressed the concept of branding rather than just using the social media channel as a form of publicity. Examples came from a wide range of media products such as Stranger Things / Instagram; The Hunger Games / Facebook; End Game / Twitter.

Question 3

3 Identify **two** negative social impacts of using social media.

1...

2...
[2]

Most candidates were able to answer this question successfully. Popular responses were unrealistic expectations of body image; limited development of social skills; cyber bullying and increased racism.

Question 4

4   Identify and explain **two** legal considerations that affect how social media can be used when marketing a brand.

1..

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2..

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[4]

While many candidates answered Question 4 well citing legal issues such as copyright; trademarking; and intellectual property, some candidates confused legal issues with ethical issues. Therefore, responses which discussed issues such as racism or moral panics were incorrect.

Question 5

5   Compare how **two** different social media channels might be used to generate ideas for a new digital media product.

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.... **[8]**

Many candidates used Facebook, Instagram and LinkedIn for this question and were able to explore how each channel may be used to generate ideas through sharing ideas and audience feedback. However, as this is a comparison question, those candidates who identified two social media channels and provided an explanation of how they could be used, but who did not draw any comparisons were capped at 4 marks (Level 2).

Section B overview

This series continued to show an increase in the number of candidates allocated Level 4 or above for this question. Many candidates are becoming increasingly comfortable using key terminology and developing creative content for their campaigns.

Question 6*

6* Develop a blended marketing campaign that will promote Warchester Rugby Club.

In your campaign, you must include the following aspects:

- Blended marketing content
- Social media channels used to reach a variety of audiences
- Methods to gather audience feedback during the campaign

You should justify your decisions.   **[30]**

Question 6 required candidates to develop a blended marketing campaign for the fictional Warchester Rugby Club. The most successful responses were those who were able to discuss both social media channels and traditional advertising methods such as radio, TV, and print advertising.

There were many creative responses which demonstrated an understanding of the role of social media channels and their specific audiences, with many candidates citing the use of Facebook; Instagram and TikTok as methods of attracting a wide spectrum of audiences. Competitions, giveaways, and mascots linked to sponsorship were popular choices of promotional activities, but there were other ideas such as releasing individual player TikTok videos with the aim of going viral, having regular spots on local TV and Radio channels, and using QR codes on posters to link to the social media channels. Post-match updates, recruitment campaigns to encourage more women to join in and meet the team videos were also used to demonstrate understanding of marketing and promotion and build a following. Candidates were eager to emphasise the family feel about the rugby club, and to emphasis the diversity of the audience through a variety of clothing ranges and targeted websites. Specific hashtags were also given by candidates as responses to demonstrate creative engagement with the brief, such as #Warchesterwarriors, #WRC, #BlastRace and #WarchesterRugbyClub.

Those candidates who reached Top Level 4 and Level 5 were able to explore how they could exploit synergy between the social media channels and the traditional advertising channels, and how they would build momentum over a six-month campaign leading up to the launch date. It was excellent to see that those key terms such as social media aggregation, sales funnel, 'driving to the sweet spot', folksonomy, SEO and building credibility were being used extensively. It was also pleasing to see candidates exploring how they would gather audience feedback during the campaign through methods such as Hootsuite and monitoring likes and retweets.

Less successful responses gave generic responses and did not discuss the idea of a blended marketing campaign but tended to concentrate on one or two social media channels, which resulted in lacking the depth required to access the higher levels. Others did not address all aspects of the question such as not exploring how they would gather audience feedback.

OCR support

i | Key terms for Section B are found in both the textbook and the delivery guide for Unit 6 to support students' understanding of how to create and develop the stages of a social media campaign.
Cambridge Technicals in Digital Media Delivery Guide

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