OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 6 Summer 2024 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. A selection of candidate answers is also provided. 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

It was pleasing to see that centres continue to use the online resources provided by OCR, the endorsed textbook and excellent examples of contemporary social media campaigns to support the teaching and learning of Unit 6 for candidates. There was a notable increase in the understanding and application of key concepts including how social media can be used to create a negative impact, and the purposes of social media. There were times when it appeared that candidates had not fully read the question, and so were unable to access the whole range of marks available. Many responses to Section B made effective use of the stimulus material to develop creative campaigns incorporating well developed understanding of how the social media sales funnel can be used to structure a campaign.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• demonstrated good knowledge of how social media channels might be used to create a negative impact, making good use of examples to support their points • had a good understanding of the ways in which ideology can be associated with the use of social media • had revised social media campaigns and made full use of the social media sales funnel model to structure their responses for Question 6.	• did not fully understand the term 'ideology' • identified legal regulation but did not explain how it was applied to social media use • struggled to identify and compare how different online project management tools might be used in the music industry • offered generalised responses for Question 6 and did not make full use of the social media sales funnel model to structure their responses.

Section A overview

In this series it was clear that candidates had a good understanding of the purposes of social media products and were able to demonstrate an understanding of social media platforms which could be used to create a negative impact, supporting their responses with excellent contemporary examples. It was noted that candidates had revised legal regulation and social media and were able to offer successful responses to this question. A broad variety of online project development tools were offered and it was pleasing to see learners were able to explain how music industry professionals could make use of them.

Question 1 (a)

1

(a) Identify **four** purposes of social media products.

1 ....

2 ....

3 ....

4 ....

[4]

Most candidates were able to achieve full marks for this question, with many offering the public service ethos of entertain, inform and educate as the basis of their response, alongside other purposes such as collaboration, connection, and communication.

Question 1 (b)

(b) Identify and explain **one** way that social media products can be linked to the development of media companies.

....

....

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....

.... **[3]**

Many candidates did well on this question, with relevant points made regarding the use of social media channels such as LinkedIn to source personnel. Other responses offered the possibility of media companies developing their own social media pages and using them to advertise their products. Examiners noted that some candidates seemed to misread the question and provided answers which explained how social media platforms could be developed further, rather than how they could help other media companies develop.

Question 1 (c)

(c) Identify **two** advantages for the viewer of using social media when watching television.

1 ....

2 ....

                                                                    [2]

Most candidates answered this question well. The most popular responses were voting via social media on programmes such as *I'm A Celebrity Get Me Out of Here*, using WhatsApp messages to share opinions with friends about events happening on reality TV shows such as *Love Island*, and finding out more about the actors while watching a television drama. Less successful answers were those which offered very generalised or vague suggestions.

Question 2 (a)

2

(a) Explain how the term **ideology** can be associated with the use of social media.

....

....

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....

....

.... **[3]**

Successful responses for this question came from those candidates who were able to provide a definition of the term ideology and then further develop this by explaining its use in social media, supported by some relevant examples such as Donald Trump using Twitter to share his ideological views. A few candidates were unable to access the full marks mainly due to not understanding the term and so being unable to explain its use, or not answering the question at all.

Exemplar 1

Ideology is how people view ideas and ideals. How people ideology can link to Social media is by the use of ~~tagging~~ folksonomy. Users with a certain ideology can ~~tag~~ use tagging to find their desired audience.

Exemplar 1 demonstrates a successful answer for the full 3 marks. The candidate starts by providing an accurate definition of the term ideology (1 mark). They then explain how it is used in social media via the term 'folksonomy' (1 mark for use of terminology), whereby users apply hashtags to online opinions and ideas which enables them to promote their ideologies to their desired audience (1 mark for explaining the effects of using folksonomy).

Question 2 (b)

(b) Identify and explain **one** way that a social media channel could be used to create a negative impact.

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

Social media channel: ....

....

....

....

....

....

....

.... **[4]**

This question was answered well overall. There was good knowledge of a wide range of social media channels which could create a negative impact, with the most popular being X (Twitter) and Instagram. The most common examples were in relation to Donald Trump, Molly Russell, and Andrew Tate.

A common reason for not accessing full marks was providing responses which were too generalised or not using supporting examples.

Question 3

3 Identify **two** ways that legal regulation is applied to the use of social media.

1 ....

2 ....

[2]

This was generally a well answered question. Most candidates identified the application to social media of the Data Protection Act to prevent user data being compromised, by incorporating built in privacy tools, and the Online Safety Bill to remove illegal content and prevent children from accessing age-inappropriate content. Candidates lost marks by either only providing the name of a piece of legislation without explaining its purpose, or by providing very generic, vague responses which did not address the question.

Question 4

4   Identify and explain **two** ethical considerations that affect how social media can be used globally.

1   ....

....

....

....

2   ....

....

....

....

[4]

Many candidates found this a challenging question. Successful responses identified that ethical considerations include the impact of issues such as fake news, cultural imperialism and cultural censorship and discussed their effect on how social media channels engage with and position their audience. Candidates were able to discuss how the imposition of Western values via social media is restricted in countries such as China, North Korea, and Russia. Many candidates did not demonstrate understanding of the term 'ethical considerations' and discussed trolling and bullying on social media, while ignoring the global aspect of the question and so were unable to access the full range of marks.

OCR support

ⓘ   The Cambridge Technicals Level 3 Digital Media textbook includes information about ethical considerations relating to global use of social media in the chapter on Unit 6, along with a useful research activity.

Exemplar 2

1 understanding different countries have different privacy laws. Verified social media tool, such as Toutiao (news broadcast information channel) filters out any content /comments that go against the government / challenge state regime.

2 When considering cultural censorship (censorship of content). Certain restrictions on what social media can be used. Such as in China, who have QQ and Weibo as Main social media platforms - freedom of press is banned - social media campaign on Instagram may not reach intended audience.

[4]

This response shows clear understanding of ethical considerations and explains relevant issues so achieved the full 4 marks.

Question 5

5 Compare how **two** different online project development tools might be used by professionals in the music industry.

....

....

....

....

....

.... **[8]**

Many candidates were able to achieve at least four marks for this question which required them to discuss how online project development tools can be used by music industry professionals. Successful candidates identified online project development tools such as Monday.com and Asana, and were then able to develop the comparison to explore the strengths and weaknesses of each development tool discussed. Less successful candidates were those who misunderstood the question and discussed audio production software such as Audacity and Adobe Audition. Another common reason for not getting full marks was identifying two relevant development tools and explaining how each could be used, but not drawing comparisons between them.

Section B overview

This series continued to show an increase in the number of candidates using the social media sales funnel as the basis of their response, making full use of the specific terminology to explore how they would develop the social media marketing campaign for 'Fizz Up'.

Question 6*

Fizz Up is a new energy drink made by Soft Pop Drinks UK. Soft Pop want a social media marketing campaign to promote the launch of the new drink and attract potential partnerships. Soft Pop are looking to find partnerships in the music and television industries.

The target audience of Fizz Up is 16–30-year-olds interested in popular culture.

Fizz Up already has a well-liked reality TV star, Jack Duke, signed up as the face of the brand.

You have six months to promote Fizz Up before it goes on sale in supermarkets.

6* Develop a social media marketing campaign that will promote the energy drink, Fizz Up.

In your campaign, you must include the following aspects:

- Creative content for the campaign and key milestones when releasing it
- Social media channels used to reach the full age range of the target audience
- Use of marketing tools to maximise the success of key objectives.

You should justify your choices and decisions made.

[30]

Question 6 required candidates to develop a social media marketing campaign for a new energy drink, 'Fizz Up'.

In this series, there were some very successful responses which demonstrated a clear understanding of the primary target audience of older teenagers and young professionals. Instagram, Snapchat, X and TikTok were cited as the most appropriate tools to reach these audiences. The idea to run teaser adverts via YouTube and TikTok, for example, was an effective method of generating interest that could then be measured through social media aggregation tools. Other ideas such as Snapchat filters and themed TikTok challenges demonstrated good understanding of ways in which the campaign could stay relevant.

Several candidates used the social media sales funnel to structure their campaign, enabling them to demonstrate their understanding of the key stages of a campaign and successfully incorporate deadlines, milestones, and content release. The involvement of a reality TV star was used extensively as part of the campaign content, with some excellent responses linking his social media accounts with sponsored competitions, opportunities to meet the TV star and behind-the-scenes videos as a means of driving to the sweet spot. This year, there were more references to joint promotions and the use of influencers and celebrity endorsement, with singers such as Taylor Swift and Ed Sheeran, to help address the requirement to develop partnerships in the music industry. The question was focused on a social media campaign, but it was pleasing to see to see candidates demonstrating wider knowledge and understanding of marketing campaigns through blended marketing activities such as using QR codes on posters linking to specific social media platforms. Some less successful candidates did not make the link

between traditional advertising and social media activities and so were unable to access the higher mark bands. To show understanding about the day-to-day engagement that social media marketing campaigns can have with audiences, candidates created specific hashtags such as #FizzUp, #Getfizzy and #softdrinks.

There was clear evidence that centres had prepared candidates well, with some candidates using examples from existing media campaigns to justify their decisions and content ideas. Once again, it was pleasing to see that key terms such as social media aggregation, sales funnel, 'driving to the sweet spot', folksonomy, SEO and building credibility were being used extensively.

Less successful responses gave generic responses or lacked creative ideas, tending to use the same suggestions for content across all social media platforms and offering very generalised responses which discussed why they would use social media platforms but not how.

Examiners also noted that some candidates spent a lot of time discussing how they would use project management tools, staffing requirements and budgets, which is not necessary for this question.

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