

Cambridge Technicals

Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical in Digital Media

05843 - 05846 & 05875

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor, Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK **5** PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Medium Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
	Tick
	Excellent point
	Cross
	Unclear
	Benefit of Doubt
	Not answering the Question
	Too Vague
	Repetition
	Omission mark
	Terminology/Theory
	Use of examples
	Explanation, analysis, argument
	Not relevant to specific question
	Rubric

Question		Answer/Indicative content	Marks	Guidance
SECTION A				
1	a	<p>One mark for a correct interpretation, e.g.</p> <ul style="list-style-type: none"> • Smartphone is the most popular for 35–44-year-olds (1) • The younger you are the more likely you are to use a games console (1) • 65+ use a computer the most (1) • Any other suitable response 	<p>3</p> <p>4.2</p>	<p>Credit any correct interpretation from the data.</p> <p>The response must include both age and device, do not credit if one is missing.</p> <p>Do not credit generalised responses such as “young” or “old without qualification. E.g “young people use more devices than old people” “portable devices” but younger / older is OK</p> <p>Make sure you check the facts before awarding the marks.</p> <p>Annotations</p> <ul style="list-style-type: none"> • if the facts are correct use a tick • if the facts are incorrect, use a X • If the responses are too general use NAQ – not answering the question • If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
1	b	<p>One mark for reason, two marks for suitable for explanation, e.g.</p> <ul style="list-style-type: none"> • DE have lower incomes (1) meaning they cannot afford wearable tech (1) because it is expensive (1) • DE includes many pensioners (1) meaning they may not be used to wearable tech devices (1) that are often difficult to use and program (1) • Any other suitable response 	<p>3</p> <p>4.3</p> <p>5.3</p>	<p>Credit any plausible explanations-based understanding of DE social grade.</p> <p>Annotations</p> <ul style="list-style-type: none"> • If the facts are correct use a tick • if the facts are incorrect, use a X • If the responses are too general use TV (too vague) • If there is no reference to DE social grade, use NAQ – not answering the question • If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
1	c	One explanation, two marks for expansion	3	Any plausible explanation plus expansion should be credited.

Question			Answer/Indicative content	Marks	Guidance
			e.g. <ul style="list-style-type: none"> Smart speakers, such as Alexa, need a plug (1) meaning they are less portable than tablets (1) that can be used on the move for surfing (1) Many smart speakers don't have a visual interface (1) meaning people use tablets to access websites (1) so they can interact with the content (1). Any other suitable response 	1.1 4.2	Be aware of different interpretations of Smart Speakers, not necessarily Alexa, but could also be blue tooth speakers. Annotations <ul style="list-style-type: none"> Use a tick for relevant points If the responses are too general use TV If is no reference to tablets or smart speakers, use NAQ – not answering the question If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
Question			Answer/Indicative content	Marks	Guidance
2	a		One mark for correct identification <ul style="list-style-type: none"> YouTube is the most popular (1) Least amount of time is spent per day on Google Play (1). Any other suitable response 	2 1.1 4.2 5.3	Do not credit one word answers, there must be some context to the response e.g “most popular” / “43% adult reach” etc Annotations <ul style="list-style-type: none"> if the facts are correct use a tick if the facts are incorrect, use a X If the responses are too general or just one word use NAQ – not answering the question If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
2	b		One mark for each correct identification, one mark for explanation e.g. <ul style="list-style-type: none"> Large technology companies have more money (1) meaning they have can advertise their app services more than other companies (1) Conglomerate technology companies own the most popular mobile phones and devices (1) and so many users will download the apps that are bespoke to their phones (1). 	4 1.1 2.3	Credit any plausible ownership identification e. g <ul style="list-style-type: none"> Ownership models vertical and horizontal integration use of synergy cross-media promotion of media products Subsidiaries Conglomerates

Question			Answer/Indicative content	Marks	Guidance
			<ul style="list-style-type: none"> Any other suitable response 		Annotations <ul style="list-style-type: none"> Use a tick for relevant points If the responses are too general use TV If there is no reference to ownership models, use NAQ – not answering the question If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
3			<p>Two marks for each suitable explanation, e.g. (max. four marks)</p> <ul style="list-style-type: none"> ITV has many soaps and watercooler programmes (1) that are therefore suitable for families to watch together (1) ITV has been on for a long time (1) so older audiences who watch TV are loyal to it (1) Any other suitable response 	<p>4</p> <p>4.3</p> <p>5.3</p>	<p>There some understanding of what type of broadcaster ITV is. There may references to scheduling / competition with BBC and Sky. If the response says ITV is free, credit this as BOD (1 mark)</p> <p>Annotations</p> <ul style="list-style-type: none"> Use a tick for relevant points If the responses are too general use TV If there is no understanding of TV audiences; schedules; companies etc, use NAQ – not answering the question If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark

Question		Answer/Indicative content	Marks	Guidance
SECTION B				
4	a	<p>One mark for each correct answer, e.g.</p> <ul style="list-style-type: none"> • Conglomerates own subsidiaries, independents often don't (1) • Conglomerates can be cross media; independents tend to specialise in one media sector (1) • It is harder for independents to be horizontally integrated compared to conglomerates (1) • Any other suitable response 	<p>3</p> <p>1.1</p>	<p>There is no requirement for both ownership models to be mentioned, but each point made must be a difference</p> <p>If only one ownership model is mentioned but the answer is a difference, e.g. "conglomerates have more money" or "Independents don't have any other companies" you can credit this.</p> <p>Annotations</p> <ul style="list-style-type: none"> • if the facts are correct use a tick • if the facts are incorrect, use a X • If the responses are too general or there is no difference use NAQ – not answering the question • If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
4	b	<p>One mark for identification of conglomerate, two marks for suitable explanation, e.g.</p> <ul style="list-style-type: none"> • Disney (1) use their horizontally integrated structure (1) to promote across different media platforms (1). • Sony (1) specialise in making different types of products (1) which means they can use core brands, such as Spiderman, to sell them (1). • Any other suitable response 	<p>3</p> <p>1.1</p>	<p>Conglomerate should be media / technology based, not food / clothing based, e.g. do not accept McDonald's.</p> <p>The response must be specific to the conglomerate selected.</p> <p>Do not credit if the response is too general and could be applied to any conglomerate e.g. "use social media such as Youtube" or "promote using companies"</p> <p>For full marks there must be evidence of understanding of how they would use their structure to promote a product.</p> <p>Companies you can accept includes but is not limited to:</p> <p>Amazon –conglomerate because it has business interests spanning an array of industries, and it is media and technology based.</p> <p>Alphabet –an American multinational technology conglomerate holding company</p> <p>Meta (or Facebook) – a multinational technology conglomerate</p> <p>Microsoft - a multinational technology conglomerate</p> <p>BBC - listed as a conglomerate on page 4 of the media text book</p> <p>Don't accept Apple or Google</p>

					Annotations <ul style="list-style-type: none"> • if the facts are correct use a tick • if the facts are incorrect, use a X • If the responses are too general use TV • If there is no understanding of how companies use structure to promote products, use NAQ – not answering the question • If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark
Question		Answer/Indicative Content	Marks	Guidance	
5	a	One mark for each identification, e.g. <ul style="list-style-type: none"> • Sony (1) • Sumo Digital (1) • Ubisoft (1) • Rockstar (1) • IP Games (1) • Bethesda (1) • Unreal Engine (1) • Mojang (1) • Blizzard (1) • Treyarch (1) • Playstation (1) • Nintendo (1) • Valve (1) • Any other suitable response 	4 1.1	Any company affiliated with games production / distribution should be credited, e.g. Take Two who are a parent company. Accept Microsoft owns several games studios Amazon – owns Amazon Games Orange County Do not credit games Do not accept Alphabet / Google Play – this is a IT company but does not make games PEGI – this is a regulator not a provider Apple Annotations <ul style="list-style-type: none"> • Tick for correct • X for incorrect • If a learner offers Nintendo for one response and Wii for the second, this repetition so don't credit the second response 	
5	b	One mark for job role, two marks for suitable explanation, e.g. <ul style="list-style-type: none"> • Editor (1). Ensure that all the content is appropriate (1), by checking it complies with IPSO codes of practice (1). 	3 1.1 6.1	Job role must be relevant to the magazine industry. Annotations <ul style="list-style-type: none"> • If the job role appears to be incorrect or too vague, but the explanation is correct and relevant to the magazine industry, then annotate the job role as BOD and tick the explanation. 	

			<ul style="list-style-type: none"> Picture editor (1). Chooses and edits all the photography (1) so that it is suitable for the article content (1). Any other suitable response 		<ul style="list-style-type: none"> If the job role is correct but the explanation is incorrect or vague – tick the job role and award one mark; annotate the explanation as NAQ If neither is correct don't credit and annotate as NAQ
5	c		<p>One mark for each identification, e.g.</p> <ul style="list-style-type: none"> You can achieve synergy (1) A company can gain a wider audience reach (1) Any other suitable response 	<p>2</p> <p>1.1 2.2</p>	<p>Accept one word answers if it is a clear benefit e.g “synergy”</p> <p>Annotations</p> <ul style="list-style-type: none"> Use a tick for relevant points If the responses are too general use TV If there is no understanding of cross media promotion, use NAQ – not answering the question If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark

Question		Answer/Indicative Content	Marks	Guidance	
6*		<p>Level 3</p> <p>11-15</p> <p>Excellent discussion of audio is use to create meaning about genre. 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</p> <p>6-10</p> <p>Good discussion of how audio is used to create meaning about genre. The</p>	<p>15</p> <p>3.1 3.2</p>	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p>Level 3 answers Will include at least four key terms or theories (4-5 marks)</p> <p>Will include at least three examples from a real media product/s with points supported by audio production techniques (3-4 marks)</p> <p>Will feature a discussion about the links between audio and genre with specific reference to a media product (4-5 marks)</p> <p>Level 2 answers</p>	<p>Marks split into three areas with up to five marks awarded for each:</p> <p>T – theory (5 marks) E – examples (5 marks) A – argument/discussion (5 marks)</p> <p>Candidates may discuss one media product or a range of media products.</p> <p>Annotations Do not use ticks on this question. Use T (Theory / Terms) E (Examples of audio or genre from a specific media product) A (Argument / discussion linked to the example) X If the theory or term is incorrect</p>

Question			Answer/Indicative Content	Marks	Guidance	
			<p>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>1-5 Limited discussion of audio is use to create meaning about genre. 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 marks No response worthy of credit.</p>		<p>Will include at least two key terms or theories (2-4 marks)</p> <p>Will include at least two examples from a real media product/s with points supported by audio production techniques (2-3 marks)</p> <p>Will feature basic discussion about the links between audio and genre with specific reference to a media product (2-3)</p> <p>Level 1 answers May include at least key term (1-2 marks)</p> <p>Will include at least one example from a real media product/s with points supported by audio production techniques (1-2 marks)</p> <p>May feature only limited discussion (1)</p>	<p>NAQ If the discussion is not relevant to the question</p> <p>If the maximum mark allowed (5) has been reached for a concept area, continue to annotate that concept area with highlights</p> <p>Award “A” to any reference to audio which is linked to a specific genre even if it is not specifically linked to a media product, e.g “a scream in horror films can make audiences feel scared” because this indicates understanding of the link between audio and genre</p> <p>T – Theories / Key Terms (5) Key Terms can include but are not limited to:</p> <ul style="list-style-type: none"> • Diegetic • Non-diegetic • External diegetic • Dialogue, • Sound effects e.g jumpscare • Laugh tracks • Soundtrack • Parallel sound • Sound overlay • Contrapuntal sound • Ambient sound • Narrator • Sound bridge • Foley • Any other relevant audio production term <p>Only credit theorists if the reference is in the context of the question.</p>

Question			Answer/Indicative Content	Marks	Guidance
					<p>Theorists may include but are not limited to</p> <ul style="list-style-type: none"> • Neale • Altman • Mittel • Buckingham • Levi-Strauss • Barthes <p>E – Examples (5)</p> <ul style="list-style-type: none"> • Don't credit the product itself e.g Skyfall • Credit examples taken from within the media product. <i>e.g The use of diegetic sound in the opening sequence of Skyfall</i> <p>A – Argument/discussion (5)</p> <ul style="list-style-type: none"> • Develops the discussion of the example or theory • Explains the meanings being constructed • Explores the effects on the audience eg "a scream in horror films can make audiences feel scared"
Question			Answer/Indicative content	Marks	Guidance
7	a		<p>Two marks for explanation, e.g.</p> <ul style="list-style-type: none"> • The way in which a media product speaks to its audience (1) which can be direct or indirect (1), 	<p>2</p> <p>4.3</p> <p>5.3</p>	<p>Answers should demonstrate that candidates understand different ways that mode of address is used to speak to/engage with an audience.</p> <p>Annotations</p> <ul style="list-style-type: none"> • Use a tick for relevant points • Use a X if it is incorrect • Use a TV if the responses are too general • If you are giving benefit of the doubt, use BOD in lieu of a tick for 1 mark

		<ul style="list-style-type: none"> The type of tone used (1) such as teacher to pupil or peer to peer (1). Any other suitable response 		
7	b	<p>One mark for each identification, e.g.</p> <ul style="list-style-type: none"> To collect viewing / readership / listenership figures To find out the popularity of a product To find out the success of marketing campaigns Any other suitable response 	<p>3</p> <p>5.3</p>	<p>Answers may include audience research organisations, such as BARB and RAJAR.</p> <p>Do not accept references to regulators eg PEGI; OfCom; BBFC; IPSO;</p> <p>Do not credit one word answers</p>

Question		Answer/Indicative content	Marks	Guidance
8	a	<p>One mark for explanation, one mark for suitable explanation, one mark for example, e.g.</p> <ul style="list-style-type: none"> To push marketing material (1) to a guaranteed audience (1) such as when Warner Brothers promote their latest films on their subsidiary websites (1). To make an internet user aware of GDPR or Cookie settings (1) so audiences have a choice to accept the website conditions (1) such as when browsing the Sun newspaper online and entering its competitions (1). Any other suitable response. 	<p>3</p> <p>2.2</p>	<p>Award any plausible answer that explains why pop-up ads are used.</p> <p>To get full marks, learners must provide a specific example. Cap at two if no example is given.</p> <p>Examples can include but are not limited to:</p> <ul style="list-style-type: none"> Youtube Websites Commercial enterprises e.g shopping Mobile phones Apps Social media platforms Accept any example which shows understanding of the role of a pop up ad, even if the content is not media related e.g Nike, because the advert is the media product

8	b	<p>One mark for digital advertising method, two marks for suitable explanation, e.g.</p> <ul style="list-style-type: none"> • Use of social media hashtags (1st). This allows words linked to a product to be shared (1) so they reach wider audiences (1) • Digital billboards (1st). Allows a company to use moving graphics and animations (1) to show the different dimensions and uses of a product (1) • Any other suitable response 	<p>3</p> <p>2.1</p>	<p>Answer must have a correct digital method eg</p> <ul style="list-style-type: none"> • Social media • Geofilters • SEO / Media Analytics • Email • Influencer marketing eg via Tik Tok • Text messages • Websites • Blog posts • Pay per click • Video / Audio • Chatbot <p>Annotations Tick correct responses X for incorrect responses NAQ if the response is not about digital advertising BOD for benefit of the doubt (1 mark) in lieu of a tick</p> <p>Credit the response if they have chosen a traditional advertising method e.g TV adverts but the explanation clearly links it to digital advertising.</p> <p>Do not credit the response if they have chosen a traditional advertising method e.g trailers and there is no reference to / or understanding of digital advertising in the explanation.</p>
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Question	Answer/Indicative content	Marks	Guidance
9*	<p>Level 4</p> <p>16-20 An excellent discussion is provided by the candidate about ethical impacts and effects of contemporary media products. The examples used from contemporary 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</p> <p>11-15 A good discussion is provided by the candidate about ethical impacts and effects of contemporary media products. The examples used from contemporary 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</p> <p>6-10 A basic discussion is provided by the candidate about ethical impacts and</p>	<p>20</p> <p>1.1 2.3 3.1 3.2 4.3 5.3 6.1 6.2</p>	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p>Level 4 answers</p> <p>Will include at least six theories/key terms with correct names and explanation in relation to media effects and ethical impacts (6-8 marks)</p> <p>Will include at least five examples from contemporary media products and/or contemporary case studies. (5-6 marks)</p> <p>Will feature a discussion that makes at least five points about ethical impacts and effects of contemporary media products (5-6 marks)</p> <p>Level 3 answers</p> <p>Will include at least four to five theories/key terms with correct names and explanation in relation to media effects and (5-6 marks)</p> <p>Will include at least three examples from contemporary media products and/or contemporary case studies. (3-4 marks)</p> <p>Will feature a discussion that makes at least three points</p> <p>Marks split into three areas: T – theory (max 8 marks) E – examples (max 6 marks) A – argument/discussion (max 6 marks)</p> <p>The question requires learners to discuss contemporary media products. For the purposes of this question, contemporary is in the last 20 years. Any case studies / examples which are pre 2004 are not contemporary and should not be credited.</p> <p>NB Candidates may reference a variety of contemporary media products, or they may focus on just one contemporary media product. If they focus on just one text. If they do only use one text, egs are awarded for specific references to the content of the product e.g a scene; character; incident etc</p> <p>Annotations</p> <ul style="list-style-type: none"> • T (Theory / Terminology) • E (Example) • A (Argument / Discussion) • If the maximum mark allowed has been reached for a concept area, continue to annotate that concept with highlights • X if the theory / theorist / terminology / example is used incorrectly • TV if the discussion is vague and lacking in detail • NAQ If the Example / Case study is pre 2004 (eg 1993 / 1999) and the discussion doesn't acknowledge contemporary remakes / documentaries / effects which have been produced since 2004. • Only credit Regulators (T) (Ofcom; BBFC; PEGI; IPSO; ASA) or Media Providers (E) (e.g Netflix; BBC; Youtube) if they are developed and used in the context of the

Question	Answer/Indicative content	Marks	Guidance	
	<p>effects of contemporary media products. The examples used from contemporary 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> <p>Level 1</p> <p>1-5</p> <p>Limited discussion is provided by the candidate about ethical impacts and effects of media products. The examples used from contemporary 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 marks No response worthy of credit.</p>		<p>about ethical impacts and effects of contemporary media products. (3-5 marks)</p> <p>Level 2 answers</p> <p>Will include at least three theories/key terms with correct names and explanation in relation to media effects and ethical impacts (3-4 marks)</p> <p>Will include at least one examples from a contemporary media products and/or contemporary case studies. (1-3 marks)</p> <p>Will feature a discussion that makes at least two points about ethical impacts and effects of contemporary media products. (2-3 marks)</p> <p>Level 1 answers Are likely to include only one or two key terms (1-2 marks) Will include at least one example from a contemporary media product and/or contemporary case study. (1-3 marks)</p> <p>Is likely to not feature any a discussion.</p>	<p>question. Don't credit if they are just listed as names but their inclusion is not explained or developed.</p> <p>Ethical impacts/ effects may include:</p> <ul style="list-style-type: none"> • Grooming of minors via social media • Offence (racism/gender identity/nationality/culture/logos and signs) • Negative body image • Cultural imperialism • Terrorist recruitment via social media • Use of swearing / harmful language • Encouraging illegal activity (underage drinking, drug • Promotion of celebrity culture • Representation of women • Safeguarding • Harmful trends e.g Momo / challenges e.g Bird Box / social media self harm sites • Violence and knife crime • Use of urban language copied from violent media products • Use of AI in Hollywood and other media industries <p>T – theory; regulators and key terms (max 8 marks) Key terms e.g</p> <ul style="list-style-type: none"> • Ideology • Desensitisation • Active Audience • Passive Audience • Gatekeepers • Moral Panic • Opinion leader • Parental lock • Censorship • Trending

Question	Answer/Indicative content	Marks	Guidance
			<ul style="list-style-type: none"> • User generated content • Influencer • Cyber-bullying • Artificial Intelligence (AI) <p>Only credit theorists if they are relevant to the context of the question and used correctly</p> <p>Theories e.g</p> <ul style="list-style-type: none"> • Hypodermic Needle • Cultivation • Two step flow • Uses and Gratifications • Reception analysis • Mean world syndrome <p>Theorists eg</p> <ul style="list-style-type: none"> • Livingstone and Lunt (regulation theory) • Gerbner and Gross (cultivation theory) • Stuart Hall (reception theory / encode and decode) • Dennis McQuail / Blumer and Katz (uses and gratifications theory) • Albert Bandura (media effects) • David Gauntlett (gender and identity; active audience theory) • Benedict Anderson (imagined communities) • Stanley Cohen (mass media and moral panic) <p>E – examples (max 6 marks)</p> <p>Contemporary Media Products e.g 13 Reasons Why; ChatGPT; Love Island; Blue Story; Social Media; Cocaine Bear; Oppenheimer; Squid Game; Tik Tok challenges; Barbie</p> <p>Media Case studies e.g Molly Russell Andrew Tate Stephen Bear (Revenge Porn)</p>

Question			Answer/Indicative content	Marks	Guidance	
						<p>Credit understanding of ethical impacts in other countries e.g Russia, China, North Korea</p> <p>A – argument/discussion (max 6 marks)</p> <p>Credit engagement or discussion with the debate eg</p> <ul style="list-style-type: none"> • I agree / disagree; • Therefore; • I think; • In my opinion; • Personal experience <p>or other similar approaches</p>

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