

## **Cambridge Technicals**

## **Digital Media**

### **Unit 6: Social media and globalisation**

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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## PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor, 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 10 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 scoris 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 scoris 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

RM stamp	Meaning of annotation
	Explanation, analysis, argument
	Benefit of Doubt
	Blank page
	Cross
	Use of examples
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Not answered question
	Not relevant to specific question
	Stimulus
	Terminology/Theory
	Tick
	Too vague

Question			Answer	Marks	Guidance
<b>SECTION A</b>					
<b>1</b>	<b>(a)</b>		ONE mark per purpose, e.g. <ul style="list-style-type: none"> <li>To communicate with others (1)</li> <li>To create synergy in advertising campaigns (1)</li> <li>To reach wide audiences (1)</li> <li>To target specific audiences (1)</li> <li>Any other valid response.</li> </ul>	<b>4</b>  1.1 1.3	Accept relevant one word answers e.g promote; inform; share; educate  <b>Annotations</b> Tick a correct response X for incorrect response
<b>1</b>	<b>(b)</b>		ONE mark per link, TWO marks for expansion, e.g. <ul style="list-style-type: none"> <li>To reach new markets (1) by sharing messages and updates on channels such as Twitter (1) that break geographical boundaries (1)</li> <li>To capitalise on trends on social media (1) by aligning marketing for own products with popular opinion (1) in own marketing messages (1).</li> <li>Any other valid response.</li> </ul>	<b>3</b>  1.2 2.1	Responses are likely to discuss how consumers can be reached more effectively, how brands can be easily recognised and how online purchasing methods can be pushed. Crowd funding and crowd sourcing and collaboration may also be discussed.  <b>NB</b> do not credit named social media channels e.g Instagram as the media company.  <b>Annotations</b> Tick – correct explanations (inc reference to social media product and / or media company) BOD + <b>tick</b> for implicit understanding TV if generalised with no implicit understanding NAQ if not answering the question

<b>1</b>	<b>(c)</b>	<p>ONE mark per advantage, e.g.</p> <ul style="list-style-type: none"> <li>To vote on reality TV shows on apps (1)</li> <li>To look at what other viewers think of narratives on social media feeds (1)</li> <li>To communicate with friends about a show (1)</li> <li>Any other valid response.</li> </ul>	<b>2</b>  1.2	<p>Responses are likely to discuss the number of things that 'second screening' allows audience members to do.</p> <p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>Tick – correct explanations related to using social media whilst watching television</li> <li>X – for incorrect answers</li> <li>TV - if the responses are generalised uses and there is no indication that it is being done whilst watching television</li> </ul>
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Question		Answer	Marks	Guidance
<b>2</b>	<b>(a)</b>	<p>THREE marks for explanation and expansion, e.g.</p> <ul style="list-style-type: none"> <li>People post their political opinions on social media such as Twitter (1). This means that a certain point of view can be shared to many people (1) by those that hold the same values (1)</li> <li>Polarising ideologies can often be fake news (1). This means that they are presented to the mass public as fact (1) which can cause panic, mistrust or fear (1)</li> <li>Any other valid response.</li> </ul>	<b>3</b>  2.4	<p>Accept a range of responses that show candidates understanding of how social media is a news outlet for many users. Accept responses that include, for example:</p> <ul style="list-style-type: none"> <li>Left/right wing politics</li> <li>Bias</li> <li>Fake news and offence</li> <li>Moral panics</li> <li>Freedom of speech</li> </ul> <p>Candidates may also mention specific individuals, such as Katie Hopkins, Donald Trump, or movements such as BLM</p> <p><b>NB</b> Credit understanding or definition of ideology e.g. a set of agreed and / or dominant opinions / ideas within society.</p> <ul style="list-style-type: none"> <li>For full marks there must be some understanding of ideology and how it can be used on social media platforms</li> </ul>



					<ul style="list-style-type: none"> <li>• If there is explanation of ideology but no reference to social media platforms, annotate as tick for correct definition and NAQ for explanation if there is no reference to social media use.</li> <li>• If social media platforms are identified but there is no reference to understanding of ideology do not credit and annotate as TV</li> </ul> <p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>• Tick – correct explanations (inc understanding of ideology / definition of ideology related to social media use)</li> <li>• BOD + <b>tick</b> for implicit understanding of ideology and social media use</li> <li>• TV if generalised with no implicit understanding of ideology and social media use</li> <li>• X for incorrect definition of ideology and no reference to social media use</li> </ul>
<b>2</b>	<b>(b)</b>		<p>ONE mark for channel, THREE marks for explanation and expansion, e.g.</p> <ul style="list-style-type: none"> <li>• Snapchat (1<sup>st</sup>). Might be used by people to bully people (1) through sending photographs to others (1) without the permission of individuals in the pictures (1).</li> <li>• Twitter (1<sup>st</sup>). People can create false or anonymous accounts (1) that they use to troll other people (1) without detection or accountability (1).</li> <li>• Any other valid response.</li> </ul>	<p><b>4</b></p> <p>2.2</p>	<p>If the response does not discuss a real media product but is a full and considered explanation of how social media can be used to create a negative impact, credit the points being made. For full marks, a social media channel must be named.</p> <p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>• Tick – correct explanations</li> <li>• BOD + <b>tick</b> for implicit understanding</li> <li>• TV if generalised with no implicit understanding</li> <li>• NAQ if not answering the question</li> </ul>

<b>3</b>			<p>TWO marks for each way, e.g.</p> <ul style="list-style-type: none"> <li>• IPSO monitors the written content of news feeds (1)</li> <li>• The Data Protection Act still applies to social media content (1)</li> <li>• Any other valid response</li> </ul>	<p><b>2</b></p> <p>2.3</p>	<p>Expect a range of answers that show understanding of regulation and the role of regulatory bodies and / or legislation which applies to social media</p> <p>There is no requirement to mention a regulatory body and / or legislation, but the response should be specifically linked to how legislation and / or regulation is applied to social media</p> <p>Do not credit the name of a regulatory body and / or legislation if there is no qualifying explanation of how this relates to the use of social media</p> <p>Cookies are not a form of legislation or regulation</p> <ul style="list-style-type: none"> <li>• <b>Annotations</b></li> <li>• Tick – correct explanations</li> <li>• BOD + <b>tick</b> for implicit understanding</li> <li>• TV if generalised e.g named regulator or legislation with no qualifying explanation</li> <li>• NAQ if not answering the question</li> </ul>
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Question			Answer	Marks	Guidance
<b>4</b>			<p>ONE mark for ethical consideration, ONE mark for explanation, e.g. (MAX 4 marks)</p> <ul style="list-style-type: none"> <li>• Cultural imperialism should be taken into consideration (1) as one continent's social media messages have the potential to erode other cultures' traditions (1).</li> <li>• Cultural censorship should be considered (1) because countries like Saudi Arabia do not allow certain content such as films featuring homosexual characters (1)</li> <li>• Any other suitable response</li> </ul>	<p><b>4</b></p> <p>2.4</p>	<p>For the purposes of this question, ethical considerations <b>can include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Cultural Censorship</li> <li>• Cultural Bias and Ideology</li> <li>• Cultural Imperialism</li> <li>• Climate change issues</li> <li>• Religion</li> </ul>

					<p>Do not credit any response which could be deemed a negative impact e.g trolling; cyber bullying; grooming (because this is the focus of Q2b)</p> <p>Responses may include reference to countries such as China, Saudi Arabia, North Korea, Iran, and Nigeria.</p> <p>For full marks the response must demonstrate an understanding of how ethical considerations affect global social media use. (NB If UK is mentioned there should be some link with another country for it to count as global and not domestic)</p> <p>If the ethical consideration is correct but the explanation does not refer to how it affects global use, credit the ethical consideration for one mark and annotate TV for the explanation</p> <p>If the same country is used but the explanations are different, credit both</p> <p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>• Tick – correct explanations</li> <li>• BOD + <b>tick</b> for implicit understanding of how ethical considerations affect global social media use</li> <li>• TV if generalised e.g ethical issues are identified but the explanation does not show how they affect global social media use</li> <li>• NAQ if not answering the question</li> </ul>
<b>5</b>			<p>Comparison of how two online tools could be used by people working in the music industry</p> <p><b>Level 3 (6-8 marks)</b></p>	<p><b>8</b></p> <p>1.2</p> <p>3.1</p>	<p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>• Tick <b>and</b> highlight the online tool</li> <li>• Highlight <b>and</b> annotate with a X if the online tool offered is incorrect</li> </ul>

		<p>There will be a thorough comparison of how two online tools can be used by people working in the music industry Use of examples are wholly appropriate.</p> <p><b>Level 2 (3-5 marks)</b> There will be a sound comparison of how two online tools can be used by people working in the music industry Use of examples are appropriate.</p> <p><b>Level 1 (1-2 marks)</b> There will be a limited comparison of how two online tools can be used by people working in the music industry Use of examples are sometimes appropriate.</p> <p><b>0 marks</b> for responses not worthy of credit.</p>	3.2	<ul style="list-style-type: none"> <li>• Tick where marks are being awarded</li> <li>• Highlight the comparison</li> <li>• Use <b>BOD</b> in the margin if the response shows implicit knowledge and <b>tick</b> where the point is being credited</li> </ul> <p>If a candidate only discusses one online tool with one relevant explanation – cap to 2 marks (L1)</p> <p>If there are two online tools mentioned, but only one is correct and provides a correct explanation, highlight and annotate the incorrect online tool, and cap at 2 marks (L1)</p> <p>If there are two correct online tools mentioned, but the explanation is generalised with no mention of the music industry, cap at 2 marks (L1)</p> <p>If there are two online tools with relevant explanations but no <b>direct</b> comparisons, then marks are capped to <b>four</b> (L2)</p> <p>To get above 4 marks, there must be evidence of direct comparison between two online tools and relevant explanations</p> <p>As part of this answer candidates are likely to discuss a range of comparisons of the different online tools used by people in the music industry:</p> <p>e.g. • Soundcloud (1) allows people to collaborate and create music (2) on the other side of the world without meeting (3) Whereas (4) Bands intown (5) can be used to promote live concerts and gigs (6) to fans of specific music genres (7) with an option to sync all marketing content across other social media platforms (8) so audience reach is maximised.</p>
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Question		Answer	Marks	Guidance
<b>SECTION B</b>				
6*		<p><b>Level 5</b></p> <p><b>25-30 marks</b></p> <p>Campaign plans will include an excellent understanding of how social media can be used to market the launch of Fizz Up. There is a comprehensive discussion of social media channels that will target the audience. Suggestions for creative campaign content and key milestones will be wholly appropriate and justified. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation, and grammar.</p> <p><b>Level 4</b></p> <p><b>19-24 marks</b></p> <p>Campaign plans will include a good understanding of how social media can be used to market the launch of Fizz Up. There is a considered discussion of social media channels that will target the audience. Suggestions for creative campaign content and key milestones will be 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><b>Level 3</b></p> <p><b>13-18 marks</b></p> <p>Campaign plans will include a sound understanding of how social media can be used to market the launch of Fizz Up. There is a reasonable discussion of social media channels used to reach the audience. Suggestions for creative campaign content and key milestones are mostly appropriate but there is limited justification.</p>	<p><b>30</b></p> <p>1.1 2.1 2.3 3.2 3.3 4.1 4.2 4.3 4.4</p>	<p><b>Annotations</b></p> <ul style="list-style-type: none"> <li>• T – Terms; theory + highlight</li> <li>• E.G. – Creative content related to social media channels + highlight</li> <li>• A – explaining and justification in relation to brief</li> <li>• S – reference to stimulus</li> <li>• BOD – implicit understanding (annotate in margin supported by either t/e/a)</li> <li>• Wavy line – response is not relevant to social media marketing campaign</li> </ul> <p><b>T – Terminology / Theory</b></p> <ul style="list-style-type: none"> <li>• Marketing terminology - See list</li> <li>• Any accurate terminology for legal and ethical issues</li> </ul> <p><b>E - Examples</b></p> <ul style="list-style-type: none"> <li>• Social media platforms containing relevant content suggestion</li> <li>• Creative ideas e.g celebrity endorsement</li> <li>• Hashtag idea e.g #FizzUp</li> <li>• Filters</li> <li>• Social media management platforms e.g Hootsuite; Google Analytics; Sprout Social; Postano</li> </ul> <p><b>A – Arguments</b></p> <ul style="list-style-type: none"> <li>• Full justification of social media platform use</li> <li>• Consideration of legal and ethical issues</li> <li>• Reference to Milestone content / activities, (not just dates)</li> </ul>

Question			Answer	Marks	Guidance
			<p><b>Level 2</b></p> <p><b>7-12 marks</b>            Campaign plans will include a basic understanding of how social media can be used to market the launch of Fizz Up. There is some discussion of social media channels used to reach the audience. Content ideas discussed are appropriate.</p> <p><b>Level 1</b></p> <p><b>1-6 marks</b>            Campaign plans will include a limited understanding of how social media can be used to market the launch of Fizz Up. There is a limited discussion of social media channels used to reach the audience. Content discus ideas discussed are sometimes appropriate.</p> <p><b>0 marks</b> for responses not worthy of credit.</p>		<p><b>Use S for references to the stimulus (don't credit)</b></p> <ul style="list-style-type: none"> <li>• Target audience 16-30</li> <li>• TV Star Jack Duke</li> <li>• Soft Pop Drinks UK</li> <li>• Fizz Up</li> <li>• 6 months to promote</li> </ul> <p><b>Guidance for placing at top level of mark band</b></p> <p><b>Typically, in this series, a High level 5 response (27 -30) would include:</b></p> <ul style="list-style-type: none"> <li>• Campaign content is consistently relevant to the question and appropriate for the selected social media platform</li> <li>• Use of terms and theory will be used accurately and fully justified in the context of the question</li> <li>• Consistent reference to milestones with relevant activities</li> </ul> <p><b>Typically, in this series, a High level 4 response (22 - 24) would include:</b></p> <ul style="list-style-type: none"> <li>• Campaign content is relevant to the question and appropriate for the selected social media platform</li> <li>• Accurate use of terms and / or theory in the context of the question</li> <li>• Reference to milestones will contain reference to relevant activities</li> </ul> <p><b>Content may include but is not limited to:</b></p>

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> <li>• Ways that the drink could be promoted by Jack Duke on his personal pages Instagram, Facebook, and Snapchat.</li> <li>• Social media and online distribution channels used to reach the audience e.g. - How Twitter would be used in terms of countdown to the launch of the drink with different competitions from partners such as ITV2, VFEST, MTV, Capital Radio to engage audiences.</li> <li>• How a TikTok video might be used to target different age group than Instagram.</li> <li>• How the house style and brand might be communicated across platforms.</li> <li>• Key milestones about when to release content – e.g. what teaser content could be released in month one? How might this differ from content in month three?</li> <li>• How social media aggregation and sync marketing tools such as Social Sprout form part of the marketing campaign planning.</li> <li>• How audiences might respond to social media content – Facebook comments and engagement with Twitter posts (SEO), planned timescale for feedback on the launch.</li> </ul> <p><b>Some examples of Terminology / Phrases may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Algorithm</li> <li>• Analytics</li> <li>• Brand Identity</li> <li>• Build credibility</li> <li>• Content metrics</li> <li>• Correct L+E terminology</li> <li>• Data Management</li> </ul>

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> <li>• Digital Immigrants</li> <li>• Digital Natives</li> <li>• Drive to the sweet spot</li> <li>• Earn referrals</li> <li>• Electronic Agora</li> <li>• Folksonomy</li> <li>• Generate Leads</li> <li>• Hashtags (term not the symbol)</li> <li>• Mode of Address</li> <li>• Niche Audience</li> <li>• QR codes</li> <li>• Sales Funnel</li> <li>• Semantic Web</li> <li>• Sentiment analysis</li> <li>• Social media aggregation</li> <li>• Stay top of mind</li> <li>• Strengthen relationship</li> <li>• Synergy</li> <li>• Tagging</li> <li>• Taxonomy</li> <li>• Trending</li> <li>• USP</li> <li>• Viral Marketing</li> <li>• Wikinomics</li> </ul>



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