

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

**OCR Level 3 Cambridge Technical
in Digital Media**

Certificate: 05843

Extended Certificate: 05844

Foundation Diploma: 05845

Diploma: 05846

Extended Diploma: 05875

Unit 2 Summer 2025 series

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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 [Teach Cambridge](#).

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Unit 2 series overview

The Unit 2 Pre-production and planning paper allows candidates to engage with a fictional scenario, demonstrating their knowledge and understanding of planning a new media product. In this series, candidates responded to a scenario in which they worked for NOVA Media Ltd to produce a campaign, including a social media promotional video, a printed flyer, a radio advert and a website for Breswick Kitchen, a new Italian restaurant in Edinburgh. The spirit of this unit appears to have been grasped and, in the main, candidates clearly understood the brief and were well prepared for the structure and style of the examination.

OCR support



The OCR-endorsed textbook Cambridge Technicals Digital Media Level 3 (2016 Suite) (ISBN: 9781471874734) offers a valuable guide to the course and an overview of the Unit 2 content. This textbook can serve as an excellent starting point for centres new to this qualification.

Examiners observed seeing candidates approach the questions in varied ways. There were some impressive responses evident in Section A, with candidates clearly engaging with the brief to support their answers. Responses to Section B were more varied; the responses to Question 10 were not as successful as in previous series.

It was evident that candidates understood the questions and, in the main, provided detailed and well-structured responses. The most successful responses were often contextualised using the exam brief. Candidates who used the brief effectively and incorporated specific details from it to support their answers often achieved the highest marks.

Candidates at the lower end of the mark range often gave brief and generalised responses that could have applied to any brief, rather than the one specifically provided in the exam. In Section B, less successful responses commonly demonstrated limited understanding of the required pre-production documents.

Some candidates did not demonstrate a clear understanding of a site structure diagram for Question 10. As a result, many responses lacked effective evaluation and at times felt overly generic. A noticeable number of candidates also confused a site structure diagram with another document or focused entirely on a different document instead of the one specified in the question.

There were few incomplete papers, suggesting that timing was not a significant issue in this series. Candidates who took the time to read and annotate the brief at the start of the exam often achieved higher marks than those who dived straight into the questions. Centres are reminded that detailed, succinct and contextualised responses demonstrate a better understanding of the task than overly lengthy answers that do not address the question.

The most successful responses were those that did not rely solely on the OCR support materials and course textbook but also provided insights clearly drawn from centres' teaching of this unit.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• managed their timing well and completed the paper in full • read and understood the specific requirements of the questions • demonstrated an understanding of the brief and engaged fluidly with the questions • contextualised their responses appropriately using the product brief • could confidently use terminology appropriately as relevant to the question • wrote focused, succinct responses, especially in Question 10.	• did not manage their timing well • did not engage with or misread the question and provided generalisations that strayed away from the question focus • did not understand the brief and made sweeping generalisations without reference to the product brief • wrote responses using a scattergun approach or included irrelevant details from the product brief • wrote short or descriptive responses • did not use terminology well.

Section A overview

Responses to Section A demonstrated pleasing engagement with the product brief. It was clear that candidates enjoyed the scenario of working for NOVA Media Ltd to create a range of marketing materials for Breswick Kitchen. Candidates showed good knowledge of different areas of the specification and, in most cases, were able to use the product brief appropriately to contextualise and support their answers.

Centres are encouraged to complete past papers from previous series to make sure that candidates cover a breadth of question types and topics, helping them to prepare effectively for the style of questions asked in this section.

Question 1 (a)

1

(a) Identify **three** resources that Charlie could use as part of their job role.

1

2

3

[3]

This question was generally well answered. Candidates demonstrated a good understanding of the resources required by a graphic and web designer. There were a range of appropriate resources candidates could have chosen, including both software and hardware options.

Some candidates lost marks by repeating the same type of software more than once. Some also focused on the pre-production documents that Charlie would require, rather than the resources that would help him complete the job as a graphic and web designer.

Question 1 (b)

- (b) Identify **one** location that can be used in the social media promotional video, other than the seating area.

Explain how the location could help promote the new restaurant.

.....

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.....

..... [3]

There were a range of creative and thoughtful responses to this question. The most frequent response was the open-plan kitchen, perhaps unsurprisingly, given that this is the unique selling point of Breswick Kitchen and was an explicit requirement of the product brief. Most candidates achieved the 3 marks available by explaining how this would promote Breswick Kitchen to its audience.

Other creative responses included the shop front of the restaurant or a location in Edinburgh or Italy. However, for these more creative ideas, candidates sometimes struggled to explain how the chosen location would promote the new restaurant.

Question 2

2 Identify **two** possible revenue streams that Ling could research.

Explain why each would be suitable for use by Breswick Kitchen.

1

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2

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[6]

Candidates generally demonstrated an adequate awareness of revenue streams. Many were able to identify two different revenue streams and define them, however, a much smaller number of candidates achieved the third expansion mark by explaining why their chosen revenue stream might be suitable for Breswick Kitchen. The strongest responses used relevant details from the product brief to explain why the revenue stream might support the economic development of Breswick Kitchen.

Some candidates tried to think too far outside the box and identified revenue streams that a media company would not typically use. It is important that candidates are familiar with the revenue streams identified in the specification.

Assessment for learning



Some candidates did not read the question carefully. The command words 'Identify' and 'Explain' indicate that the first mark is awarded for identifying the revenue stream. If candidates did not identify a valid revenue stream, they could not access the other 2 marks, as they were effectively not fully addressing the question.

Centres should guide their candidates carefully to make sure they read the question thoroughly and respond appropriately, to enable them to access all available marks.

Question 3

3 Identify **four** client requirements from the product brief.

- 1
- 2
- 3
- 4

[4]

The majority of candidates achieved the 4 marks available for this question. There were a range of explicit and implicit client requirements in the product brief. In this series, identifying audience requirements was accepted as part of the client requirements. However, for future series, candidates should understand the difference between these two distinct requirement types.

Where candidates lost marks, it was usually because they were too vague about the client requirement they selected or repeated the same requirement in different ways.

Question 4 (a)

4

(a) Identify **one** tool that Charlie could use to analyse the product brief.

Explain how the tool helps them to understand the client's requirements for the printed flyer.

.....

.....

.....

.....

.....

..... [3]

Candidates generally addressed this question adequately. There was some good understanding of the different planning tools that Charlie could use to understand client requirements. The most common answer was often related to a mind map or blue sky thinking. Candidates sometimes struggled to achieve the third expansion mark, as they could not articulate how their chosen planning tool would support Charlie's understanding of the client requirements for the printed flyer.

Some candidates did not fully understand what the question meant by a 'tool'. This caused difficulties, particularly when they attempted, in good faith, to describe tools such as a 'highlighter' or 'AI like ChatGPT' which were inappropriate for this context. As a result, those candidates often struggled to demonstrate a clear understanding of what a planning tool is and how it supports Charlie in understanding the client's requirements for the printed flyer.

Question 4 (b)

(b) Identify **two** target audience factors Gabi should consider when planning the radio advert.

Explain how each factor will affect the choice of radio stations that the radio advert will be broadcast on.

1

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2

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[6]

Candidates generally addressed this question well and demonstrated a good understanding of target audience requirements. In future, candidates should be reminded to identify specific details from the product brief to support their responses to these types of questions. Sometimes, responses were vague and mentioned factors such as 'age' or 'geodemographics' without linking these to the specific target audience factors provided in the product brief.

The most common answers to this question focused on the age requirement, the 'cultural diversity' of the audience, or the geodemographic location of Edinburgh. Where candidates lost marks, this was often due to a vague response or lack of detail to explain how the target audience factor would influence the choice of radio station on which the advert would be broadcast.

Exemplar 1

- 1 She should consider that the age range is 35 and over which may mean she wants to make the advert a more mature and adult one. This may mean that the advert will also get broadcasted on a radio station with a strongly more mature audience to meet the requirements of the brief.
- 2 Another target audience factor Gabi should consider is that the audience should be culturally diverse. This means that a wide range of different cultures and ethnicities should have access to Breswick Restaurant and the radio advert should broadcast on a station that has a wide range of cultures.

This is a clear, succinct and well explained answer in the context of the question and so gains the 6 available marks.

Two relevant audience factors are identified: age (35 and over) and cultural diversity. Both audience factors are explained in detail and clearly linked to the context of the Breswick Kitchen brief.

Question 5 (a)

5

- (a) Identify **two** pre-production documents that Gabi could give to the production team to produce the social media promotional video.

1

2

[2]

The majority of candidates achieved full marks for this question.

Where candidates did lose marks, this was often because they did not read the whole of the question and so just identified two general pre-production documents.

Question 5 (b)

- (b) Identify and explain **one** responsibility that Ling has as production manager of the social media promotional video.

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.....

..... [3]

Most candidates achieved full marks for this question. The majority were able to identify a specific responsibility that Ling has as a production manager.

The most common response was health and safety. Most candidates achieved the third expansion mark by suggesting that Ling must complete a risk assessment to support the safety of the crew and actors. Other candidates often suggested that Ling must make sure the team meets the six-month production deadline and so stated that a production schedule would be a useful document to support the production team.

Candidates who did not achieve any marks for this question often focused on the role of Charlie or Gabi, and so were not effectively answering the question.

Question 6

- 6 Charlie has completed a first draft of a visualisation diagram for the printed flyer and a wireframe for the website. You have been asked to review them.

Compare the **similarities** and **differences** between a visualisation diagram and a wireframe.

.....

.....

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..... [8]

Overall, candidates responded successfully to this question. There was secure knowledge and understanding of a visualisation diagram, but responses were often less successful when discussing a wireframe.

The majority of candidates were able to achieve at least Level 2 marks.

More successful responses tended to be systematic in their comparison, often beginning with a concise introduction outlining the two pre-production documents, followed by a detailed and contextualised comparison of their similarities and differences.

Level 3 responses were typically balanced, thorough and well written, with clear exemplification from the product brief. Some of the most successful responses demonstrated a strong understanding of the distinct purposes of each document, explaining and contextualising the similarities and differences of these two documents in the context of designing a printed flyer and website.

Less successful responses often showed some understanding of a visualisation diagram but lacked the same level of detail when discussing a wireframe. These responses were generally sound in their reference to the brief but sometimes focused more on differences than similarities.

Question 7

7 Explain **two** legal issues Ling will need to be aware of before Charlie starts the production of the website.

1

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2

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[4]

The majority of candidates were able to explain at least one legal issue - copyright. Responses on copyright were often well exemplified in the context of the product brief. A small number of candidates struggled to access the marks for a second legal issue.

Some candidates considered ethical or regulatory issues, which were not relevant to this question.

Misconception



Centres should make sure that candidates understand the differences between legal, ethical and regulatory issues. The key areas that need to be studied can be found in the unit content of the specification under section 1.1.

Encourage candidates to read the question carefully and apply their knowledge of legal issues in the context of the product brief. This will help them demonstrate an understanding of how these issues can affect the production of media products.

Section B overview

This section allows candidates to demonstrate their knowledge and understanding of pre-production documents by creating one technical and one creative document based on the brief and evaluating another in context.

There were some creative and varied approaches to the questions in Section B. Candidates made conscious efforts to apply their knowledge and understanding of the conventions of the different pre-production documents that were asked about in this section.

However, it is important that centres continue to encourage reviewing the required pre-production documents listed in LO 4.1 of the specification so that candidates are confident in both producing and evaluating the variety of documents specified in the specification.

Question 8

8 You are helping Charlie plan the printed flyer.

In the space below, draw a **page mock-up** of the printed flyer that can be shown to Breswick Kitchen.

Marks will be awarded for:

- annotations
- content
- fitness for purpose

[9]

A variety of responses were seen to this question. Most candidates used the bullet points effectively to guide their responses, allowing them to address the full range of marks available.

Some candidates had a mostly accurate knowledge of page mock-ups which showed that they had practical experience creating them as part of their teaching and learning in centres. This is excellent practice and is encouraged for future sessions. However, several candidates produced wireframes or a hybrid between a wireframe and a visualisation diagram which did not address the question. For example, several did not include any drawings or sketches, despite a page mock-up needing to be a final product that Charlie would use to show the client what the final printed flyer would look like.

As in previous series, it is important that candidates carefully read the question to make sure they understand the context in which they are producing pre-production documents. The most successful responses to this question produced some thoughtful and creative flyers designed to appeal to the 35+ demographic. Most focused on promoting Breswick Kitchen as an Italian restaurant. There was clear awareness of the conventions of food flyers, and the appropriate elements were included, such as contact details, location, a call to action, a logo and references to food.

It is important to highlight that annotations are of paramount importance in conveying any aesthetic decisions, particularly in terms of colour. Some candidates did not annotate their page mock-ups, despite otherwise producing a printed flyer that included all the relevant content and was fully fit for purpose.

Candidates do not need artistic skills; however, where relevant and appropriate to the conventions of their pre-production document, they should include basic sketches to support their design ideas.

Exemplar 2

Marks will be awarded for:

- annotations
- content
- fitness for purpose

serif to fancy!
decorative → fits
the fine dining
aspect of audience
title
serif font
white text

colour scheme
Red, white, green
to represent the Italian flag

social media
handles → to
build a
customer base

[9]

pale green
background (age)
not too bright, to show
it is a low light/fine dining
environment

BRESWICK KITCHEN

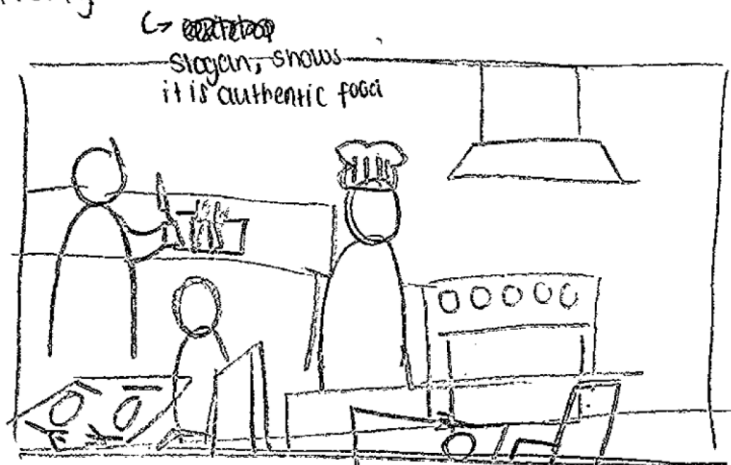
@Breswickkitchen
x @Breswickkitchen

image of open plan kitchen
as this is the main USP

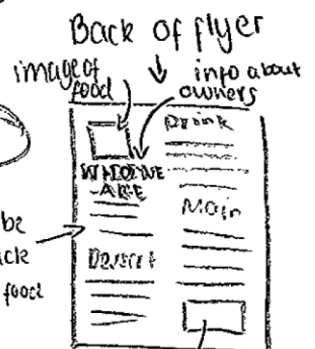
Italian authenticity at home

white
serif font
shows their stand
out dishes / what
they serve

Napoleonic Pizza
Mushroom Risotto
Beef Ragù

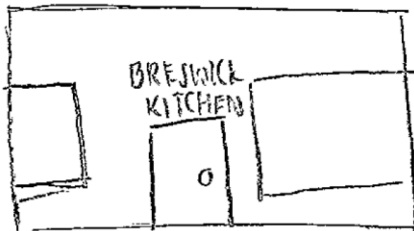


← full colour flyer
A5 size



OPEN 6PM - 12 PM

↳ photos of food/drink
available



12, Restaurant Street
Edinburgh, Scotland
↳ address / image to show
where it is

OPENING SOON!

JUNE 15TH!

↳ shows when customers can visit
• capital, bold font to stand out and
be memorable.



This is an exemplary response to this question.

Three marks are awarded for the annotations, as there is a clear sense of the colour scheme and font, and the annotations are relevant to the brief.

A mark is given for the content 'Breswick Kitchen', and a mark is given for the two pictures: one of an open-plan kitchen and one of food. Another mark is given for including the opening times and an address. In terms of fitness for purpose, the candidate clearly understands that this is a promotional flyer for a new restaurant.

The USP is clearly highlighted (being an open-plan kitchen), and the opening date of 15 June is clearly stated.

Question 9

9 You are helping Charlie plan the 30-second radio advert.

In the space below, write a **script** for the 30-second radio advert focussing on promoting the restaurant and its unique features.

Marks will be awarded for:

- content
- fitness for purpose
- layout

[9]

This question was not as well addressed as Question 8. Many candidates lacked secure knowledge and understanding of a script.

Many candidates took a broad-brush approach by including multiple technical conventions without fully considering their relevance to the question. For example, many candidates focused on an audio-visual script showing camera movement, animations, locations, rather than a radio script as required by the question.

Most candidates included an appropriate presenter, narrator or voice-over, and the vast majority made some reference to sound. There were some creative and thoughtful approaches to promoting Breswick Kitchen through the use of sound codes and chosen dialogue. However, many responses lacked any reference to the 30-second timing specified in the question.

The most successful scripts focused specifically on promoting Breswick Kitchen and its unique features, such as the open-plan kitchen.

In some cases, scripts read like generic conversations between two people about food rather than promotional radio scripts designed to promote Breswick Kitchen to locals in Edinburgh.

Question 10*

10* Charlie has created a site structure diagram for the website.

Evaluate the effectiveness of creating a **site structure diagram** as part of the pre-production and planning process for the Breswick Kitchen website.

Use the content from the product brief to support your answer.

[20]

This question was largely successfully addressed by candidates who were well prepared for this style of question and had a secure understanding of site structure diagrams. However, there were some particularly unsuccessful responses in this series, where candidates did not have sufficient knowledge and understanding of a site structure diagram and instead focused their entire response on another pre-production document, most often a wireframe.

Sometimes, candidates confused the two documents and discussed wireframes as if they were site structure diagrams. This was problematic, as they were effectively not answering the question and were therefore capped at Level 1.

Level 4 responses in this series were generally categorised by:

- detailed and accurate knowledge of the purpose of a site structure diagram
- a clear and logical line of reasoning
- consistent use of evaluative language
- appropriate use of specialist media terminology
- relevant and explained suggestions for alternative documents
- relevant references to the exam set product brief.

More successful responses were structured around the use and purpose of a site structure diagram and how it might be used in the planning and pre-production process for the Breswick Kitchen website. Candidates often supported their points with clear and detailed references to the brief, using evaluative language to explain why a site structure diagram might be useful at different stages of planning and pre-production. Many responses also evaluated its effectiveness in whether it would help stakeholders at Breswick Kitchen assess the suitability of the functionality and organisation of the website pages.

Less successful responses were unclear on the purpose of a site structure diagram and instead skirted around the question, without really addressing the 'evaluate' requirement. Other less successful responses did not address all aspects of the question. For example, some explained what a site structure diagram is, briefly applied its use to the brief, but did not evaluate its effectiveness. This omission limited candidates, as the mark scheme required evaluation to progress beyond Level 1. Many of the less successful responses operated at this level because of this.

LO 4.1 of the specification includes a list of pre-production and planning documents that candidates must be familiar with. Teaching and learning should cover all pre-production documents listed to ensure candidates can effectively apply them in an exam context.

Exemplar 3

✓ shows navigation ✓ different pages / buttons ✓ assist with planning + coordination
 X doesn't include visualisation X doesn't show layout 10 X could be done poorly - time consuming

10* Charlie has created a site structure diagram for the website.

Evaluate the effectiveness of creating a **site structure diagram** as part of the pre-production and planning process for the **Breswick Kitchen website**.

Use the content from the product brief to support your answer.

[20]

A site structure diagram is a pre production document that displays the navigation of a media product. In this case the website for Breswick Kitchen. It will include a hierarchy of the different pages and the route an audience member would need to take to get to a certain page.

An advantage of creating a site structure diagram is that it shows the navigation for the website. So therefore Charlie could use this to know how to link different aspects of the website together, such as adding links to the menu and so therefore helping Charlie create a website that is easy to navigate for audience members and so helping them find out more information about the website. The restaurant. However, a disadvantage of creating a site structure diagram is that it doesn't include visuals. So therefore Charlie may not understand what colour scheme to use to best suit the restaurant or appeal to the target audience who enjoy fine dining. So therefore the website may not be very appealing to the target audience and not encourage them to go to the restaurant. To resolve this, Charlie could pair the site structure diagram with a page mock up to provide

visuals of the website.

Another advantage of creating a site structure diagram is that it will give Charlie an idea of the different pages or buttons that need to be included. Such as a page for the menu and another for information about the owners and so giving Charlie an idea on how to plan what to include on other pages of the website to ensure enough information is provided to the target audience about the restaurant. However, a disadvantage is that a site structure diagram doesn't include the layout for the website. So therefore, Charlie may not know how to layout the homepage and so not know where to put the name 'Breswich kitchen' or the restaurant opening times. So meaning it may be poorly laid out and not appeal to the target audience who enjoy fine dining. To resolve this issue, Charlie could pair the site structure diagram with a wireframe to help understand the layout of the website.

One final advantage of Charlie creating a site structure diagram is that it can assist with the planning and co-ordination for the campaign. The site structure diagram will show how many pages the website will include e.g. a menu page, so therefore

10 Charlie can make sure to allocate enough time to minimise delays and complete the drafts within six weeks. However, a disadvantage is the site structure diagram could be ~~done~~ done poorly. If Charlie doesn't accurately link pages for the restaurant website together, then she may need to re-do it which would cause delays meaning they may struggle to launch the campaign in 3 months time. To resolve this, Charlie could pair the site structure diagram with a production schedule which would allow for contingencies to minimise delays if it needs re-doing.

Overall, I believe a site structure diagram will be useful for the planning of the Breswick Kitchen website to show the navigation, however would be best if paired with a page mock up or a wireframe to show layout and visuals.

Exemplar 3 is a strong Level 4 answer, which clearly addresses the key ideas in the question – specifically, evaluating the effectiveness of structure diagrams.

The candidate remains focused on the site structure diagram throughout most of the response and only briefly discusses alternative documents towards the end. The bulk of the response is well applied to the brief and includes evaluation. It is lucidly structured, with a clear organisation: discussing advantages and disadvantages, followed by an overall judgement. There are strong references to the context, including timeframes, personnel, and the client – Breswick Kitchen.

Overall, this is an excellent Level 4 response, demonstrating a strong understanding of site structure diagrams and the extent to which they are effective in the planning and pre-production process for the Breswick Kitchen website. The candidate shows a wealth of knowledge.

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