

Cambridge Technicals

Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical in Digital Media

05843 - 05846 & 05875

Mark Scheme for June 2025

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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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.

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.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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.)*

Short 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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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: Not applicable in F501
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

Annotations

Annotation	Meaning of annotation
	Tick
	Excellent point
	Cross
	Unclear
BOD	Benefit of Doubt: Use BOD and a tick when giving Benefit of the Doubt

NAQ	Not answering the Question
TV	Too Vague
REP	Repetition
^	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
⋈	Not relevant to specific question
R	Rubric

Question		Answer/Indicative content	Marks	Guidance
SECTION A				
1	(a)	One mark for a correct identification, e.g.: • More females than men use a smartphone to go online (1) • Males are more aware of the accuracy of certain websites (1) • Males are more aware of how companies collect data online (1) • Any other suitable response	3	Credit any correct interpretation from the data. Candidates must either mention both aspects of the difference or the difference must be clear from the statement.
1	(b)	One mark for explanation, two marks for suitable expansion, e.g. • Women use smartphones more than men as they may use smartphones more for online shopping (1) because of apps like Instagram that promote fashion (1) that they then share to friends (1) • Men stereotypically work in IT more (1) meaning they are more potentially aware of how to protect information online (1) to ensure their data is not stolen (1) • Any other suitable response	3	Candidates must either mention both aspects of the difference or the difference must be clear from the statement. Do not credit responses which just repeat the facts from Fig1 without expanding on the points

Question		Answer/Indicative content	Marks	Guidance
2	(a)	One mark for a correct identification, e.g. • More people went to the cinema in 2019 (1) • Less people viewed films on TV in 2022 (1) • 6% more people use streaming services to watch film in 2022 than in 2019 (1). • Any other suitable response	3	Credit any correct response

Question			Answer/Indicative content	Marks	Guidance
2	(b)		One mark for each correct identification, two marks for explanation e.g. • After lockdown there is drop in cinema going (1) because there were limited cinemas opening (1) which meant that people used other devices to watch films (1). • Cinema goers did not to leave the house (1) because of the pandemic (1) which meant cinemas had nothing accessible owing to no movies being released (1) • Any other suitable response	3	Accept any plausible explanation that shows understanding how external events e.g. the pandemic or changes to apps on portable devices has affected viewing figures for the cinema . If the reason is not creditable, credit can still be given for a plausible explanation NB the answer space is to help candidates, but they may not always use it as intended.
Question			Answer/Indicative content	Marks	Guidance
2	(c)		One mark for each correct identification, one mark for explanation e.g. • More people had become used to streaming services because of the pandemic (1) so continued to exclusively use this as a main source of entertainment (1) • More streaming services such as Disney + became available (1) so more people were using these exclusively over the three-year period (1). • Any other suitable response	4	The answer must discuss streaming If the reason is not creditable, credit can still be given for a plausible explanation NB the answer space is to help candidates, but they may not always use it as intended

Question			Answer/Indicative content	Marks	Guidance
3	(a)		One mark for each correct identification, (MAX three marks) e.g. • Gender: Women's viewing at the cinema fell 15% more than men by 2022 (1) • Age: 30 % of 35 – 44 stopped going to the cinema (1) • Socio-economic status: C2 social grade fell the most overall at - 53% (1) • Any other suitable response	3	Candidates must either mention both aspects of the difference or the difference must be clear from the statement. They must reference the specific social class e.g. ABC1 not "working class"

Question			Answer/Indicative content	Marks	Guidance
3	(b)		One mark for each correct identification, one mark for explanation e.g. - Streaming viewing habits were up 22% (1) because they are of an age where they are used to watching films on digital services, being less inclined to go back to the cinema (1) - DVD products fell one of the most in this age group (1) because this audience has grown up with streaming services and so less likely to buy these formats (1). - Any other suitable response	4	Credit any plausible response for any at home film viewing habits for this age group NB the answer space is to help candidates, but they may not always use it as intended.

Question			Answer/Indicative content	Marks	Guidance
SECTION B					
4	(a)		One mark for each correct identification, e.g. - Conglomerates work for profit, PSB don't (1) - There are less advertisements on PSB channels than across products made by conglomerates (1) - PSB have a duty to represent the demographic (1) - Any other suitable response	3	Candidates must either mention both aspects of the difference or the difference must be clear from the statement. BOD and tick if the PSB response could be applied to the BBC but not all psb providers
4	(b)		One mark for identification of magazine company, three marks for suitable explanation, e.g. - Bauer Media (1) use synergy to promote their products through their conglomerate structure (1) having different subsidiaries to promote across magazines across different media platforms (1) such as having adverts for Grazia on the Greatest Hits Radio website. (1). - Future Publishing (1) combine two of their key brands together to cross promote (1) by having the same articles in both (1) such as Total Film Magazine and Games Radar + (1) - Any other suitable response	4	Magazine company does not have to be UK based. Do not accept the name of a specific magazine e.g. Vogue, the question is asking for the name of a magazine company, not a magazine – Candidates must talk about a company and its products to get the full marks. Magazine companies can include but are not limited to: - Conde Nast - Bauer Media - Hachette - Wenner Media

Question			Answer/Indicative content	Marks	Guidance
					• Hearst • BBC Magazines • Anthem • Future
Question			Answer/Indicative content	Marks	Guidance
4	(c)		One mark for each integration, e.g. • Horizontal (1) • Vertical (1)	2	There are only two responses to this. Credit is given for each named integration The question does not require an explanation of each integration. Accept one word answers.

Question			Answer/Indicative content	Marks	Guidance
5	(a)		One mark for each role, one mark for explanation e.g. • Focus puller (1) which means that shallow depth of field can be filmed by the camera operator to engage audiences with the footage (1) • Lighting Assistant (1) sets up the camera equipment with the lighting department so that the chief operator can easily manoeuvre the equipment as required (1). • Any other suitable response	2	The role provided must be an actual job role, e.g. camera operator, not an action e.g. filming If the job role is incorrect, but the explanation is plausible, credit one mark The job role and explanation must be relevant to production (do not credit pre production or post production roles)
5	(b)		One mark for identification, one mark for suitable explanation, e.g. • A storyboard artist draws the order of the scenes (1) so that they can be followed by the camera crew when filming (1). • They help create character looks and identity through drawing (1) so that a costume designer can start planning and sourcing suitable outfits for the cast (1). • Any other suitable response	2	

Question	Answer/Indicative Content	Marks	Guidance
6*	Level 3 (11-15 marks) Excellent discussion of how sound creates meaning in an audio-visual product about narrative from products to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. Level 2 (6-10 marks) Good discussion of how sound creates meaning about narrative in an audio-visual product. The 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. Level 1 (1-5 marks) Limited discussion of how sound creates meaning about narrative in an audio-visual product. 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. 0 marks Response is not worthy of credit.	15	Annotations: Do not use ticks on this question Marks split into three areas with up to five marks awarded for each: T – theory / terminology (5 marks) EG – examples (5 marks) A – argument/discussion (5 marks) Candidates may discuss one media product or a range of media products. Here is an example of how to annotate using TEA <i>“The opening sequence of Saving Private Ryan (EG) uses a range of diegetic sounds (T) including gunfire, explosions, and the sounds of bullets to provide a realistic experience of war for the audience (A)”</i> T – Theorists or specific sound terminology (5) Only credit theorists if the reference is used correctly in the context of the question. Theorists may include but are not limited to: - Hall - Mulvey - Perkins - Alvarado - Newman - Williamson E – Examples (5) • The question requires candidates to use examples from an audio visual product they have studied. The audio visual product must be named. A – Argument/discussion (5) • Develops the discussion of the example or theory • May explore how specific elements of sound shape and construct meanings • May explore how specific elements of sound can shape issues of representation • Explores the effects on the audience of specific elements of sound

Question			Answer/Indicative content	Marks	Guidance
7	(a)		Two marks for explanation, e.g. - Mainstream audiences are large and consume products with mass appeal (1) whereas niche audiences can be smaller and enjoy products that might not be widely known (1). - Audiences that enjoy global products from large companies such as Warner Bros. might be considered mainstream (1), whereas niche audiences often enjoy less popular products, such as independent film (1). - Any other suitable response.	2	Any plausible difference should be credited. The response does not necessarily have to include a company or product name.
7	(b)		One mark for each correct identification, e.g. - Watching a documentary about the history of or most successful video games (1) - Researching forums online about what video gamers have said about their likes and dislikes (1) - Any other suitable response	2	Secondary methods should plausibly relate to the production of video games. Do not accept one word answers There must be some reference to gaming in the answer Do not accept Questionnaires or other primary research methods
Question			Answer/Indicative content	Marks	Guidance
8	(a)		Two marks for explanation, e.g. - Video social media can be distributed to a mass audience on forums/websites that have large following (1) meaning that many people will see the same message, such as with an official trailer for a film (1) - Videos on social media often feature popular influencers or celebrities commenting on media products they consume (1) meaning the press and followers will pick this up to ensure the products reaches a very wide audience (1) - Any other suitable response.	2	The response must be specific to social media advertising methods

Question		Answer/Indicative content	Marks	Guidance
8	(b)	One mark for identification of method, two marks for suitable explanation e.g. • Billboard (1) Pink Billboards were used to promote the film “Barbie” (1) they were placed at the roadside and they just used the colour pink and the film release date to attract audiences (1) • TV Advertising (1) This is seen as a way to connect with older audiences who may not use social media (1) such as Compare the Market advertising their product in between TV shows (1). • Any other suitable response.	3	Answer must have an example of a media product to get full marks <i>Traditional marketing methods as listed in the OCR Cambridge Technicals Level 3 Digital Media book (pages 6, 7) are as follows:</i> • Newspaper • Magazines • Billboards • Flyers, brochures, leaflets • Local radio adverts • Radio idents, jingles • Sponsorship • TV advertising • Product placement • Celebrity endorsement

Question	Answer/Indicative Content	Marks	Guidance
9*	Level 4 (16-20 marks) An excellent discussion is provided by the candidate about the effects of media in the 21st century. The examples used from media products and audiences to support theoretical ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology and theory. There may be few, if any, errors of spelling, punctuation and grammar. Level 3 (11-15 marks) A good discussion is provided by the candidate about the effects of media in the 21st century.	20	Annotations <u>Do not use ticks on this question.</u> Marks split into three areas: T – theory (max 7 marks) E – examples (max 5 marks) A – argument/discussion (max 8 marks) If the maximum mark allowed has been reached for a concept area, continue to annotate that concept area with highlights Credit only the first mention of the theorist / theoretical approach / regulator or example T – Theory: Regulators (max 7 marks)

Question	Answer/Indicative content	Marks	Guidance
	The examples used from 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. Level 2 (6-10 marks) A basic discussion is provided by the candidate about the effects of media in the 21st century. The examples used from 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. Level 1 (1-5 marks) Limited discussion is provided by the candidate about the effects of media in the 21st century. The examples used from 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. 0 marks Response is not worthy of credit.		Only credit theorists / theoretical approaches if they are relevant to the context of the question and used correctly Examples of Theoretical Approaches which could be credited (this list is not exhaustive) • Cultivation • Two step flow • Uses and Gratifications • Reception analysis • Mean world syndrome • Desensitisation • Self-regulation • Opinion Leader • Passive / active audience • Gatekeepers • Moral Panic • Copycat Theorists e.g. • 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 / copycat) • David Gauntlett (gender and identity; active audience theory) • Benedict Anderson (imagined communities) • Stanley Cohen (mass media and moral panic) • Laura Mulvey (gender / male gaze) Only credit Regulators (T) (Ofcom; BBFC; PEGI; IPSO; ASA) if they are developed and used in the context of the question. Do not credit if they are just listed as a group of names but their inclusion is not explained or developed. E – examples (max 5 marks) Candidates can pick any products they have studied and will relate to the effects of media products. Examples discussed are likely to be music, video games, films,

Question	Answer/Indicative content	Marks	Guidance
			television programmes, social media, 'news' outlets; Influencers e.g. Andrew Tate; Elon Musk and X / Twitter. Credit non contemporary texts e.g. Doom; Columbine; Black Knight; Jamie Bulger; Childs Play because these texts could be deemed relevant to the question A – What to award an A for: argument/discussion (max 8 marks) • Explanation of a point or theory • Engagement with the topic e.g. I agree / I disagree • Application of theory to an example • Personal experience or other similar approaches .

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