

## **Cambridge Technicals**

## **Digital Media**

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

Level 3 Cambridge Technical in Digital Media

**05843 – 05846 & 05875**

### **Mark Scheme for June 2025**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

## 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                                                                                           |

## 11. Annotations

| Annotation                                                                          | Meaning of annotation             |
|-------------------------------------------------------------------------------------|-----------------------------------|
|    | Explanation, analysis, argument   |
|    | Blank page                        |
|    | Benefit of Doubt                  |
|    | Cross                             |
|    | Use of examples                   |
|    | Level 1                           |
|    | Level 2                           |
|    | Level 3                           |
|    | Level 4                           |
|    | Level 5                           |
|    | Not answered question             |
|    | Not relevant to specific question |
|  | Terminology/Theory                |
|  | Tick                              |

| Question         |            |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark                | Guidance                                                                                                                                                                                                                                                                                   |
|------------------|------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SECTION A</b> |            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |                                                                                                                                                                                                                                                                                            |
| <b>1</b>         | <b>(a)</b> |  | ONE mark per product, (max FOUR marks)<br>e.g.<br><ul style="list-style-type: none"> <li>Facebook (1)</li> <li>YouTube (1)</li> <li>TikTok (1)</li> <li>Instagram (1)</li> <li>Any other valid response.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | 4<br><br>1.1<br>1.3 | Social media channels chosen should have capability to distribute at least 30 minutes of a TV programme<br><br>Do not accept Snapchat / X (Twitter) / Reddit / LinkedIn – these have limited video capacity<br><br>Do not accept responses which are not social media channels e.g Netflix |
| <b>1</b>         | <b>(b)</b> |  | ONE mark per use, (max TWO marks)<br>e.g.<br><ul style="list-style-type: none"> <li>Catch up with friends (1)</li> <li>Used to air opinions about TV programmes or films with other fans (1)</li> <li>Any other valid response.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       | 2<br><br>1.2<br>1.3 | Accept relevant one word answers e.g entertainment                                                                                                                                                                                                                                         |
| <b>1</b>         | <b>(c)</b> |  | ONE mark per reason, TWO marks for expansion<br>e.g.<br><ul style="list-style-type: none"> <li>Social media has allowed audiences to communicate with people they have never met (1) because they have shared interests (1) and can form a global community for example on Reddit (1)</li> <li>Social media technologies allow businesses to collaborate internationally (1) in real time (1) without the need to travel (1)</li> <li>Social media technologies such as SoundCloud (1) allows musicians to internationally collaborate (1) by live streaming without leaving their own country (1)</li> <li>Any other valid response.</li> </ul> | 3<br><br>2.1        | There must be some understanding of global reach – highlight first reference to this<br><br>Do not credit if they only discuss the UK<br><br>There is no requirement to identify a social media platform but credit if they are mentioned                                                  |

| Question |     |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark                | Guidance                                                                                                                                                                                                                                |
|----------|-----|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2        | (a) |  | <p>THREE marks for explanation and expansion, e.g.</p> <ul style="list-style-type: none"> <li>Media producers have benefitted from funding via social media platforms because they can now utilise crowd funding (1) this allows them to pitch ideas for donations (1) and anyone who sees the post can help to fund the project (1)</li> <li>Social media helps creators reach a wider pool of investors (1) so by building a strong online presence across a range of different technologies (1) you can create a professional brand worth investing in (1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | <p>3</p> <p>2.1</p> | <p>There is no requirement to name a social media technology but credit if one is mentioned.</p> <p>Credit any examples used eg. Veronica Mars</p> <p>The response must show some understanding of the benefits for media producers</p> |
| Question |     |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark                | Guidance                                                                                                                                                                                                                                |
| 2        | (b) |  | <p>ONE mark for social media content or channel, THREE marks for explanation and expansion,</p> <p>e.g.</p> <p>In 2016 Donald Trump commented on Instagram that it was wrong to make the new Ghostbusters film with an all female cast (1) this comment turned the film into a political statement as it was felt that Trump was “anti-female” (1) MAGA supporters then began to post similar comments on other social media platforms (1) and as a result the film faced a misogynistic and racist backlash which affected both its audience and its cast (1)</p> <p>People can post ideas on social media channels which can be deemed to be racist (1) this happened recently when Gary Linekar shared a post relating to the Israel / Palestine conflict on Instagram which caused outrage (1) because people felt it was promoting antisemitic ideology (1) as a result he lost his job at the BBC because it went against their impartiality rules (1)</p> | <p>4</p> <p>2.4</p> | <p>Social media content MUST be the focus of the response</p> <p>Annotate as TV for generalised explanations and expansion</p> <p>Tick and highlight where points are being credited</p>                                                |



| Question | Answer                                                                                                                                                               | Mark                | Guidance                                                                                                                                                                                                                            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3        | TWO marks for each planning tool, e.g. <ul style="list-style-type: none"> <li>Resource Guru (1)</li> <li>Monday.com (1)</li> <li>Any other valid response</li> </ul> | 2<br><br>3.1<br>3.2 | Accept Teams; Zoom; Google Meet<br><br>Don't accept generalised tools e.g Email; Google Classroom<br><br>Skype is no longer available so don't accept<br><br>The planning tool must contain a collaborative element check if unsure |

| Question         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark         | Guidance                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                | ONE mark for campaign for a film, ONE mark for explanation, (MAX 4 marks) e.g. <ul style="list-style-type: none"> <li>The Barbie movie used successful influencers on Instagram and TikTok to reach audiences (1) by encouraging users to copy Barbie inspired make up tutorials and fashion featured on Margot Robbie in the trailers (1).</li> <li>For Dune: Part 2 Warner Brothers collaborated with Snapchat to use the AR lens and custom stickers to engage youth audiences (1) as this brought the film to life as the filters worked alongside the video trailers where you also click to purchase tickets (1)</li> <li>Any other suitable response</li> </ul> | 4<br><br>3.3 | Any plausible marketing campaign should be credited.<br><br>If they use the same method for different film campaigns, and it is correct, accept it<br><br>The method used must be via social media, do not credit traditional marketing unless it is linked to social media e.g billboard with QR code<br><br>Annotate TV if there is mention of a film but no reference to social media |
| Question         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark         | Guidance                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SECTION B</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |                                                                                                                                                                                                                                                                                                                                                                                          |

| <b>5</b> | <p>Discuss how <b>two</b> social media products have been used to communicate <b>one</b> news story to audiences.</p> <p><b>Level 3 (6-8 marks)</b><br/>There will be a thorough discussion of how two social media products have communicated a news story.<br/>Use of examples are wholly appropriate.</p> <p><b>Level 2 (3-5 marks)</b><br/>There will be a sound discussion of how two social media products have communicated a news story.<br/>Use of examples are appropriate.</p> <p><b>Level 1 (1-2 marks)</b><br/>There will be a limited discussion of how two social media products have communicated a news story.<br/>Only one social media tool may be discussed.<br/>Use of examples are sometimes appropriate.</p> <p><b>0 marks</b><br/>Response is not worthy of any credit.</p> | <p>8</p> <p>1.2<br/>2.4<br/>3.3</p> | <p><b>Annotations</b></p> <p>NAQ If 2 social media channels are discussed but there is no specific news story</p> <p>If the same method of communicating the news story has been used by 2 social media channels there should be a variety of methodology</p> |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark                                | Guidance                                                                                                                                                                                                                                                      |

| 6*                   | <b>Level 5 (25-30 marks)</b><br>Campaign plans will include an excellent understanding of how social media can be used to market VicDocuRadio. There is a comprehensive discussion of marketing channels that will target the audience. Suggestions for creative campaign content and key milestones and deadlines 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30               | Do not credit listed social media channels with no reference to content or generalised comment about social media activities e.g posting on Facebook, Instagram, Snapchat etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-------------------------------------------------------|----------|--------------------------------|----------|---------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------|
|                      | <b>Level 4 (19-24 marks)</b><br>Campaign plans will include a good understanding of how social media can be used to market VicDocuRadio. There is a considered discussion of marketing channels that will target the audience. Suggestions for creative campaign content and key milestones and deadlines 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.<br><br><b>Level 3 (13-18 marks)</b><br>Campaign plans will include a sound understanding of how social media can be used to market VicDocuRadio. There is a reasonable discussion of marketing channels used to reach the audience. Suggestions for creative campaign content and key milestones and deadlines are mostly appropriate but there is limited justification.<br><br><b>Level 2 (7-12 marks)</b><br>Campaign plans will include a basic understanding of how social media can be used to market VicDocuRadio. There is some discussion of marketing channels used to reach the audience. Content ideas discussed are appropriate.<br><br><b>Level 1 (1-6 marks)</b><br>Campaign plans will include a limited understanding of how social media can be used to market VicDocuRadio. There is a limited discussion of marketing channels used to reach | 1.1              | <b>Annotations</b> <table><tr><th>Annotation</th><th>Guidance</th></tr><tr><td><b>EG</b></td><td>Creative content with social media channel identified</td></tr><tr><td><b>T</b></td><td>Each stage of the sales funnel</td></tr><tr><td><b>S</b></td><td>Key elements of the brief plus milestones and deadlines</td></tr><tr><td><b>Highlight</b></td><td>Explanation and justification in relation to the brief if using relevant theory and terminology</td></tr><tr><td><b>REP</b></td><td>Ideas have been repeated across social media channels without justification</td></tr><tr><td><b>TV</b></td><td>Any reference to elements taken directly from the brief (eg presenters, sponsors, audience etc) which are not linked to social media content ideas</td></tr><tr><td><b>NAQ</b></td><td>Content ideas are not linked to social media marketing techniques<br/><br/>Traditional advertising methods unless specifically linked to social media</td></tr><tr><td><b>Squiggly line</b></td><td>References to production planning processes and personnel which are unrelated to specific content ideas</td></tr><tr><td><b>SEEN</b></td><td>If there is a planning chart e.g gantt chart which shows ideas</td></tr></table> | Annotation                                                                                                                                          | Guidance | <b>EG</b> | Creative content with social media channel identified | <b>T</b> | Each stage of the sales funnel | <b>S</b> | Key elements of the brief plus milestones and deadlines | <b>Highlight</b> | Explanation and justification in relation to the brief if using relevant theory and terminology | <b>REP</b> | Ideas have been repeated across social media channels without justification | <b>TV</b> | Any reference to elements taken directly from the brief (eg presenters, sponsors, audience etc) which are not linked to social media content ideas | <b>NAQ</b> | Content ideas are not linked to social media marketing techniques<br><br>Traditional advertising methods unless specifically linked to social media | <b>Squiggly line</b> | References to production planning processes and personnel which are unrelated to specific content ideas | <b>SEEN</b> | If there is a planning chart e.g gantt chart which shows ideas |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Annotation       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Guidance                                                                                                                                            |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>EG</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Creative content with social media channel identified                                                                                               |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>T</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Each stage of the sales funnel                                                                                                                      |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>S</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key elements of the brief plus milestones and deadlines                                                                                             |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Highlight</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Explanation and justification in relation to the brief if using relevant theory and terminology                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>REP</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ideas have been repeated across social media channels without justification                                                                         |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>TV</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Any reference to elements taken directly from the brief (eg presenters, sponsors, audience etc) which are not linked to social media content ideas  |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>NAQ</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Content ideas are not linked to social media marketing techniques<br><br>Traditional advertising methods unless specifically linked to social media |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| <b>Squiggly line</b> | References to production planning processes and personnel which are unrelated to specific content ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| <b>SEEN</b>          | If there is a planning chart e.g gantt chart which shows ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 2.1                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 2.3                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 3.2                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 3.3                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 4.1                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 4.2                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 4.3                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |
| 4.4                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |          |           |                                                       |          |                                |          |                                                         |                  |                                                                                                 |            |                                                                             |           |                                                                                                                                                    |            |                                                                                                                                                     |                      |                                                                                                         |             |                                                                |

|  |                                                                                                                                                |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <p>the audience. Content discus ideas discussed are sometimes appropriate.</p> <p><b>0 marks</b><br/>Response is not worthy of any credit.</p> |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrextams**



**/ocrextams**



**/company/ocr**



**/ocrextams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.