

Cambridge Technicals

Digital Media

Unit 25: Research for product development

Level 3 Cambridge Technical in Digital Media
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
	Unclear
	Explanation, analysis, argument
	Benefit of Doubt
	Blank page
	Omission
	Cross
	Use of examples
	Not relevant to specific question
	Rubric
	Repeat
	Too vague
	Tick
	Excellent point

Question			Answer	Mark	Guidance
1	(a)	(i)	ONE mark per UK artist who is/was/has been successful in 2000s to 2020s (MAX 4 marks) e.g. • 21 Savage (1) • Adele (1) • Amy Winehouse (1) • Calvin Harris (1) • Coldplay (1) • Drake (1) • Ed Sheeran (1) • One Direction (1) • Rita Ora (1) • Taylor Swift (1) • Travis Scott (1) • Any other valid response.	4	Use professional judgement. If unsure, please fact check.
1	(a)	(ii)	ONE mark per convention, (MAX 2 marks) e.g. • Filming interviews in locations such as where they played early gigs (1). • Use of live music venues/recording studios (1). • Memorabilia/instruments in background (1) • Minimalist background (1) • Stylised colour scheme for genre (1) • Any other valid response.	2	Question is about set design
1	(b)		ONE mark for style of presentation, ONE mark for explanation (MAX 4 marks) e.g. • A presenter led documentary (1) physically visiting the band's history as this helps the audience understanding the significance of their background/roots (1). • Fly-on-the-wall/Observational (1) to capture real-life moment (1)	4	

		- Investigative (1) to explore controversies/back story (1) - Performance based (1) to show live performance and behind the scenes (1) - Voiceover (1) by a musician influenced by the band who is known as an expert with an informal mode of address (1). - Archive footage (1) to build a relationship with audiences based on past life (1) - Interview (1) to allow in depth understanding of artist (1) - Any other valid response.		
Question		Answer	Mark	Guidance
2		ONE mark for reason, ONE mark for explanation related to content production, ONE mark for link to experience/research e.g. - To identify exactly what their music tastes are (1st) so the audience is specifically targeted with choice of bands (1), link to experience/research (1). - So that scheduling of content can be decided before it is aired (1st) which allows the programmes to have maximum exposure (1) link to experience/research (1). - Find out how content is consumed (1) to then produce content suitable for those channels/methods (1) link to experience/research (1). - To find out what content they want (1) and how they engage with it (1) link to experience/research (1). - Any other valid response	3	For full marks candidates must use experience or research.

Question		Answer	Mark	Guidance
3	(a)	ONE mark for use of press archives, ONE mark for explanation, ONE mark for link to experience/research e.g. • Access data from the specific time periods and bands (1) which will allow the production company to include previously niche information (1) link to experience/research (1) • Press Archives can provide a range of different perspectives of band gigs (1) which is useful to prevent subjectivity or only information to one source (1) link to experience/research (1). • Could be used as content (1) to tell a historical story of the artist (1) link to experience/research (1). • To provide a perspective between then and now (1) to engage the audience in the documentary (1) link to experience/research (1). • Any other valid response.	3	For full marks candidates must use experience or research. Question is about content
3	(b)	ONE mark for each method (MAX 2 marks) e.g. • Could look online/websites at Wikipedia, putting in a specific band name and checking filmography (1) • Access books about bands who were famous in the time period and look at their list of documentaries/TV programmes (1) • Social media channels where documentaries are publicised (1) • Streaming platforms for past documentaries (1) • Any other valid response.	2	Answer should have a relationship to the brief. This does not have to name the specific source.

3	(c)	ONE mark for each online storage system, e.g. • Dropbox (1) • Figspace (1) • Google Drive (1) • MyEdSpace (1) • OneDrive (1) • Teams (1) • Trello (1) • Any other valid response	2	Do not accept specific tools as these are not locations e.g.: • Word doc • Excel
Question		Answer	Mark	Guidance
4		ONE mark per consideration, TWO marks for expansion. (MAX 6 marks) • Gender representation (1st) ○ in some archive footage may now be deemed unsuitable in terms of (1) women being viewed as commodities (1) therefore FilmChord would choose / edit find footage accordingly (1). • Fair representation of ethnicity (1st) ○ because audiences of Generations Z and Alpha expect to see a multicultural and inclusive society despite subject content (1) meaning the angle of reporting the importance of a particular group would consider this (1). • Age representation (1st) ○ As different ages like different music (1) and these groups/audience sections need to be accommodated in the content/artists covered (1) • Any other valid response	6	Areas of representation relevant to this question include: • gender • ethnicity • age • cultural identity

Question			Answer	Mark	Guidance
5			ONE mark for primary source, ONE mark for explanation/use of primary source, ONE mark for link to experience/research, (MAX 9 marks) e.g. • Social media likes (1st) ○ As responses to posts can provide feedback/data about views (1) link to experience/research (1). • Online poll (1st) ○ To gather responses that are specific (1) link to experience/research (1). • Focus groups (1st) ○ To gain detailed comments/feedback about proposals (1) link to experience/research (1). • B2B market research (1st) ○ so that a SWOT can be created (1) link to experience/research (1). • Interviews (1st) ○ Allowing for specific viewpoints from individuals about the service to be fathered (1) link to experience/research (1). • Street polls (1st) ○ To gather viewpoints on the possible subscription fee levels (1) link to experience/research (1). • Any other suitable response	9	Any method of research that the candidate will have learnt from the course synoptically should be credited, e.g. Unit 1, Unit 2, that is relevant to the brief.

Question		Answer	Mark	Guidance
6	(a)	ONE mark for media regulatory issue, ONE mark for explanation, (MAX 2 marks) e.g. • Copyright (1st) ◦ Ensure that any permissions/fees are sought/paid for use of materials (1) • Inappropriate/gratuitous/dangerous content (1st) ◦ Must include a trigger warning as part of duty of care (1) • Libel/slander laws (1st) ◦ Content must be accurate so that anyone featured cannot say they are misrepresented (1) • Privacy laws (1st) ◦ Ensure that content does not leak information that artist is not happy for release to public (1) • Watershed limits (1st) ◦ Content broadcasted before this time must be suitable for under 18s (1) • Any other valid response.	2	If unsure, please fact check. Question is about regulatory issue - not regulatory body
6	(b)	ONE mark for what a proposal is, ONE mark for explanation of use, ONE mark for link to experience/research e.g. • To look at plans for content (1st) ◦ so that all the filmmaking team and equipment can be budgeted for and potential contingencies worked out based on this (1) link to experience/research (1). • Used as part of a presentation to outline the main synopsis/ideas (1st) ◦ To communicate with team about production (1) link to experience/research (1). • To show to focus groups (1st) ◦ To gain feedback on content (1) link to experience/research (1). • Any other valid response.	3	Any relevant discussion about why production proposals are used should be credited. Potential audiences could be wide ranging i.e. • Target audience, • Potential backers/sponsors • Crew in briefing

Question			Answer	Mark	Guidance
7			ONE mark for job role identified, ONE mark for how supports content creation, (Max 4) e.g. • Camera operator (1st) so that correct equipment is hired (1) • Production manager (1st) handle logistics for the creation of the production (1) • Producer(1st) will manage the coordinate the teams (1) • Director (1st) to lead the creative side of the production (1) • Any other suitable response	4	
Question			Answer	Mark	Guidance
8			ONE mark for scheduling consideration, ONE mark for expansion, ONE mark for using experience or research, e.g. • Airtime (1st) ◦ both the PSB broadcasters and FilmChord need to consider airtime in order to appeal to audiences (1). Link to experience/research (1). • Competition (1st) ◦ there is the potential that the PSB would have commercial competition with a potential clash (1). Link to experience/research (1). • Existing products broadcast times (1st) ◦ To advertise around their airtimes (1) Link to experience/research (1). • Maturity of content (1st) ◦ Will need to be advertised post watershed/ non included in advert (1) Link to experience/research (1). • Audience occupation/viewing habits (1st) ◦ So that adverts and content are broadcast when potential audience are “free” from other obligations (1) Link to experience/research (1). • Any other suitable response	6	Other considerations may include: • Seasonal events affecting schedule • National events (e.g. sports) affecting schedule

Question			Answer	Mark	Guidance
9	(a)		ONE mark for market research on advertising, ONE mark for how informs content, ONE mark for using experience or research, e.g. • Viewing past campaigns (1st) ○ Using the same content/themes in the new content (1) Link to experience/research (1). • Analysing social media posts/trends (1st) ○ So that content can be tailored to these (1) Link to experience/research (1). • View other platforms advertising (1) ○ Looking at how their marketing worked successfully (1) Link to experience/research (1). • Any other suitable response	6	Please credit plausible methods to target the audience / mediums that show content.
9	(b)		ONE mark for suggestion, ONE mark for impact on marketing mix, e.g. • Budget allocation (1st) will possibly reduce the number of places used to advertise (1) • Type of content that can be used (1st) as product placement cannot be used (1) • Guidelines about message (1st) will impact the content include not being harmful (1) • Requirement to be inclusive (1st) will mean that the content will need to appeal to all (1) • Any other suitable response	4	The marketing mix (7ps): • Place • Product • Price • Promotion • People • Process • Physical evidence

Question	Answer	Mark	Guidance
10*	Level 4 (16-20 marks) There is an excellent discussion of four methods of social media marketing that are wholly appropriate and justified and research has been fully considered. 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. Level 3 (11-15 marks) There is a good discussion of at least three methods of social media marketing that are appropriate and sometimes justified and research has been considered. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning. Level 2 (6-10 marks) There is a basic understanding of at least two methods of social media marketing are appropriate. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. Level 1 (1-5 marks) There is a limited understanding of the areas of social media marketing. One, if any, of the areas suggested may not be appropriate. There will be some errors of spelling, punctuation and 0 Marks Response is not worthy of credit.	20	A candidate can only gain a Level 4 if four areas of social media marketing have been discussed and how a full consideration of these is appropriate for the brief in relation to what information might be needed to successfully promote the music documentaries and streaming service. However, candidates might discuss areas but without justification or consideration to research so a best fit approach should be applied. Social media marketing between FilmChord and PSB broadcasters might be suggested in the form of: • Behind the scenes content • Email campaigns • Hashtag campaigns • In-App promotions/Giveaways • Influence partnerships • Live Stream events – Q&A, release events • Memes/Humour to engage audience • Pop – up events • QR Codes • Synergy/Cross promotion with other brands • Targeted advertising – paid adverts vs organic • Teaser campaigns/Showcase • User Generated Content campaigns- cast and crew • Any other suitable response.

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.