

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

DIGITAL MEDIA

**OCR Level 2 Cambridge Technical
in Digital Media**

Certificate: 05898

Diploma: 05899

Unit 2 Summer 2025 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Unit 2 series overview

The purpose of this unit is to research and plan a media product from a set brief. Candidates are required to be able to interpret client requirements and target audience considerations and produce pre-production documents for the product. There are large numbers of candidates who are either mis-interpreting the task or not attempting all the questions, and this is preventing them from accessing the higher marks.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• showed understanding of the requirements of the client brief • presented ideas for the development of a digital media product to promote the magazine • submitted detailed production schedules for Question 2 • submitted relevant pre-production documents for Question 3.	• had gaps in their knowledge in relation to creating a proposal for a media product • struggled to identify specific legal and ethical requirements for Question 1 (b) • missed questions out • did not produce pre-production documents for Question 3.

Client brief

The Client Brief

Promote a new digital magazine about healthy living.

DigzMagz are introducing a new healthy living digital magazine called '**Ourlivz**' aimed at a target audience of people between the ages of 16 and 21.

The digital magazine will contain articles about diet, fitness and health. It will be promoted at colleges and universities and will be available on a downloadable app for mobile devices.

DigzMagz would like a media product which will inform the target audience about their new magazine.

You are required to submit a proposal for **one** of the following media products to meet the client brief.

An audio product

e.g.

- a podcast
- a radio advert
- a soundscape.

An audio-visual product

e.g.

- a promotional video
- a teaser trailer
- a television advert.

A digital media product

e.g.

- an interactive animation
- an interactive game
- an interactive graphical advertisement
- an interactive website
- an online digital publication.

All content produced must be original and produced by you.

Images, music or audio effects from a copyright-free source may be used but must be referenced.

Scenario

You are a junior marketing assistant at a creative marketing agency. The agency you work for have been commissioned to develop a media product to promote and market **DigzMagz's** new digital magazine.

There are three full-time members of staff in the agency.

If extra skill sets are required freelance workers can be hired on a short-term basis.

The full-time staff are:

- Rosa – Brand designer
- Henry – Content marketing manager
- Kai – Creative copywriter

You have 10 weeks to produce **one** media product.

The media product will be required at least a month before the magazine is launched.

Task 1 (a)

1

(a) Create a product proposal for **one** of the media products, that details:

- (i) Client requirements
- (ii) Target audience details and requirements
- (iii) How the needs of the client and target audience will be met
- (iv) Research of existing products in the market place
- (v) Required assets
- (vi) Budgetary considerations.

[15]

Successful candidates were able to identify the client requirements, assets and budgetary considerations. Candidates who were less successful struggled to present their ideas, tending to just repeat ideas for the brief. The main reason for candidates not being able to access the full marks for this question is a lack of understanding about how to interpret the brief. Many candidates seem to think that they had to make the magazine when in fact they had to select and plan a digital media product to promote the magazine.

OCR support



The OCR endorsed [textbook](#) for the Cambridge Technicals Level 3 in Digital Media has guidance on how to interpret client requirements and target audience considerations relevant to this question, which can be found on pages 33–36.

Assessment for learning



This question relates to LO1 and LO2 of the unit specification. Candidates should be guided towards developing the skills to interpret a client brief. A successful approach would be to select the digital media product to be created and then to work on researching, planning and devising the pre-production documents for that digital media format. This could be a television advert, with planning for the content of the advert, research into other promotional adverts, a production schedule for the creation of the advert, a script for the dialogue in the advert and a detailed storyboard for the whole advert.

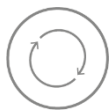
Task 1 (b)

(b) Legal, ethical and regulatory issues that will need to be considered.

[6]

This proved to be a challenging question for many candidates, with most only able to cite copyright infringement as an issue to be considered. A few candidates did not attempt this question. Very few candidates referenced regulatory bodies. Some candidates misunderstood the question and identified legal and ethical requirements for the scenario and not the specific elements of the digital media product they were creating. Some candidates just submitted a long list of legal and ethical terms and did not relate them to their own work at all, so were not answering the question.

Assessment for learning



This question relates to LO4 and LO5 of the unit specification. Candidates should be able to apply the requirements of the relevant legislation to the digital media product being created, and not the scenario. They should consider the impact regulatory bodies would have on their finished product, e.g. if making a television advert, what role would the ASA play?

OCR support



The OCR endorsed [textbook](#) for the Cambridge Technicals Level 3 in Digital Media has guidance on the impact of legal and ethical issues on a digital media product relevant to this question, which can be found on pages 31-33.

Task 1 (c)

(c) Health and safety issues and the mitigation measures to be considered.

[6]

Most candidates were able to get at least 1 mark for this question, for example by discussing the health and safety issues which could be considered as part of filming. Some candidates misunderstood the question and discussed the health and safety issues linked to the magazine and the use of sports equipment. This question relates to LO6 and can be linked to the risk assessment aspect of planning. When candidates do produce the risk assessment, they could consider both pre-production and production.

OCR support



Page 12 of the [delivery guide](#) for this unit available on [Teach Cambridge](#) contains advice for teaching activities designed to help candidates understand the health and safety issues that must be considered during the production process for a new digital media product.

Task 2

2 Produce a production schedule for the project to deliver a working digital media product within the client's timescales. This should include:

- (a) Workflow
- (b) Tasks
- (c) Activities
- (d) Timescales
- (e) Deadlines
- (f) Milestones
- (g) Contingencies
- (h) Resources.

[9]

Many candidates were able to achieve at least 4 marks on this question, demonstrating the ability to create a production schedule. Less successful candidates were those who did not provide specific details in their production schedule, or who used a template but didn't complete all the boxes.

Task 3

- 3** Select and produce appropriate pre-production documents, designing and setting out what will need to be produced to meet the client's requirements. The relevance and quality of the documents produced will be assessed in this task.

[14]

Many candidates did not answer this question successfully, with some candidates not submitting any evidence. The response to this question requires candidates to select and submit relevant pre-production documents for their digital media product, and candidates are unable to gain marks without this material. Several candidates submitted asset tables, mood boards and mind maps. While relevant, these documents alone would not help to produce the final digital media product and to access the higher marks, they would need to be supported by a relevant pre-production document such as a script, a storyboard or a flat plan. Some candidates submitted very basic storyboards and scripts which would not have allowed the digital media product to be created, so limiting themselves to Level 1.

Assessment for learning



For this question, candidates are required to produce specific pre-production documents for the digital media product they are creating. The digital media product will determine the pre-production documents which have to be created.

To access the higher marks, these documents should be as detailed as possible. Storyboards must be used to support the planning of an audiovisual product, containing a variety of frames, camera details (movement, shot type), sound details (dialogue, non-diegetic music) and lighting details (artificial, natural). There should also be references to editing and movement between shots and any graphics which would be required. The panels should be for each different camera shot. A 60 second advert would contain at least 15–20 shots which would be represented by that many panels on a storyboard.

Visualisation documents and flat plans can be used to support the planning of a website.

Scripts containing details of action, dialogue, timings and presenters necessary can be used for planning of a radio or audiovisual product.

OCR support



The OCR endorsed [textbook](#) for the Cambridge Technicals Level 3 in Digital Media has guidance on how to select and create pre-production documents for a new digital media product relevant to this question, which can be found on pages 42-46.

Supporting you

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Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

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Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

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