BTEC

Examiners' Report/
Lead Examiner Feedback

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NQF BTEC Level 1/Level 2 Firsts in
Creative Digital Media Production

Unit 1: Digital Media Sectors and
Audiences (21526E)

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General comments on the exam

This is the second series of examined papers for this unit and we have seen a marked improvement in the overall ability of learners in tacking this paper. Mostly, learners were able to respond effectively to items that were set at all levels with very few unable to answer Level 1 questions. There was one highly weighted question where learners struggled particularly. It would appear that certain elements of the specification had not been covered sufficiently within some centres. It is vital that the learners cover the entire content from the unit in order to be able to fully respond to the examination for each series.

There was a clear difference between learners that had been taught how to respond to a question where "explain" was the command verb, and those who had not. Well-prepared learners were able to give two part responses to these questions gaining two marks for each fully explained point. In this paper this usually meant identifying the valid point and then explaining how it had an impact upon the production or the audience (please see examples below).

Grade boundaries

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Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	18	25	32	39

Question 1
For this question learners were asked to give two examples of digital media sectors. Most learners were able to do this although some provided examples of media products (e.g. TV drama) or devices (e.g. Tablet) instead. Where learners were able to identify two sectors they received both marks.

1 mark example:

1 Give **two** examples of a media sector.

1. Websites

2. Coleur

2 mark example:

1 Give **two** examples of a media sector.

1. moving image

2. ~~audio~~ audio

Question 2
For this item only a small number of learners failed to choose e-magazine as the correct response to which of the multiple choice options was a digital publishing product.

Question 3
With this question learners were required to give two production tasks associated with making a digital game. Many learners confused the stages of the production process and included Pre-Production tasks (e.g. planning, storyboarding, scripting) or Post-Production tasks (e.g. testing). Where learners were able to include two relevant production tasks (e.g. recording voice overs for the soundtrack, coding etc.), they received two marks.

1 mark example:

3 Give **two** examples of a production task when producing a digital game.

1. Recording sound effects

2. Pitching an idea

2 mark example:

3 Give **two** examples of a production task when producing a digital game.

1. Animations Coding

2. Graphic design

Question 4

In this multiple choice item there were a small number of learners who did not choose the correct option that 'Editing shot footage' was a post production process. A number chose 'Recording video footage' which is a production process.

Question 5

Making this multiple choice question a negative "which of the following is not…" raised the demand level slightly and this was the least well answered of the three multiple choice items in the paper. Mostly, learners were able to correctly identify the one task that was not a Pre-production task – 'Recording sound effects'.

Question 6

There were many learners who confused camera positions with camera movements. Where learners gave positions (e.g. high-angle, over the shoulder etc.), marks were not awarded. Where learners gave the same movement but in different directions (e.g. 1. Tilt Up, 2. Tilt down) only one mark was awarded.

Zooming was accepted as a camera movement even though the camera does not and only the lens physically moves in this operation. A high number of learners wrongly gave camera-mounting positions (e.g. handheld or over the shoulder) as responses and while these might lead to movement, they were not acceptable as answers for this question.

1 mark example:

6 Give **two** examples of a camera movement.

1 Zoom

2 Slow

2 mark example:

6 Give **two** examples of a camera movement.

1 Tilt

2 Pan

Question 7a

This question required the learner to give two ways that a Television programme could be distributed.

This question on distribution was better answered than one covering this stage of the process in the previous examination although a large number of responses gave methods of promoting the programme (e.g. handing out flyers, putting adverts in cinemas etc.) rather than actual distribution methods (e.g. On demand TV, online, through digital TV channels, download etc.).

Where learners used a correct distribution platform but stated that the programme should be advertised (e.g. adverts online, for example), the marks were not awarded.

1 mark example:

(a) Give **two** examples of how LooksSimple could distribute its programme to the target audience.

(2)

1. On a advert on the television

2. On the internet

2 mark example:

(a) Give **two** examples of how LooksSimple could distribute its programme to the target audience.

(2)

1. TV broadcast

2. DVD

Question 7b

In this question learners were required to give two ways that young people may be able to produce content for the programme. In answering this, the focus was on the ways to produce content and not the ways of getting this to the TV company.

Many learners gave responses that covered one method of producing content with two ways of delivering it to the company (e.g. 1. Get young people to produce videos and upload them to the programme's website, 2. Have a PO Box setup for young people to send their videos in). This response would only receive one of the two marks.

The best responses had some creative ideas for user-generated content (e.g. footage on the website that young people could re-edit, remixing the soundtrack etc.).

1 mark example:

(b) Give **two** examples of how LooksSimple might give young people an opportunity to produce content for the television programme.

(2)

1. by letting them film there own footage and sending it in

2. That content can be up loaded on to there webSite

2 mark example:

1. They could allow them to film some footage for the programme.

2. They could also them to edit some of the footage.

Question 7c
This was the first question with "explain" as the command verb and as such was an increase in the demand level in the paper. The question asked learners to explain one reason why the audience might prefer to be an active viewer of the programme. A lot of responses were able to cite the uses and gratifications theory. Two marks were available for this question, one would be awarded for the reason given and a second for this reason being linked to the scenario and explained.

1 mark example:

(c) Explain **one** reason the audience might prefer to be an active viewer of the television programme.

(2)

So that they ~~ex~~ can share ~~say~~ their opinion ~~and~~ about ~~per~~ the performerse and/or the show.

2 mark example:

If ~~the~~ viewer can interact with the show then they feel motivated to come back and keep watching ~~te~~ the show because they can change it.

Question 8

This question asked learners to give two responsibilities of the BBFC. While nearly all learners were able to give the certification of movies and DVDs for different ages, there were few who were able to give a valid second answer. Many wrongly linked the activities of the BBFC with the television broadcasting watershed. The most popular correct second answer was the providing of advice and warnings on DVD covers.

1 mark example:

8 Give **two** responsibilities of the British Board of Film Classification (BBFC).

1. Makes sure that films are suitable

2. Sets the age limit on films – 12, 18, PG.

2 mark example:

8 Give **two** responsibilities of the British Board of Film Classification (BBFC).

1. they have to identify and state any violence/sexual activity/gambeling ect.

2. they ~~have~~ must give a restriction to weather any one can watch it of if you have to be a certain age.

Question 9

This question was almost entirely answered correctly. Almost all learners were able to give another example of a media product that could be consumed passively. Some learners were not awarded marks because they gave an example of a media device (e.g. tablet, smart phone) rather than a product.

1 mark example:

9 Reading an e-book is an example of passive viewing.

Give **one** other example of a digital media product that can be consumed passively.

Reading an online newspaper

Question 10a
Question 10a required the learners to read the statistical information in the chart and give the number of sales dropped by *The Sun* newspaper. Mostly, learners correctly identified that there had been a reduction of 100,000.

1 mark example:

(a) By how much have sales of the Sun newspaper dropped between 21 June 2000 and 21 June 2012?

(1)

~~1000~~ 100,000

Question 10b
This question asked learners to discuss the advantages and disadvantages of digital news platforms over traditional printed newspapers. It was very encouraging to see the range of sophisticated responses to this question.

Most learners were able to give a range of relevant advantages and disadvantages and the full range of marks were awarded for this question. The best responses were able to discuss the impact of the digital or print product on the audience or user (beyond the ease of obtaining the product).

4 mark example

(b) Sales in printed daily national newspapers have dropped significantly in the last ten years as the audience uses digital platforms to consume news content.

Discuss the advantages and disadvantages of digital news platforms over traditional printed daily national newspapers.

(8)

Over the years technology has change g it is better than what it ever was. This has changed the newspaper companys because you can now download them on to devices can get them free on web pages can sign up and get them daily for a certin price. It can also be kept and is now a lot more environmentally friendly than it ever was because thre isnt as many papers being published. They can also be taken anywhere and can get from anywhere when on a tablet or smart phone.

6 mark example

(8)

Some of the advantages of digital news platforms is that it doesn't use any ink or paper so no waste is created. Another being that ~~disadvantages~~ you can get it anywhere due to mobile phones, tablets and laptops. Finally it is free, unlike a newspaper which you have to pay for you can just type in the website and it comes up almost immediately. I forgot to add that it can be updated if anything new comes up.

Some of the disadvantages is people will be losing their jobs because they don't need anyone to print the newspaper, also because it's free people won't be getting paid that much. Finally the website could crash or freeze and you need internet connection or you can't go on the website

Question 11

Learners were asked to give the name of the organisation that is responsible for the age ratings on computer games. Most learners correctly identified PEGI (Pan European Game Information) as the correct response. Marks were awarded for the acronym as well as the full name.

1 mark example

11 Name the regulatory body responsible for age ratings and the categorisation of computer games.

PEGI

Question 12

Within this question learners were asked to respond to an image. The question asked learners to explain two stylistic codes that had been used to create meaning for the audience. There was a wide range of responses for this question.

Learners would be awarded one mark for identifying up to two valid stylistic codes (camera angle, use of font, layout, use of props etc.) and one additional mark if they could explain what effect this was likely to have on the audience. Many learners wrongly chose to highlight the use of contact details on the poster. This is simply content and not a stylistic code.

2 mark example

Explain **two** stylistic codes the producer of this poster has used to create meaning for the target audience.

1. They have Made the Word "Now" big So people are More intreged in the Poster

2. They got a good angled Picture and got a picture of the Rentail units.

4 mark example

Explain **two** stylistic codes the producer of this poster has used to create meaning for the target audience.

1 Use of bold font with capital letters - it emphasises the purpose of this poster, that the units are available "NOW". This is eye-catching to the viewer as it is not easily missed

2 The photograph is the main focal point. By having the picture central and big, it immediately draws attention. It is not small or tucked in a corner, it is a very detailed picture.

Question 13

In this question learners were asked to explain one advantage and one disadvantage of a producer using secondary audience research. Because of the phrasing "secondary audience research" many learners felt that this question was asking them to comment on the merits of researching a secondary audience (perhaps because of the primary audience question in the previous paper) and not the use of secondary research when ascertaining what the audience preferences are.

Learners were mostly able to give both an advantage and disadvantage and received one mark for each. A further two marks were available if the learner linked their advantage and disadvantage to the effect upon the production. Learners who said as an advantage that secondary research was a lot less time consuming would receive a mark. If they then said that this would allow more time for further research or production activity they would receive a second mark.

2 mark example

13 Explain **one** advantage and **one** disadvantage of using secondary audience research when planning the production of a television documentary.

Advantage

you don't need to put in as much work because the info is already there

Disadvantage

the information may by outdated or not 100% accrate

4 mark example

Advantage

Planning takes time and money so by having the research there and already collected you save money that can be spent on production.

Disadvantage

It may not be up to date therefore could influence into making wrong decisions that the target audience dont want.

Question 14

This question required learners to explain one reason why producers use audience research data when developing ideas. This question was generally answered well with many learners being awarded both marks: one for explaining why audience research was important (because it gives the producer the audience preferences) and another for linking this to the impact on production (the producers subsequently being able to target their production to the audience resulting in greater revenues and audience share).

1 mark example

14 Explain **one** reason why media producers use audience research data when developing ideas.

To see what people want and like to watch.

2 mark example

14 Explain **one** reason why media producers use audience research data when developing ideas.

Media producers use audience research data when developing ideas because it helps them to see what the audience like and dislike, this means that they can build their product around the audience to make it more appealing

(Total for Question 14 = 2 marks)

Question 15a

Most learners were able to identify a primary research method that the researcher could use. There were some learners who confused primary and secondary sources but these were few.

1 mark example

(a) Give **one** example of primary research that Mary could undertake.

(1)

Interview Questionaire focus group

Question 15b

Similar to the previous item, mostly learners were able to identify a secondary method although a small number gave primary sources.

1 mark example

(b) Give **one** secondary research method that Mary could use.

(1)

She could do online research into the archive material of schools and colleges and find relevant information.

Question 15c

This question was well answered with the majority of learners being able to give up to two reasons why primary research provides accurate and up to date information. Many learners were able to give the example that the research had been tailored specifically for a particular audience and so gave information that directly related to the production.

1 mark example

(c) Give **two** reasons why primary audience research provides accurate and up-to-date information.

(2)

1 because It is done first hand, the information you recieve comes straight from the source.

2 mark example

(c) Give **two** reasons why primary audience research provides accurate and up-to-date information.

(2)

1. It allows the producer to see the target audiences recent views or prehaps likes and dislikes.
2. They are interviewing/questioning the target audience so they will find out exactly what they wish to know

(Total for Question 15 = 4 marks)

Question 16

Unfortunately, this was not a well-answered question but examiners were required to uphold the standard set in the mark scheme. Many learners had confused narrative with narrator (perhaps because of the radio drama context). The question used an unfamiliar context (radio drama) in order to increase the demand level for the learners and some learners were confused by this, referring to jingles, radio phone ins etc.

The majority of learners made no attempt to discuss narrative structures for a radio drama and instead focussed on how a narrator for the radio drama could explain the action to the audience using tone of voice, description of the scene etc. Learners who did this were restricted to the bottom mark band.

There were a smaller number of learners who correctly discussed the uses of narrative and referred to single strand versus multi-strand approaches, flashback or non-linear narratives, cliff hangers or open structures as opposed to closed narratives and in a smaller number referred to relevant narrative theories (Propp, Todorov, etc.). These learners were generally awarded marks in the top band.

3 mark example

16 Discuss how narrative can be used to communicate meaning and engage the audience in a radio drama.

The ~~way some~~ tone of someone's voice can express ~~the~~ the way someone is feeling conveying ~~the meaning of what is to~~ their emotions during the radio drama.

Clear voices can also engage the audience because if they can't ~~to~~ understand what someone is saying they are not being entertained.

~~Additionally~~ Because it is a radio show and ~~if~~ the audience are ~~is~~ unable to see the ~~features~~ ~~expressions and characters~~ features of the characters they have to ~~explain the~~ have detailed explanations of the characters.

Additionally, the ~~st~~ storylines ~~sh~~ should appeal to the target audience creating characters that the age demographic can relate to.

Finally, the show must ~~bce~~ on at a time suitable to the target audience to maximise ~~to~~ views and profits.

6 mark example

16 Discuss how narrative can be used to communicate meaning and engage the audience in a radio drama.

A narrative which is particularly gripping is non-linear. Because there can be multiple different outcomes, it has leaves the audience putting themselves in the character's position and wondering what they would do in that situation.

Narrative in general allows the audience to be involved in a scenario from a perspective, they don't know what's going to happen next. Because they can hear what's going on, and not see, it allows their imagination to expand. It can communicate meaning by triggering their emotions or leaving them thinking - like an open narrative, for example, has no evident beginning, middle or end, therefore always ends on a clif cliff hanger. This engages the audience because it leaves them urging to know what happens next, therefore will definetly tune in next time. and possibly ┌ It creates meaning because the audience could relate due to personal experiences.

(Total for Question 16 = 8 marks)

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