

# Examiners' Report/ Lead Examiner Feedback

**June 2015**

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

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

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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it wouldn't take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

## Unit 1: Digital Media Sectors and Audiences

June 2015

| Grade            | Unclassified | Level 1<br>Pass | Level 2 |       |             |
|------------------|--------------|-----------------|---------|-------|-------------|
|                  |              |                 | Pass    | Merit | Distinction |
| Boundary<br>Mark | 0            | 17              | 24      | 31    | 38          |

## Summary

This is the third paper taken by learners for this unit. Pleasingly, we have seen an improvement in the performance of learners in this June 2015 series. Teachers are become more used to the types of questions that are used and are, on the whole, preparing learners well.

Across a range of papers there are still elements of the specification that have not been covered well or retained by some learners. Teachers are reminded that the entire specification is in scope for this examination and that learners need to have learnt each aspect of the unit before taking this paper.

There was a distinction between the learners who were able to respond to the higher demand questions through giving points and then linking their answer to the context of the question and those who could not. This is particularly important where questions ask learners to "explain" something where two marks are on offer for each part of the answer (making a high proportion of the marks for this paper).

### Q01

|                                                     |
|-----------------------------------------------------|
| <b>Targeted Specification Area: Learning Aim A2</b> |
|-----------------------------------------------------|

This item required learners to name two examples of media products from the film/video sector. Mostly, learners were able to offer valid examples of products but in many cases learners gave devices or delivery platforms (e.g. Television) rather than products (e.g. Music Video).

This was a poor performing response (0 marks awarded).

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**Answer ALL questions.**

1 Give **two** examples of digital media products from the film/video sector.

1 An DVD is an example of a film digital media product.

2 An Video cassette is an example of an video digital media products.

This was a high performing response (2 marks awarded).

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Answer ALL questions.

1 Give **two** examples of digital media products from the film/video sector.

1 A Film Trailer

2 Music Video

**Q02**

**Targeted Specification Area: Learning Aim A1**

This item was a multiple choice question that required the learners to identify which audio format would use analogue technology. While technically this requires the same level of demand as previous multiple choice items (requiring the learners to simply recall a part of the specification), the move to this rather more obscure and perhaps less familiar area (analogue technology) led to this item being somewhat more difficult to answer than previous multiple choice items.

**Q03**

**Targeted Specification Area: Learning Aim A3**

In this item the learners were asked to give two platforms appropriate for a TV programme. This item was generally well answered as the requirement for learners to understand the difference between platforms, formats and products has become well established in centres.

This was a poor performing response (0 marks awarded).

3 Give **two** platforms that a producer could use to distribute a TV programme.

1 Advertis

2 Billboards Radio

This was a high performing response (2 marks awarded).

3 Give **two** platforms that a producer could use to distribute a TV programme.

1 Television

2 Streaming (Netflix, NowTV).

#### Q04

|                                                     |
|-----------------------------------------------------|
| <b>Targeted Specification Area: Learning Aim B1</b> |
|-----------------------------------------------------|

Some learners were able to answer this item well and give the correct definition of passive viewing. Many learners were confused by this term and may not have covered this part of the specification. There was often confusion amongst learners between passive audience theory and passive viewing. Passive audiences may be actively engaged in products (and are often manipulated into interacting through the way that the product engages with them). Here we are testing their understanding of passive viewing, meaning that the audience does not interact with the product as described in the specification.

This was a poor performing response (0 marks awarded).

4 What is meant by the term 'passive viewing'?

Passive viewing is not the primary target audience but can still be a consumer

This was a high performing response (1 mark awarded).

4 What is meant by the term 'passive viewing'?

Where you aren't actively involved / not paying close attention to what you are watching.

**Q05**

**Targeted Specification Area: Learning Aim A4**

Again, this was another multiple choice question where although the demand level (the cognitive steps that learners had to go through to determine the answer) was the same as in multiple choice items from previous items, the fact that the subject matter may be from a less familiar part of the specification (technological convergence) led to more learners finding these items difficult in this paper. This reinforces the requirement for learners to cover all aspects of the unit before attempting this examination.

**Q06**

**Targeted Specification Area: Learning Aim C1**

This item required the learners to give two examples of sound that could be used to create meaning. The specification gives a range of examples of sound that this question was targeting. This question differentiated learners rather well as the best responses gave two separate sound types that could be used (e.g. voice over and diegetic sound effects) whereas many simply gave the same sound type but in different contexts (eg two different types of music). Some learners got too focussed on what the sound was doing without giving valid examples (e.g. loud sound and quiet sound).

This was a poor performing response (1 mark awarded).

**6** Sound can be used as a stylistic code to create meaning.

Give **two** examples of sound that might be used in a creative media product to create meaning?

- 1 A ~~scary~~<sup>scary</sup> Soundtrack to a film could mean it's a horror.
- 2 A happy sound track could mean it's a child's film

This was a high performing response (2 marks awarded).

**6** Sound can be used as a stylistic code to create meaning.

Give **two** examples of sound that might be used in a creative media product to create meaning?

- 1 Music, to set the scene.
- 2 voice-over; to make a character appear a certain way, or explain something.

## Q07a

### Targeted Specification Area: Learning Aim A4

Across the three items within Q07, the learners were required to apply three different parts of the specification to the same scenario (that of a games website being developed). Mostly, the set of items performed well in differentiating learners, with the best performers being able to give two valid responses (or one properly developed and linked response in the case of Q07c) and achieve full marks. For Q07a, the key to learners achieving full marks was their understanding that the question was asking them to provide two benefits to the audience of the website being available on mobile devices and **not** benefits to the producer of the website. For example, many learners wrongly answered that the fact that many people have mobile phones was a benefit. This benefits the website producer (broadening their potential audience) but is not a direct benefit for the audience. In addition, some learners who correctly identified the better accessibility to the content that the mobile platform provides, simply repeated this for both points and were only able to receive one out of two marks.

This was a poor performing response (1 mark awarded).

- 7 A new video games website is being launched. It aims to provide reviews and information about the latest video game releases.

(a) The website is available on a range of mobile devices.

Give **two** reasons why this is a benefit to the audience.

(2)

1. Different people with different mobiles  
can view it.

2. Easy to access.

This was a high performing response (2 marks awarded).

- 7 A new video games website is being launched. It aims to provide reviews and information about the latest video game releases.

(a) The website is available on a range of mobile devices.

Give **two** reasons why this is a benefit to the audience.

(2)

1. Portability - the website can be accessed  
anywhere via phone, whilst you are on the go

2. Immediacy - the website will be updated  
instantly to always let users know about  
the latest games all from their mobile device



**Q07b****Targeted Specification Area: Learning Aim B1**

Learners performed well on this item as many must be familiar with using websites and services that allow collective enjoyment and interaction. The main differentiation between the better performing learners and others was the trend for weaker responses to repeat the same example of a way that the website could enable collective enjoyment rather than give two distinct examples.

This was a poor performing response (1 mark awarded).

(b) The website is designed to allow the audience to interact with each other.

Give **two** ways that the website designers can enable collective enjoyment.

(2)

- 1 They could set up a chat group so the audience to speak to one another. to show their opinions
- 2 Also a mini activities to get them in shape and ready for the game to come out.

This was a high performing response (2 marks awarded).

(b) The website is designed to allow the audience to interact with each other.

Give **two** ways that the website designers can enable collective enjoyment.

(2)

- 1 Set up a forum for the audience to speak in
- 2 Allow the audience to give their personal opinion of the game or review

**Q07c****Targeted Specification Area: Learning Aim B1**

This item increases the demand level further and requires (for the first time in the paper) the learners to "explain" in their answer or to link their point to the context or effect it will have upon the audience. The increased demand (as expected) widened the range of responses from learners. The better responses were able to link the way that the website owners could influence the audience's opinions of their games and enabled them to demonstrate their application of the hypodermic needle model audience theory. It seemed that a number of learners picked up on the word "major" within the question and responded that the audience would have more faith in the company's products because of their expertise in the field of games development which missed the point of the question somewhat.

This was a poor performing response (1 mark awarded).

- (c) The website is owned by a major games company, whose games are featured on the website.

Explain **one** way in which this could influence the audience's opinion of the company's games.

(2)

The company can be biased towards their own games and give them excellent reviews.

This was a high performing response (2 marks awarded).

- (c) The website is owned by a major games company, whose games are featured on the website.

Explain **one** way in which this could influence the audience's opinion of the company's games.

(2)

Making a certain company a "feature" would make the audience think these were the best games. Also, as they're featured, the audience would see them being advertised more.

**Q08**

**Targeted Specification Area: Learning Aim B2**

This was a well-answered item on the paper. Most learners were able to identify valid regulators. In fact those who could identify one, could most likely identify two. The question differentiated those who could understand the term "regulator" to those who read it as something else. The mark scheme was updated to include IPSO (Independent Press Standards Organisation) which was formed since this paper was written, although learners who answered PCC (Press Complaints Commission) were also credited with a mark.

1 mark response.

**8** Give **two** regulators that are responsible for sectors within the creative media industry.

1 OFCOM

2

2 mark response.

**8** Give **two** regulators that are responsible for sectors within the creative media industry.

1 ASA

2 OfCom

**Q09**

**Targeted Specification Area: Learning Aim A2**

This question was designed to test a specific part of the unit. The specification requires learners to understand the different types of games (listing entertainment, educational, fitness, simulation) although there are many more relevant types of games that were accepted as answers: First Person Shooter (or FPS), Turn Based Strategy, Role-Playing Game (or RPG) and Mass Multiplayer Online Role Playing Game (or MMORPG). Many of the learners incorrectly gave examples of components of games (such as the animation) and others incorrectly gave genres (army, science fiction, for example).

This was a poor performing response (0 marks awarded).

- 9 One example of a type of digital game is a simulation.

Give **one** other example of a type of digital game.

animation

This was a high performing response (1 mark awarded).

- 9 One example of a type of digital game is a simulation.

Give **one** other example of a type of digital game.

An FPS Shooter game, call of duty for example.

### Q10a

|                                                     |
|-----------------------------------------------------|
| <b>Targeted Specification Area: Learning Aim B4</b> |
|-----------------------------------------------------|

In each paper for this unit there is a question that targets the section of the unit that requires learners to demonstrate their "interpretation of audience and product data from charts, pie charts, graphs tables and reviews." The learners are being well-prepared now for these questions and this is reflected in the relative success of learners who were able to identify the reduction in ITV1's audience share as 8% between 2003 and 2013.

## Q10b

### Targeted Specification Area: Learning Aim B4

This was the first long answer question in this paper worth 8 marks. Stronger answers had both breadth as well as depth to their points and were able to discuss the impact of the increased number of channels on the products made, audience enjoyment and the industry. Weaker learners gave bullet pointed lists and were unable to provide balanced answers that linked the higher number of available TV channels with the impact on the audience or the industry.

This was a poor performing response (3 marks awarded).

(b) There has been an increase in the audience share for 'Other (non-terrestrial)' channels.

Discuss the advantages and disadvantages of there being more channels available to the audience.

(8)

There will be a more active audience because they can choose what they want to watch. There would be a wider range of people watching, or a wider audience, because there are more channels that can be viewed at the same time. However, ~~the~~ a programme that someone enjoys might have changed time to an inconvenient time, when someone is ~~is~~ busy. Or two programmes someone enjoys might be on at the same time so the viewer has to choose between the programmes.

This was a high performing response (6 marks awarded).

(b) There has been an increase in the audience share for 'Other (non-terrestrial)' channels.

Discuss the advantages and disadvantages of there being more channels available to the audience.

(8)

One advantage is that they're not stuck watching the same channels all the time and adverts will suit their needs on other channels. One disadvantage is that they could miss important news headlines or miss something they wanted to watch. Another advantage is that there are more channels to advertise on therefore a lot more businesses may become successful. Another disadvantage could be unsecured or inappropriate channels which isn't for the younger audience. Another advantage is that the consumer could get more content so they wouldn't have to always rely on streaming services such as netflix. Another disadvantage is that it could bring streaming services could suffer a loss in profits all of a sudden and they'd need more 'unique' ~~content~~ <sup>programmes</sup> to provide.

**Q11a****Targeted Specification Area: Learning Aim B3**

This item was very well responded to as nearly all learners were able to give a different type of research to quantitative. Some learners incorrectly gave other examples of presenting research which missed the point of the question.

This was a poor performing response (0 marks awarded).

11 Quantitative research is a type of research that uses methods such as surveys to measure audience response using numerical data.

(a) Name **one** other type of research

(1)

A # graph.

This was a high performing response (1 mark awarded).

11 Quantitative research is a type of research that uses methods such as surveys to measure audience response using numerical data.

(a) Name **one** other type of research

(1)

Qualitative

**Q11b****Targeted Specification Area: Learning Aim B3**

This question performed as expected in this paper. In this item learners were asked to "explain." In questions with this as a command verb the format is that they receive a mark for identifying up to two points (one mark for each point) and a further mark if either or both points can be explained or linked to the subject (one mark for each explanation). A learner may say for example "the research will only give numerical data" and receive a mark and then "so we won't know why viewers preferred these documentaries" receiving a second mark. Many learners were making invalid points about quantitative research (that it was more costly or time consuming and covered a smaller range of respondents) and therefore answered incorrectly.

This was a poor performing response (1 mark awarded).

(b) A researcher for a video documentary is asked to prepare a research plan detailing the research methods that will be used.

Explain **two** disadvantages of the researcher using only quantitative methods to research the content of the documentary.

(4)

1. The content of the documentary won't have any thoughts and opinions such as ratings, comments.

2. There won't be much information as there will only be quantitative research.

This was a high performing response (3 marks awarded).

(b) A researcher for a video documentary is asked to prepare a research plan detailing the research methods that will be used.

Explain **two** disadvantages of the researcher using only quantitative methods to research the content of the documentary.

(4)

1. They aren't using the research that's already there for them. They could use secondary research. There's a lot of information about everything already out there which they could use.

2. For a documentary you want to be accurate and you need to talk to experienced people. If they miss out on primary research there's missing out on a lot of information. They could interview them and use it in the documentary.



## Q12

### Targeted Specification Area: Learning Aim C1

This item included a media text for the learners to respond to. For this series a specific media text had been created which would give learners stylistic codes to identify and then link to the meaning they created for the audience. This question enabled some sophisticated responses from learners who responded well to the stimulus. Many were able to pick two of the stylistic codes from the broken typewriter font with ink spots, the ripped paper effect across the eyes of the actress, the black and white photograph, the mode of address (or way the actress would be looking directly at the camera were we able to see her eyes) etc. In most cases these were linked correctly to the way this would create meaning for the audience. Some responses identified things in the poster related to the content that were not valid stylistic codes and therefore could not receive full marks (e.g. that the girl in the poster must be the main character).

This was a poor performing response (2 marks awarded).

Explain **two** stylistic codes used by the poster to indicate the content of *The Priory*.

1 bold text

2 dark background

This was a high performing response (4 marks awarded).

Explain **two** stylistic codes used by the poster to indicate the content of *The Priory*.

1 The title of the series is written in a ~~broken~~ font that resembles blood splatter as it has little dots around the actual writing. This could suggest the programme is about murder or mystery etc.

2 The photo is in black and white, it is quite dark and dull. This suggests that the series is dark or thriller-like.

**Q13**

**Targeted Specification Area: Learning Aim A4**

Within this item learners were required to give two ways that an e-magazine producer would be able to use interactive features. This was well answered by learners in the main. Some learners focused on the platform or the device that would be used to access the e-magazine rather than the interactive features for the product.

This was a poor performing response (0 marks awarded).

**13** Many publishers distribute magazines electronically.

Give **two** interactive features that could be used to enhance an e-magazine.

1 Advertising

2 make links on other websites to give you a pre-view.

This was a high performing response (2 marks awarded).

**13** Many publishers distribute magazines electronically.

Give **two** interactive features that could be used to enhance an e-magazine.

1 Having forums to discuss certain stories in the magazine.

2 Having online quizzes + puzzles to go with the magazine.

**Q14a**

**Targeted Specification Area: Learning Aim C1**

Mostly, learners responded to this question well. There were some learners who confused camera movements with positions that cameras could be used from (such as high angle shot) or particular shot types (establishing shot) and were unable to access the marks for this question.

This was a poor performing response (1 mark awarded).

**14** A video company is launching a new online soap opera called *New City College*. The soap opera is set in an inner city location and is aimed at teenagers.

(a) The opening sequence begins with a crane shot revealing the college in its setting.

Give **two** other types of camera movement that could be used in the opening sequence of *New City College*.

(2)

- 1 Tracking
- 2 Zooming in birds eye view

This was a high performing response (2 marks awarded).

**14** A video company is launching a new online soap opera called *New City College*. The soap opera is set in an inner city location and is aimed at teenagers.

(a) The opening sequence begins with a crane shot revealing the college in its setting.

Give **two** other types of camera movement that could be used in the opening sequence of *New City College*.

(2)

- 1 Dolly Shot
- 2 Panning Shot

## Q14b

### Targeted Specification Area: Learning Aim C1

This item required learners to demonstrate their understanding of narrative structures. In the January 2015 paper for this unit there was an 8 mark question on this topic that was very poorly answered by learners (perhaps due to an unfamiliar context within the scenario – radio drama). Here the learners were able to respond much more successfully with a more familiar scenario (soap opera narratives). Many learners were able to give sophisticated responses that explained fully a way that narrative could be structured in a soap opera.

This was a poor performing response (1 mark awarded).

(b) Soap operas often end with a 'cliffhanger' in order to encourage viewers to watch the next episode.

Explain **one** other way that narrative can be structured in a soap opera.

(2)

~~For the narrative to be told through the~~  
~~episode and therefore~~ you could also have  
a flashback to make you more engaged.

This was a high performing response (2 marks awarded).

(b) Soap operas often end with a 'cliffhanger' in order to encourage viewers to watch the next episode.

Explain **one** other way that narrative can be structured in a soap opera.

(2)

Another structure for narrative can be for a soap  
opera is 'Multi-Strand' - It follows different characters  
and their stories.

Q14c

**Targeted Specification Area: Learning Aim C1**

In this final item and 8 mark question the learners were asked to apply their understanding of representation to the context of a soap opera. Many responses listed a range of things that could cause offence without properly expanding on them or giving examples. Some answers were very repetitive and only covered one point (the need for a diverse range of characters to reflect the audience, for example) but in some depth.

This was a poor performing response (3 marks awarded).

(c) *New City College* will feature a range of characters reflecting the diverse local community.

Discuss the issues of representation that the producers need to consider when developing the characters for *New City College*.

(8)

They will need to relate them to real life as much as possible this will ~~make~~<sup>make</sup> the viewers feel more connected to the show or maybe relate to the show.

They will also need to make sure they don't be too stereotypical because some some viewers may be offended by it.

Language would also be important because, if you were to set the location in London and everyone had a Scottish accent or used Scottish words/slang it would fit the area where the show is based.

This was a high performing response (6 marks awarded).

(c) New City College will feature a range of characters reflecting the diverse local community.

Discuss the issues of representation that the producers need to consider when developing the characters for New City College.

(8)

ISSUES OF REPRESENTATION THAT THE PRODUCERS  
MAY NEED TO CONSIDER WHEN DEVELOPING THE  
CHARACTERS FOR NEW CITY COLLEGE ARE:

- How similar are they to the everyday students  
of ~~the~~ New City College?
- Will the characters offend any of the students  
who attend New City College?
- How realistic are the characters, are their  
ideas believable?
- ~~Do~~ Do the characters show a true representat-  
ion of the diverse local community?
- Avoiding stereotypes and ignorant beliefs  
and ideas which may affect the way people  
see certain communities or sub groups.
- Educating the viewer ~~idea~~ through the use  
of these characters or entertaining the  
viewer.
- Are they representing a positive side of  
someone in the community or a negative  
or a fair overall view.
- Is the character beneficial in the reflection of a  
diverse local community or NCC?



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