

Examiners' Report/ Lead Examiner Feedback

January 2016

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 (21526E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	21	27	33	40

Summary

Within this, the fourth version of this paper to be sat by candidates, we have seen a significant increase in the performance of the cohort. Teachers on the whole are preparing learners better for the types of questions that they have seen in previous versions. In most cases there was better coverage of topics being learned so that candidates could answer more questions on the paper.

Learners did best in general when they were able to give examples within the context of the question and link their answer to an effect on the audience or product. The higher demand questions are designed to test this particular skill, and learners who are well practiced at writing linked responses did well in this examination.

The longer eight mark questions discriminated well in this exam, with some learners producing very sophisticated answers to the scenarios whilst others were able to access the subject but at a much lower level. Some questions appeared to be rather easy for this paper, with a high facility measure and in particular these were those that were linked to scenarios that would be familiar to the cohort of candidates.

Q01

1 mark
Targeted Specification Area: Learning Aim A2

This question required learners to give two examples of a pre-production task. Some candidates wrongly gave responses that were examples of tasks that were performed in production. Where “designing” was given as a response, the benefit of the doubt would be given to the learners (designing could be a pre-production activity in some sectors but a production activity in others).

0 mark response

1 Give **two** examples of pre-production tasks for a digital media product. 0 Q01

1 *Film recording*

2 *Broadcasting*

2 mark response

1 Give **two** examples of pre-production tasks for a digital media product. 2 Q01

1 *One example would be storyboarding.*

2 *Another example would be writing a script.*

Q02

1 mark
Targeted Specification Area: Learning Aim A2

This was a multiple choice question that required learners to demonstrate their understanding of the types of products that would be from different media sectors. The sector chosen was perhaps the least familiar to learners (digital publishing) although a large proportion of learners were able to answer this question correctly.

Q03

2 marks
Targeted Specification Area: Learning Aim A3

This question was well answered, as the number of possible answers that were technically correct were vast. Candidates failed to score on this question if they were to put formats instead of devices such as "DVD" instead of "DVD player."

0 mark response

3 Give **two** examples of devices that can be used to access digital media.

1 DVD

2 Computer's

2 mark response

3 Give **two** examples of devices that can be used to access digital media.

2 Q03

1 Personal Computer (PC)

2 Iphone

Q04

1 mark
Targeted Specification Area: Learning Aim B1

As a multiple choice question this was slightly more difficult than the others perhaps because of the amount of reading required to get through all of the distractors. The majority of learners were correct in this question perhaps due to the correct response relating to the video games industry which might be more familiar with the cohort.

Q05

1 mark
Targeted Specification Area: Learning Aim A4

Again, this was another multiple choice question where although there was some reading to get through the distracters, the demand level was slightly lower than in the previous question. The correct answer is most likely a familiar activity for the learners taking this paper which may have made them more likely to choose it.

Q06

2 marks
Targeted Specification Area: Learning Aim C1

In this question, the way that the specification lists camera angles and shots led to the mark scheme being extended beyond what was originally intended. Camera angles (or a position from where a camera can be used to create an effect in the shot) such as birds-eye view, over the shoulder are listed with framing sizes such as close-up, mid-shot etc. These were also accepted as responses, making the facility measure of this question significantly higher. Learners were not awarded marks for giving camera movements such as pan and zoom, and these were popular incorrect responses.

0 mark response

6 Give **two** camera angles that could be used in a moving image product. 0 Q06

1 x Pan

2 Zoom

2 mark response

6 Give **two** camera angles that could be used in a moving image product. 2 Q06

1 Overthehead angle

2 Over the Shoulder angle

Q07a

2 marks
Targeted Specification Area: Learning Aim A4

As in the 1506 series, the three questions within question 7 shared a scenario but then required learners to apply their knowledge of three different parts of the specification. Firstly, learners had to give examples of interactive features that could be reasonably applied to an e-magazine. Then, they were asked to give a way that the producers of the e-magazine might be able to target a secondary audience. Finally, the learners were asked to explain why user-generated content would benefit the producer.

Within Q07a learners were required to give valid interactive features that could have been employed by the e-magazine. Some learners gave types of content of the magazine rather than interactive features and did not gain marks.

0 mark response

7 StudyingLife is an e-magazine aimed at 14-19 year old students. The producers have made it interactive by adding video content related to the articles.

(a) Give **two** other ways the e-magazine could use interactive features to enhance its content.

(2) 0 Q07a

- 1 ~~Putting it on an app store for everyone to see.~~ Adding colour so it stands out
- 2 Adding images that engages the reader

2 mark response

7 StudyingLife is an e-magazine aimed at 14-19 year old students. The producers have made it interactive by adding video content related to the articles.

(a) Give **two** other ways the e-magazine could use interactive features to enhance its content.

(2) 2 Q07a

- 1 they could add in comment boxes so people can give their opinions or ask questions
- 2 they could add in speech or translated boxes if someone that spoke a different language understand

Q07b

1 mark
Targeted Specification Area: Learning Aim B1

Many learners wrongly focused on trying to explain why the parents might read the magazine because of the content and how it interrelates with the primary audience (young people). Others were focused on stylistic features that, while attractive, did not address the requirement to attract the secondary audience.

0 mark response

(b) StudyingLife wants to attract parents as a secondary audience for the e-magazine.

Give **one** way in which the e-magazine might attract parents.

(1) 0 Q07b

By using ~~B~~ a Bold Headline.

1 mark response

(b) StudyingLife wants to attract parents as a secondary audience for the e-magazine.

Give **one** way in which the e-magazine might attract parents.

(1) 1 Q07b

Have a section in which parents can read e.g
the last 2 pages aimed at parent.

Q07c

2 marks
Targeted Specification Area: Learning Aim B1

This question increases the demand level of the paper and is the first “explain” question. Learners were required to link their understanding of user-generated content to the benefit that this may have for producers. Many learners were unable to demonstrate their ability to take this additional step (perhaps just giving an example of what the content could be).

1 mark response

(c) Explain **one** way in which audience-generated content would benefit StudyingLife.

(2) 0 Q07c

StudyLife is aimed to 14-19 year olds, it would ~~benefit~~
beneficial so they can gain knowledge

2 mark response

(c) Explain **one** way in which audience-generated content would benefit StudyingLife.

(2) 2 Q07c

One way audience-generated content would ^{benefit} StudyingLife would
be that there would be less workload for professionals and also StudyingLife
could have an insight into the ^{audience} likes and dislikes allowing them to
improve the e-magazine

Q08

2 marks
Targeted Specification Area: Learning Aim B2

This question performed well on the paper and discriminated effectively between learners who had a well-developed understanding of the ASA rules and those that did not. At the lower end of the range, a lot of learners gave versions of the rule that advertisements should not be harmful or offensive. Many used this twice in their response and could only be awarded one mark. Stronger learners gave at least one other rule (such as adverts not being able to be misleading) and gained two marks.

0 mark response

8 State **two** rules from the Advertising Standards Authority (ASA) that advertisers must follow. 1 Q08

- 1 ~~The~~ No foul language eg curse words, racist remarks and no insulting language
- 2 Must be ~~family~~ PG if its aired before 9.00pm

2 mark response

8 State **two** rules from the Advertising Standards Authority (ASA) that advertisers must follow. 2 Q08

- 1 They must not contain explicit content in their advertisement.
- 2 They must not advertise the product in a false way (false advertisement).

(Total for Question 8 = 2 marks) **2**

Q09

1 mark
Targeted Specification Area: Learning Aim A2

This was a Level 1 Pass question that surprisingly was not answered well. Many learners thought that the stage in which a media product was made available to the audience was post-production rather than distribution, exhibition or publication.

0 mark response

- 9 Give the name of the stage in the development process when a media product is made available to the audience, after it has been created.

0 Q09

Post - Production

1 mark response

- 9 Give the name of the stage in the development process when a media product is made available to the audience, after it has been created.

1 Q09

Distribution

Q10a

1 mark
Targeted Specification Area: Learning Aim B4

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 increase in the proportion of young people that listened to radio content through their mobile devices as 15%.

Q10b

8 marks

Targeted Specification Area: Learning Aim A4

This was the first long answer question in this paper, worth 8 marks. There was a clear distinction between learners who were only able to discuss some of the more obvious reasons why young people might prefer to use mobile phones to listen to radio content (such as portability and convenience) and from then on merely repeated these or made points that were incorrect (that phones would not need an internet signal to listen to radio broadcasts). Stronger learners were able to offer a range of less obvious benefits to the user, such as the increased personalisation offered by mobile platforms, the better interactivity as well as the ability to share their opinions on content. Overall, this question discriminated well between these two levels of learners.

4 mark response

(b) Discuss why young people are using mobile devices to access radio broadcasts.

(8) 4 Q10b

Young people use mobile devices to access radio broadcasts due to the fact that ~~being~~ it is extremely accessible. Young people don't want to carry around a ~~use~~ unnecessary stationary radio to listen to music. Young people also access radio broadcasts via mobile devices because it's newer technology. No young person generally doesn't want to walk around with an analogue radio ~~is~~ rather than the newest smartphone which has multimedia capability. Young people enjoy things being simple and right in their face. So, let's be honest ~~there~~ some devices have way too many buttons or some other way of interacting where as now they can connect with a click of a button.

8 mark response

Young people are using mobile devices to access radio broadcasts because it is convenient. As they may listen to the radio out of their house without a ~~radio~~ ^{personal device} to carry as a mobile device is smaller and ^{lighter} lighter than a radio as it can be stored much easier. Young people are also using mobile devices as they can ~~use~~ ^{personalise} their device. For example the users may create a playlist for their favourite ~~radio~~ ^{radio} stations if they have the correct application. They may also favourite the ~~show~~ ^{show} so they receive alerts when the broadcast is about to start. They may also use ~~mobile~~ ^{mobile} devices because they can socially interact with the broadcast. For example the user may send a text message to the producer asking to play a requested song. This can not be done on a normal radio which is why ^{in this way} they can successfully access the producer via text or email. Young people may also use mobile devices because they may access social media on their mobile devices so they may send messages to their friends regarding the broadcast which may attract more ^{viewers} viewers creating a global village where everyone accesses the broadcast and discusses their opinions and views about it.

Q11a

1 mark
Targeted Specification Area: Learning Aim B3

This was a relatively straightforward question that required learners to give an example of a secondary research method. Some were only able to give primary examples and therefore did not receive a mark.

0 mark response

11 A radio producer uses secondary research to develop an audience profile for a radio show.

(a) Give **one** example of a secondary research method.

(1) 0 Q11a

Interview

1 mark response

11 A radio producer uses secondary research to develop an audience profile for a radio show.

(a) Give **one** example of a secondary research method.

(1) 1 Q11a

Reading a article online.

Q11b

4 marks

Targeted Specification Area: Learning Aim B4

This question performed as expected in this paper. The more able learners were able to go further than the most obvious reason (that the producer would be able to learn the interests of the audience and then build the content of the show around them) and give a second reason (perhaps that the producers could target certain schedules or advertising around the behaviours of their audience).

1 mark response

(b) Explain **two** advantages for the producer of using audience profiling when developing a radio show.

(4) 1 Q11b

- 1 they can aim there radio show towards a ~~set~~ particular target audience and make the show enjoyable for them
- 2 the audience will enjoy the show because they show will talk about things they are interested in.

Distinction example

(b) Explain **two** advantages for the producer of using audience profiling when developing a radio show.

(4) 4 Q11b

- 1 So they can get the correct time to broadcast the show. For example, teenagers go to school, so by playing a show targeted at them in the evening would get the most listeners.
- 2 Since By ~~playing~~ playing/discussing certain ~~topics~~ genres/topics the producers can keep the audience interested and wanting more. For example, discussing celebrity news and how it affects the viewers day-to-day life within the ~~to~~ norms of society.

Q12

4 marks

Targeted Specification Area: Learning Aim C1

This question included a realistic media text for the learners to respond to. For the second series in a row, 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 shadow obscuring the subject's face, the embossed font, the black and white photograph, the mode of address 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 (that there was a web address for more information about the service, for example).

1 mark response

The designer of this poster has used a variety of techniques to create meaning.

Explain how **two** stylistic codes used in the poster help get the message across to the intended audience.

1 Q12

1. They used colour and they used a dull font so it means there serious and the colour are all dark
2. They have given a website for people to go to if they need help

4 mark response

The designer of this poster has used a variety of techniques to create meaning. Explain how **two** stylistic codes used in the poster help get the message across to the intended audience. 4 Q12

- 1 they have used black and white to try and get across that it will be a dark time, so this could help to bring people forward as they are not alone.
- 2 they have used small text font in white so it stands out in front of the black background, so it catches peoples eye.

Q13

2 marks
Targeted Specification Area: Learning Aim A4

Within this question, candidates were required to give two ways that devices enable technological convergence. Mostly, learners were able to give at least one example as this probably aligns with activities that they experience in their everyday lives.

1 mark response

13 Give **two** ways that digital devices, such as smartphones, enable technological convergence. 1 Q13

- 1 They enable technological convergence by having an app store this could give the consumer more things to use.
- 2 The smartphone already has things like texting, reading and browsing the web.

2 mark response

13 Give **two** ways that digital devices, such as smartphones, enable technological convergence. 2 Q13

- 1 On digital devices you can get lots of different things like games, websites, magazines
- 2 Smart phones have games which advertise other things because they are connected.

Q14

3 marks
Targeted Specification Area: Learning Aim C1

In this question, learners were asked to give three lighting techniques. Compared with Q06 that asked for camera angles, this question proved much more difficult for learners. In some centres, this may have been because lighting is taught less well as an area within the specification as camera work. Some learners were unable to discuss any lighting techniques at all.

0 mark response

14 Three-point lighting is a lighting technique used to create meaning in media products.

Give **three** other lighting techniques that may be used in media products. 0 Q14

1 To show the atmosphere around the place.

2 To set the mood of the place.

3 To get a meaning accross to the viewer.

3 mark response

14 Three-point lighting is a lighting technique used to create meaning in media products.

Give **three** other lighting techniques that may be used in media products. 3 Q14

1 Low key lighting

2 Side lighting

3 Over head lighting

Q15

2 marks
Targeted Specification Area: Learning Aim C1

This was a question that discriminated well between candidates who had an understanding of the notion of stereotypes and those who could then apply it in a context about why they are beneficial. It seemed that many learners had only been taught the negative aspect of stereotyping and so they struggled somewhat with this question. Where learners did well, they typically were able to link the use of stereotypes with the impact on the producer (the way it makes building stock characters more efficient).

1 mark response

15 Video game producers often use stereotypical characters in games.

Explain **one** reason why the producers use stereotypical characters.

1 Q15

They would use it because they know that everyone ~~was~~ already knows the stereotypes of a specific character. This makes easier for the audience to understand what the producer is trying to say.

Distinction example

15 Video game producers often use stereotypical characters in games.

Explain **one** reason why the producers use stereotypical characters.

2 Q15

Video game producers use stereotypical characters in games because the player is more likely to understand the backstory of the character. This means the producer doesn't need to make an in-depth backstory.

Q16

8 marks

Targeted Specification Area: Learning Aim C1

This second 8-mark and final question within the paper was generally well answered, with some excellent responses that demonstrated a sophisticated understanding of the use of sound within the context of the horror movie genre. Some responses gave a list of possible generic sounds that could have been used without fully linking them to the requirements of the genre or the effect upon the audience.

4 mark response

16 A sound designer has been asked to work on the opening scenes of a horror film.

Discuss how the sound designer can use typical horror sounds in the opening scenes to establish the genre.

4 Q16

If they use the typical old horror ~~music~~ piano music ~~or any type~~ or any type of creeping people will know straight away that it is a horror movie because mostly every horror movie starts off with the creeping music following the victim down the street till someone makes her jump.

If you have never seen a horror movie before I think you will catch up fairly quickly because the music they use isn't the type you'll hear everyday.

I think the sound designer will find it quite easy to make sound/music for a horror because horrors are always stereotypical and everyone knows what the sound is and they always still enjoy them.

6 mark response

16 A sound designer has been asked to work on the opening scenes of a horror film.

Discuss how the sound designer can use typical horror sounds in the opening scenes to establish the genre.

6 Q16

The sound designer could use ~~fast~~ fast tempo, high violins to create a thrilling atmosphere, whilst low, deep drums be played to signify a heart beat sound - slowly increasing in tempo to imply an increase of fear.

To ~~shock~~ shock the audience, piano could be used at the end of a few bars starting at a mid-high note climbing to higher and stopping. This dramatic and subtle increase in pitch and speed creates an element of surprise.

Towards the end of the piece, a small but recognizable siren could be implemented for a suspenseful twist, before introducing a much higher single violin note - much longer than the others. I feel this could also implicate an element of surprise to finish off the piece, hopefully creating an uneasy awareness in the audience.

As violins are commonly associated with horror (e.g. Psycho) they are the main instrument. If the audience has previously seen exciting horror movies with ~~the~~ use of violins, ~~then~~ the horror feeling should be brought right back.

The designer could use sounds of wind to build suspense in the scenes, as opposed to silence. After ~~the~~ a long pause/silence could be broken by the sound of a dog barking or cat screeching as to shock the audience due to the unexpected noise.

Heavy breathing and noticeably loud footsteps to ~~also~~ increase the audience's awareness of the surroundings.

In addition to this, perhaps soft whispering (depending on the note) to imply that the character(s) aren't alone. Instead of this, slight irregular breaths that don't match up to the main character's could imply the same feeling - As would irregular footsteps.

~~there is tempo but pitch is ~~increasing~~~~ To keep from feeling too much of a thriller-like sound, starting off at a low tempo and increasing (like a saw) increases adrenaline, and keep the pitch fairly mid-high rather than all the way adds to the less thrilling tones.

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