

Examiners' Report/
Lead Examiner Feedback

January 2016

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

Unit 8: Media Industry in Context
(21647E)

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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:

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Unit 8: Media Industry in Context (21647E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	21	29	37

General Comments

This is the fourth series of the Unit 8 exam and there continue to be some aspects of the unit content that challenge some learners. Again, these challenges seem to relate to the breadth of coverage of the unit content as well as aspects of differentiation, on behalf of learners, between media organisations and media products, which whilst linked in some aspects are also distinct in others.

It is again imperative that centres ensure that they deliver the entire unit content to all learners prior to their sitting the examination as this unit is highly knowledge-based and the content relates to constructs which they will not come into contact with elsewhere. In particular the ways in which media organisations are structured and function, and the means by which individuals can gain employment within the sector.

Understanding of professional working, where covered, seemed to be appropriately understood by most learners, and seems to have been well covered. It is important, however, for centres to ensure that learners are able to express themselves in a suitable manner. Learners should avoid ambiguity within their responses as, whilst their communication skills are not being tested by this paper, meaning must be clear and explicit and relate to the context of the question.

It is beneficial for centres to note the following observations which relate to each item and should be used as guidance in future series.

Q01a

1 mark
Targeted Specification Area: Learning Aim A3

This question was generally answered well by most learners. Many of the responses provided centred on aspects of geographical location or identified the coverage of local issues and content.

0 mark response

Answer ALL questions.

There are many types of media organisation.

1 (a) Give **one** characteristic of a local media organisation.

(1)

helpful

1 mark response

Answer ALL questions.

There are many types of media organisation.

1 (a) Give **one** characteristic of a local media organisation.

(1)

It's targeted towards a smaller local audience usually only targeting people that are living in a local town/city

Q01b

1 mark
Targeted Specification Area: Learning Aim A3

Again, the question was answered well by most learners with a number of responses provided reflecting on the organisation's relationship with the audience and their needs and the role of volunteers within these types of organisations.

0 mark response

(b) Give **one** characteristic of a community media organisation.

(1)

knows everyone

1 mark response

(b) Give **one** characteristic of a community media organisation.

(1)

Allowing people to volunteer for experience

Q01c

1 mark
Targeted Specification Area: Learning Aim A3

There were some confused responses from learners that seemed to focus on news coverage and distribution rather than national media organisations. A number of responses were related to 'national news' or 'worldwide news', which would suggest a focus by learners on national newspapers or national news broadcasts rather than a national media company that has national coverage and distribution. A number of learners named a national media company such as ITV or BBC and offered no further explanation or commentary. It is here that we see the issue of ambiguity being evidenced as had learners identified a national organisation and related it to national coverage they would have performed better.

0 mark response

(c) Give **one** characteristic of a national media organisation.

(1)

national news

1 mark response

(c) Give **one** characteristic of a national media organisation.

(1)

That's when its in one country for example BBC
would be the UK

Q02

2 marks
Targeted Specification Area: Learning Aim A3

Media co-operatives have been covered in previous papers, and questions relating to this area of the specification have usually been responded to well. Most learners were able to offer one response to this question, with higher performing learners providing two well thought out responses. The main area of confusion came when learners addressed the matter of income, for example, some learners identified 'bigger profits' rather than 'shared income' as a benefit.

1 mark response

2 Give **two** characteristics of a media co-operative.

1 buying more than one company

2 working with other companies

2 mark response

2 Give **two** characteristics of a media co-operative.

1. Companies working in partnership.
2. Combined profits

Q03a

2 marks
Targeted Specification Area: Learning Aim A4

The features of mainstream media products have been tested on previous occasions and they are often the type of product that learners understand much better than niche products. However, here, there seemed to be some confusion between a characteristic and a benefit. Most learners identified at least one characteristic of a mainstream product, but some responses were slightly repetitive, giving the same characteristic but with different wording. Higher performing learners were able to provide two distinct characteristics.

1 mark response

Media products can be placed into categories such as niche and mainstream.

3 (a) Give **two** characteristics of a mainstream media product.

(2)

1. Well known
2. People know what they want

2 mark response

Media products can be placed into categories such as niche and mainstream.

3 (a) Give **two** characteristics of a mainstream media product.

(2)

1. ~~Larger Audience~~ Larger target audience
2. Global Marketing

Q03b

1 mark
Targeted Specification Area: Learning Aim A4

Niche products have been well covered in previous papers and seem to be generally well understood by most learners. The only area of confusion seems to be the difference between 'small audiences' as opposed to 'small products'. Niche products tend to appeal to a smaller, more specific audience, however they are not necessarily small in size.

0 mark response

(b) State what is meant by a niche media product.

(1)

A small product

1 mark response

(b) State what is meant by a niche media product.

(1)

Niche products are only targeted towards a smaller and specific audience, for example fishing magazine.

Q04

2 marks
Targeted Specification Area: Learning Aim A1

There was some confusion within the responses to this question, possibly because this is the first time the content has been covered in this way, namely without greater room for explanation.

There seemed to be some confusion as to what was being asked. For example, some learners seemed to focus more on equality laws or the wording/content of the BBC charter and remit. Whilst some learners were able to offer some suitable, potential means of representing the minority interests, there were few well considered responses. A number of learners offered responses that required the BBC to run surveys and focus groups to find out what the minority audience would like to see/hear which was not relevant to what was being asked.

1 mark response

4 Representing minority interests is one requirement of a public service broadcaster.

Give **two** ways a public service broadcaster can represent minority interests.

1
Cover a lot of interests so no one gets left out
2 more channels for different purposes

2 mark response

4 Representing minority interests is one requirement of a public service broadcaster.

Give **two** ways a public service broadcaster can represent minority interests.

- 1 They can give larger roles to ethnic ~~minority~~ minorities.
- 2 They can produce products that help raise questions about the treatment of minorities.

Q05

2 marks

Targeted Specification Area: Learning Aim C2

Advertising for potential staff in the national press has been well-covered in previous papers and it seemed learners were well prepared and able to offer at least one suitable benefit.

1 mark response

5 Give **two** benefits of using the national press to recruit staff within the creative media industry.

- 1 It will reach alot of people
- 2 It will enable the company to find a wider range of talent.

2 mark response

5 Give **two** benefits of using the national press to recruit staff within the creative media industry.

- 1 Can be related to all media sectors
- 2 Larger Audience so more people could see the ~~recruitment~~ jobs available

Q06

2 marks

Targeted Specification Area: Learning Aim B1

Libel law has been covered in a more expansive way in previous papers which allowed for a wider context of discussion. In general most learners were able to offer a suitable identification and explanation.

Some responses would claim that libel law protects individuals by giving them financial recompense, rather than identifying that it allowed individuals the right to seek damages through the courts. This question allowed learners to show their understanding of libel laws as a means of protecting the rights and privacy of individuals. Learners that performed well were able to discriminate between the existence of the law and the judicial process, these being distinct from each other with the former facilitating the latter.

1 mark response

Newspapers can be accused of libel.

6 Explain **one** way in which libel law protects individuals.

It protects them from damage to their reputation and image from false accusations.

2 mark response

Newspapers can be accused of libel.

6 Explain **one** way in which libel law protects individuals.

It can protect someone's integrity for example if a newspaper wanted to write lies about someone they could be sued by the person for lying.

Q07a

1 mark

Targeted Specification Area: Learning Aim B1

As OFCOM is the only regulator covered by the specification, questions relating to it are often well responded to. The majority of learner identified this regulator.

0 mark response

7 (a) Name the regulator of the television broadcasting industry.

(1)

ASA

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

7 (a) Name the regulator of the television broadcasting industry.

(1)

OFCOM

Q07b

8 marks

Targeted Specification Area: Learning Aim B2

As previously mentioned, this regulator is the only one that is acknowledged in the Unit 8 specification. Learners have clearly been taught about the role of the regulator in the wider context and there was only occasional confusion between this and other regulators. Learners at the lower end of the mark bands would occasionally confuse OFCOM with other regulatory bodies such as the BBFC and begin to discuss age ratings which kept them from accessing the higher marks.

Learners that did understand the demands of the question were able to identify a suitable range of reasons for regulation of the television industry relating to appropriateness of content and the ability for consumers to make complaints. Some learners were also able to offer suitable illustrative examples.

3 mark response

(b) Discuss why the regulation of the television broadcasting industry is important.

(8)

This is so that they can keep an eye out on what goes on TV and what time certain programmes come on. For example OFCOM makes sure that certain things are shown on a children's channel e.g. They must only show entertainment & educational things on a children's programme.

Also they make sure that only some certain things are shown during the day, and then after 9pm that's when there are more adult programmes for only the adults to watch and not the children.

They also have to make sure that there is something for everyone to watch.

6 mark response

(b) Discuss why the regulation of the television broadcasting industry is important.

(8)

Regulation in television is just as important as in any other media sector as it protects the younger audience from harmful content, such as: violence, drug abuse, sex and other content which most thoughtful parents would not want their children to see. It also stops programmers from having content in shows that may offend others, such as racism, sexism, homophobia or stereotypes. These issues could seriously damage the channel and bring down the show/channel if this not censored, this is why having regulators like Ofcom is important.

If Ofcom and other regulators were not put in place then there would be many complaints towards the channel for their lack of censorship, as their programs would be offending people and exposing people's children to disturbing content. This would then probably lead to channels shutting down, people losing their jobs and the media industry shrinking in size and strength. This is why regulation is so important.

One final point before my conclusion when a certain TV show or game etc. is regulated it is almost a stamp of approval for the parents or whoever may be buying it, this almost prepares the buyer/viewer for the content like. In conclusion regulation is important as it protects us from harmful content and ensures the media industry is not offending anyone or exposing them to harmful content.

Q08a

2 marks

Targeted Specification Area: Learning Aim C2

Interactive media is something that all learners use on a daily basis and many were able to identify at least one interactive method that could be used. Due to a lack of personal experience of job searching on the part of many learners, there seemed to be lack of engagement with the process. A number of learners actually identified more traditional methods that could be used to recruit staff, such as newspaper adverts, often provided one interactive method, or two traditional methods.

1 mark response

There are a number of different ways in which employers can use interactive media to recruit new staff.

8 (a) Name **two** interactive methods that can be used.

(2)

1. Create an online website for people to communicate with the company.
2. Give a number to the public so potential employees can ring to apply.

2 mark response

There are a number of different ways in which employers can use interactive media to recruit new staff.

8 (a) Name **two** interactive methods that can be used.

(2)

1. Social media
2. advertising on jobsites

Q08b

4 marks

Targeted Specification Area: Learning Aim C2

Some learners did struggle to find two benefits for this question or did not provide two suitable expansions. There may be an issue with the frequency that this type of media is consumed by learners making potential benefits the 'norm' and therefore not worthy of comment. Some learners were able to offer at least one identification and an expansion. Higher performing learners were able to offer two valid and well considered responses, often with at least two distinct benefits and one suitable expansion. Many of the higher performing learners' responses looked at the wider benefits such as assessment of skills and ability to engage remotely with potential employees.

2 mark response

(b) Explain **two** benefits to the employer of using interactive media to recruit potential employees.

(4)

- 1 They can target a large group of people because they have a large amount of people use social networking, which can subsequently mean they have a lot of people who can apply for the job.
- 2 If ~~Current~~ Current employees can also help recruit by using recommendations to say how good the job is or to help attract potential employees to that certain workplace.

4 mark response

(b) Explain **two** benefits to the employer of using interactive media to recruit potential employees.

(4)

- 1 They can have portfolios sent or shown to them via the web. This makes it easier because they do not have to look through a large paper based portfolio.
- 2 They will get to know the new staff without having to arrange a meeting. They do not have to travel.

Q09a

2 marks

Targeted Specification Area: Learning Aim C3

Experience of digital technology may also be a factor in learner performance in this question, as many believed that producing a CV in Microsoft Word rather than in a webpage format or similar constituted a digital CV, therefore learners were often unable to identify how content could be affected. As this question proved challenging to many learners, the lower performing learners often struggled to offer one identification and also struggled to offer any suitable expansion. However, higher performing learners were able to offer two distinct identifications and expansions. Higher performing learners were able to identify the potential employee's lack of ability to 'stand out', which meant they would be unlikely to get an interview.

1 mark response

9 A digital CV is one of the tools used by potential employees looking for jobs within the creative media industry.

(a) Explain **one** drawback of using digital CVs by inexperienced media professionals applying for jobs in the media industry.

(2)

one drawback could be that CV's don't
show your ~~pa~~ work or how you
have ~~pa~~ progressed in the industry

2 mark response

9 A digital CV is one of the tools used by potential employees looking for jobs within the creative media industry.

(a) Explain **one** drawback of using digital CVs by inexperienced media professionals applying for jobs in the media industry.

(2)

One drawback would be that the information
about yourself is limited and hard to become
noticed as there could be hundreds of other
applicants

Q09b

4 marks

Targeted Specification Area: Learning Aim C3

This was a follow-on question to 9a, so in essence, learners that had misunderstood the previous question may have struggled with this one too. Again, a lack of understanding as to what constituted a print based CV meant that responses could tend to focus on the wrong aspect. A number of responses focused on poor penmanship, spelling, punctuation and grammar, causing the applicant to not get an interview. This was not a benefit but a drawback and as such was not rewardable.

2 mark response

(b) Explain **two** advantages of using a print based CV rather than a digital show reel.

(4)

1 C.V's are quicker to do than digital showreels

2 CV's are easily accessible rather than showreels.

4 mark response

(b) Explain **two** advantages of using a print based CV rather than a digital show reel.

(4)

1 A CV is a low costing, so this is good because it allows you to print off as many as you want and apply wherever

2 When using a CV it is appropriate to all the media sectors rather than a show reel, because you can apply for any job with a CV, whereas you can't with a showreel

Q10a**1 mark**
Targeted Specification Area: Learning Aim C2

There was some misunderstanding on behalf of learners, as contacts seemed to be confused with contracts at times, therefore responses could focus on contracted working hours or being professional in the work place as required by the contract. The means of making professional contacts is one that could prove difficult to some learners as it often requires the building of professional relationships through either ongoing work experience or social face to face interaction; both of which learners may not have had a great deal of experience with. Learners that performed well were able to identify this aspect and its importance within the industry and some learners did offer some well thought out, imaginative and valid responses.

0 mark response

10 (a) State **one** way of making professional contacts in the creative media industry.

(1)

Giving a phone number and email.

1 mark response

10 (a) State **one** way of making professional contacts in the creative media industry.

(1)

Networking

Q10b**2 marks**
Targeted Specification Area: Learning Aim C2

Some lack of understanding from the previous question followed through into this one and there was sometimes a continued focus on working hours, practices and contract negotiations.

Some learners seemed to feel that it was unfair on other people if a potential employee gained employment in this way, which was not relevant as the question focus was on the drawbacks to the individual of using professional contacts to seek employment. Some learners were able to offer a reasonable response to this question, but often there was only one limited response offered and many learners were unable to identify a suitable drawback.

1 mark response

(b) Give **two** drawbacks of using professional contacts to gain employment in the media industry.

(2)

- 1 Possibility of being let down
- 2 other contacts could want the same person.

2 mark response

(b) Give **two** drawbacks of using professional contacts to gain employment in the media industry.

(2)

- 1 Not always guaranteed to get you a job
- 2 Might not give you the work you want

Q11

1 mark
Targeted Specification Area: Learning Aim C1

This area of the unit content has been well covered in previous exam series and was generally well responded by most learners. Benefits of freelance working can occasionally cause confusion to some learners, especially relating to working for or with others and working hours/patterns. Some learners were unable to articulate this correctly or instead offered a benefit of permanent employment.

0 mark response

11 State one benefit of working freelance in the creative media industry.

no one can change your storyline
if you the director

1 mark response

11 State one benefit of working freelance in the creative media industry.

you have the freedom of creativity
and you can choose your own
working hours

Q12

2 marks

Targeted Specification Area: Learning Aim C1

There seemed to be good coverage of this question by most learners and many were able to offer two well thought out and often well-reasoned responses. The question required learners to provide two benefits to writers of being paid in advance. Some learners misunderstood this and would often offer benefits to the publisher. Some learners would offer two distinct benefits such as 'financial security' and 'greater motivation'.

1 mark response

Writers may receive a payment in advance for their writing from their publisher.

12 Identify **two** benefits for writers being paid in this way.

1. It show if their getting better and if their story is getting recd.
2. It also shows aprovel from the publisher.

2 mark response

Writers may receive a payment in advance for their writing from their publisher.

12 Identify **two** benefits for writers being paid in this way.

1. Makes them more motivated to do it.
2. They can purchase any other materials they need for the written piece.

Q13a

1 mark

Targeted Specification Area: Learning Aim A3

On the whole, learners were able to offer a valid response to this question. The benefit of being an international company did challenge some learners though, and although 'greater profits' was often identified in one form or another as a benefit, there were learners who seemed to identify benefits of mainstream products rather than media organisations.

0 mark response

13 WISPH Productions is an international media company.

(a) Give **one** benefit of being an international media company.

(1)

because it's ^{all} ~~also~~ over the world and you can get
in touch with people around the world

1 mark response

13 WISPH Productions is an international media company.

(a) Give **one** benefit of being an international media company.

(1)

They ~~can~~ can have a wide spread distribution
range ~~so~~ so that their products ~~can~~ can reach a lot
of people.

Q13b

Targeted Specification Area: Learning Aim A3

There was good understanding of vertical integration shown by many learners and issues only really arose where learners confused vertical and horizontal integration, which is becoming less of an issue over time. It was clear that both vertical and horizontal integration had been well covered by most centres and many learners were able to offer a few benefits of this type of structure. Lower performing learners would unfortunately often get confused between horizontal and vertical integration, restricting their performance and the overall marks awarded. The learners that performed in the higher mark bands were able to maintain focus on the correct response and offered a range of suitable benefits that were explained in some detail.

3 mark response

WISPH Productions is a vertically integrated media company.

(b) Discuss the benefits to WISPH of being vertically integrated.

(8)

~~WISPH~~ WISPH, now being vertically integrated does not have to ~~rely on~~ ~~other~~ ~~companies~~ to keep up with ~~dead~~ lines for their products. They will be making ~~all~~ ~~at~~ ~~all~~ themselves. This allows the company to create anything they wish with no limitation by other ~~companies~~. ~~The~~ WISPH will ~~of~~ gain more money; ~~not~~ ~~employing~~ ~~all~~ making all ~~reproducts~~ themselves with ~~no~~ outside help, ~~not~~ wanting to do deals with the other companies.

7 mark response

WISPH Productions is a vertically integrated media company.

(b) Discuss the benefits to WISPH of being vertically integrated.

(8)

WISPH has control over the production process and the distribution and the exhibition, it also gives them better synergies.

Because WISPH has control over the production it means they can design their product how they want and because they have control over the distribution it means they can ~~market~~ advertise and promote the product in the way they want, ~~it~~ because they have exhibition they can present their work to the audience in the way they think the audience will buy or use the product.

Because WISPH ~~have~~ has ~~the chance~~ better synergies it means the product might have a better chance of being bought by a wider range of audience, and it also gives them an increasing profit £ when the other company's product is getting sold.

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