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)

PEARSON

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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 would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via 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**	**16**	**26**	**33**	**40**

Summary

This paper was the fifth version sat by candidates and pleasingly we have seen the significant improvement in performance of learners over the last two papers mostly sustained. As expected, the cohort of learners taking this paper included a greater proportion of re-sits and this slightly depressed the average mark of the paper.

Across the cohort, some types of questions proved to be more accessible, perhaps as learners become better prepared in answering them. Others have become more challenging as the questions target less popular areas of the specification. The questions in response to the image stimulus, for example, have become more accessible as learners have become better prepared to respond to stylistic codes. Conversely, requiring learners to perform basic cognitive operations, such as to recall something directly from the unit specification, becomes more difficult if the question demands the recall of something harder to differentiate. In this paper, for example, we move beyond primary and secondary research to quantitative and qualitative.

The best performance came from learners who were able to demonstrate a wide coverage of the specification (there were a number of learners that left sections blank in the paper, restricting their maximum mark) and who could also explain and justify their assertions when answering the higher level questions (those with command verbs such as 'explain' or 'discuss').

Candidates who had been prepared well for writing the long answer questions, giving a clear and detailed answers covering all sides of the argument or scenario, tended to perform well on this paper.

Q01

Targeted Specification Area: Learning Aim A2

This item required learners to give two examples of products from the publishing sector. The specification clearly differentiates products from platforms and devices, so responses such as "Kindle" a device or "Website" a platform were not accepted. Overall, this item was responded to well with over 70% of learners gaining one or two marks.

This response gained 1 mark

1 Give **two** types of digital media products from the publishing sector.

1 .... E-magazine ....

....

2 .... Web sites ....

....

This response gained 2 marks

1 Give **two** types of digital media products from the publishing sector.

1 .... An e-magazine ....

....

2 .... A Poster ....

....

Q02

2 Identify **one** example of a media product from the digital audio sector.

   ☒ **A** Movie soundtrack

   ☒ **B** Digital animation

   ☒ **C** Training video

   ☒ **D** Documentary film

(Total for Question 2 = 1 mark)

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 correct answer, A, was identified by most learners.

Q03

This question performed very well as a discriminator across all three possible marks, with an even distribution of marks of zero, one and two. Many learners gave production, rather than post production tasks or in the example below, gave tasks that were not associated with the sector.

This response gained 1 mark

3 Give **two** examples of post-production tasks for a video production.

1 Editing the video to make Final changes

2 Test the product to see if it works

This response gained 2 marks

3 Give **two** examples of post-production tasks for a video production.

1 Editing film footage for it to the elements of the media product to be finished

2 Making credits for the people that had participated

Q04

Targeted Specification Area: Learning Aim B1

4 A person reads an e-book on his or her own.

What type of consumption is this?

....

....

(Total for Question 4 = 1 mark)

This question was more difficult for the cohort with many unable to identify the term "individual" consumption. The B1 section of the specification explicitly gives some characteristics and differences between individual and group audiences.

Q05

Targeted Specification Area: Learning Aim A4

5 Identify **one** example of interactivity in a media product.

☒ **A** Reading an article in a newspaper

☒ **B** Texting answers in to a TV quiz show

☒ **C** Reading subtitles on a DVD film

☒ **D** Watching a trailer for a computer game

(Total for Question 5 = 1 mark)

Most learners were able to give the correct answer to this multiple choice question and identify that 'texting answers into a quiz show' was an example of audience interactivity with a media product.

Q06

Targeted Specification Area: Learning Aim C1

Many learners incorrectly gave camera movements or mountings as responses to this question that asks for examples of framing. It is important that learners can differentiate between examples of motion as well as framing or angle.

This response gained 1 mark

6 Give **two** examples of framing that can be used when operating a camera.

1 ~~Long shot~~ Medium Shot

2 Extra-zoom

This response gained 2 marks

6 Give **two** examples of framing that can be used when operating a camera.

1 Close-up

2 From Above

Targeted Specification Area: Learning Aim A4

In this question learners were asked to give two ways that improved internet connectivity has benefited consumers. In some cases learners gave one valid response but were unable to give two, by either repeating their first answer or repeating the question.

There was an even split between learners able to access one and two marks for this question.

This response gained 1 mark

7 Internet connectivity continues to improve.

(a) Give **two** ways that this has benefited consumers of media products.

(2)

1 _The Internet will constantly improve so that eventually they will be able to connect with other people._

2 _There will be a decreased chance of disconnecting to the Internet._

This response gained 2 marks

7 Internet connectivity continues to improve.

(a) Give **two** ways that this has benefited consumers of media products.

(2)

1 _This has benefitted media consumers as they can now use the Internet on the move, as many devices are portable_

2 _Internet connectivity allows media convergence, making ~~giving~~ one type of media more appealing. E.g a magazine that has created a website_

Q07b

In this question there was a distinction between learners who were able to typically give valid reasons for users benefitting from having control over online media products (who typically scored one or two from the four available marks) and those who could fully explain their given reasons (demonstrating why they were benefits).

For example, *"They can post their own versions of the product online"* would receive one mark for correctly identifying a way that audiences can benefit from having control. *"It makes them feel more engaged in what they are viewing"* would receive one mark for correctly identifying why greater control benefits users. *"They can post their own versions of a product online and this makes them feel more engaged"* would receive two marks for linking the example with the benefit.

This response gained 2 marks

(b) Online media products allow users to share and have more control over the content.

Explain **two** other ways users can benefit from having control over online media products.

(4)

1 users can also ~~benife~~ benefit from having control because it allows them to change what infomation they may see as being wrong

2 users can also benefit from having control because it allows them to feel like they are a part of a comunitie of people

This response gained 4 marks

(b) Online media products allow users to share and have more control over the content.

Explain **two** other ways users can benefit from having control over online media products.

(4)

1 Having control over online media products, such as creating playlists on YouTube means that the media product feels more personalised towards the media consumer/user

2 On social media, having avatar's means the user can customise their own part of the media product, making them more likely to revisit the media, as they feel like they are part of the media product.

Q08

This item performed well on the paper and discriminated effectively between learners who had a well-developed understanding of the role of PEGI and those with more basic knowledge. Many learners gave the most obvious example of PEGI control (age ratings for games). More sophisitcated responses added to this by giving the way that PEGI gives warnings about the content of games on packaging and provides information to parents.

This response gained 1 mark

8 Nearly every game sold in Europe is given a PEGI (Pan European Game Information)
   rating before it is released for sale.

   Give **two** ways that PEGI can help customers make informed choices about game
   purchases.

   1 PEGI rates the age of games, to check if they are appropriate for
      certain ages

   2 PEGI also checks if the standard of the game is to a high level.

This response gained 2 marks

8 Nearly every game sold in Europe is given a PEGI (Pan European Game Information)
   rating before it is released for sale.

   Give **two** ways that PEGI can help customers make informed choices about game
   purchases.

   1 Green boxes displaying age-ratings are on
      all games.

   2 Other boxes that display some content
      from the game, e.g. mild violence

   (Total for Question 8 = 2 marks)

Q09

Targeted Specification Area: Learning Aim A2

In this question, some learners struggled with applying their understanding of pre-production to an audio context and instead gave responses that were not valid for this sector (storyboard / moodboard etc.). In addition a number of learners are still not familiar with the different stages of media production (giving production or post-production tasks in response to this question).

This response gained 1 mark

9 Give **two** tasks used in the pre-production stage of a digital audio product.

1 Mood-boards

2 Budgets

This response gained 2 marks

9 Give **two** tasks used in the pre-production stage of a digital audio product.

1 Script writing

2 planning

Q10a

10 (a) Use the graph below to answer this question.

Which statement best describes the increase in BBC iPlayer requests between January 2009 and January 2014?

⊠ **A** The number of requests has doubled.

⊠ **B** There are five times as many requests.

⊠ **C** The number of requests has trebled.

⊠ **D** There are half as many requests.

In each paper for this unit there is a question that targets the section of the specification that requires students to demonstrate their "interpretation of audience and product data from charts, pie charts, graphs, tables and reviews." Here, the use of a multplie choice question required learners to both read the data and then make a calculation to decide which of the statements was correct (B), which proved more difficult than in previous papers.

Q10b

Targeted Specification Area: Learning Aim A4

This was the first extended 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 ways that on demand streaming has changed audience behaviour (such as portability and convenience) from those that gave more sophisticated responses.

The marks for this question are arranged in three bands. To achieve the higher mark band, an answer was required to make a range of points and develop these in detail. In addition, higher mark band responses would give a consideration of the disadvantages of streaming (perhaps the impact on the viewing habits such as greater audience fragmentation). Some learners were able to offer a range of less obvious benefits to the user, such as the increased personalisation offered by streaming services, the better interactivity as well as the ability to share their opinions on content. Overall, this question discriminated well.

This response gained 4 marks

(b) Discuss how BBC iPlayer and other on demand streaming services have changed the way audiences consume TV and radio programmes.

(8)

BBC IPlayer and other on demand streaming Services have changed the way audiences consume TV and radio programmes. It's has changed, I know this because you can now access BBC IPlayer and other on demand streaming services on your Iphone, Ipad and on your pc/laptop, It is now easy to access. because it is everywhere you go, and you can access it at all times.

People can now access radio programmes on their TV. which is easier for them because if they are watching TV then they can just go to the radio programmes.

Since you can access these on your Iphone thy a wireless, this will be cheaper for people because they are using less electricity.

It is also quicker and easier to access on Iphone and Ipads and pc/laptops because you don't have to wait or set up the TV or radio, which is useful and very effective.

This response gained 7 marks

(b) Discuss how BBC iPlayer and other on demand streaming services have changed the way audiences consume TV and radio programmes.

(8)

BBC iPlayer is a way of watching TV and radio at any time and any place. Firstly, because BBC iplayer is available on many devices such as smartphone, PC/laptop, tablet and TV meaning it means that many people can chose where they want to consume the product, instead of sat at home and watching/listening to TV or radio. The fact that people can do this, means that they may be less likely to consume the product in a group. For example, many families may have sat at home on a Saturday night to watch a TV programme together, however with the increasing demand of iPlayer and other streaming services many people will watch their favourite TV and radio shows on a different day and time, as it is on demand. On the other hand, demand streaming devices may bring people together to consume the product as a group as the TV/radio show is available anywhere. For example, if a family were to miss their favourite TV programme, they could watch it on demand at the click of a button, increasing the amount of consumers for a certain TV/radio programme. Also, the fact that two media sectors are brought together, links to media converse and implies that many demographics would watch/listen to something that they normally wouldn't. For example, someone who went on BBC iplayer to listen to a radio programme would potentially end up watching a TV programme as it is straight infront of them, increasing consumer for a certain sector.

However,

If someone of a certain demographic, watches/listens to something not aimed at them they may become uninterested with the media product and therefore not want to use the streaming service again, as the product involves many types of media, including ones that may not interest them. This may decrease the use of streaming devices, especially individual consumers as they do not like the mixed media.

Q11a

Targeted Specification Area: Learning Aim B3

This was devised as a relatively straightforward item that required learners to recall the term "quantitative" research from the specification. This proved more difficult than terms in similar items from previous series such as "primary" and "secondary".

11 A researcher collects statistics and numerical data.

(a) State the type of research the researcher has done.

(1)

....

....

Q11b

(b) The researcher is asked to provide more information about an audience's thoughts and opinions.

State the type of research the researcher is being asked to do.

(1)

....

....

Similarly to Q11a, this item required learners to recall the term "qualitative" from the specification. The increase in difficulty, indicated by the drop in empirically observed scores, between the questions on this paper and those in previous versions (which asked for the terms "primary" and "secondary") suggest that quantitative and qualitative research is less well covered in this unit.

Q11c

In this quesiton, learners could only score the maximum four marks if they were able to identify two separate advantages of using secondary research and then explain why these were an advantage to the producer or the final product.

Often learners gave the same advantage of secondary research twice and this could only be credited once.

Responses that linked the advantage of the secondary research to the outcome for the product or producer received two marks for each example:

Advantage	Outcome
Secondary research can come from a wider pool of respondents	so the results are often more valid.
Secondary research is typically low cost	so there is more budget available for production.
Some secondary research is carried out by professional bodies such as polling companies	so it is likely to give less biased information to the producer.

This response gained 2 marks

(c) Explain **two** advantages of using secondary research methods.

(4)

1   The information is provided quicker. For example, it is faster to find information on the internet than go out and take a survey on the street.

2   The information is presented ~~eg~~ from a number of people, e.g someone who maybe does not live in your area and could not get information ~~of~~ from otherwise. You can highlight many demographics.

Q12

Targeted Specification Area: Learning Aim C1

Generally, learners performed well on this question. In order to receive both marks for each example of a stylistic code, a response would need to identify a valid stylistic code (first mark) and then link it to meaning for the audience (second mark). Some learners identified parts of the image that were content rather than stylistic, such as the text saying that the game would be available across platforms.

This response gained 2 marks

Explain **two** stylistic features the designer has used to create meaning for the audience.

1   The designer has made the product case look dark; and misty which is really effective. and this will make people buy it. also the font the writing is in makes it ~~too~~ stand out.

2   It says what console and device it is available on so the people who have that console or device will buy it.

This response gained 4 marks

Explain **two** stylistic features the designer has used to create meaning for the audience.

1 use of a Black and white background Suggest the audience may be aimed at adults only as it Possibly Suggests its a horror game.

2 the use of a fancy font to create the title Suggests the targetmeaning may suggest it is for ✗ audiences who are interested in thriler or horror games.

Q13a

Targeted Specification Area: Learning Aim A2

Within this item, learners were required to give three possible TV genres that could have been used by the student TV production company. As the responses came in for this question, it was clear that there has been a shift away from many of the traditional TV forms through the rise of on demand television and that this cohort would be more likely to watch a horror series on Netflix than a TV panel show through a TV station. For that reason, genres more traditionally associated with cinema were allowed as valid responses.

This response gained 0 marks

13 A student TV production company has been commissioned to produce a reality TV show on a local, digital TV channel for a teenage audience.

(a) Name **three** other TV genres it could produce.

(3)

1 kidg

2 adults

3 kids dance shows

This response gained 3 marks

13 A student TV production company has been commissioned to produce a reality TV show on a local, digital TV channel for a teenage audience.

(a) Name **three** other TV genres it could produce.

(3)

1 situation-comedy

2 Romance

3 Horror

Q13b

Targeted Specification Area: Learning Aim A4

In this question learners were asked to give an advantage to the channel in using online distribution. Most learners were able to identify the most obvious response that this would result in an increased audience through ease of access to their content.

This response gained 0 marks

The local channel will be distributed across a range of online platforms.

(b) Give **one** advantage for the channel of using online distribution platforms.

(1)

Not everyone will have a device which they can stream/watch the channel on.

This response gained 1 mark

The local channel will be distributed across a range of online platforms.

(b) Give **one** advantage for the channel of using online distribution platforms.

(1)

The access to it would be easier for the user.

Q13c

Targeted Specification Area: Learning Aim C1

For this question, higher marks were given for responses that included a range of ideas and that explained how they have an impact upon the audience. For 8 marks a response would need to talk the reader through the opening sequence, explaining in detail how the stylistic features combined to create meaning, for example, *"the opening shot will show a crane shot zooming in on a local college. The scene cuts to a slow motion shot of a group of teenagers bursting out of the door at the end of the college day with loud, upbeat music being played over the top. Each of the main characters would be featured in a series of close ups etc."*

Some learners listed a range of stylistic codes but did not mention how these would affect the audience of the opening sequence and were not able to access the higher mark bands.

This response gained 4 marks

(c) Discuss how the director can create meaning for the audience by using stylistic codes in the opening sequence of the reality TV show.

(8)

The director could use a large range of colours but could also use have different cast members at a teenage age to describe what audience the reality Tv show is aimed at. Advertising would allow the director to show/awareness of the program.

The director could use a catchy title to grab the audiences attention which can make a a consumer interested into what the TV show is about and if the TV show is right for them e.g at what age it should be watched, at what time is the TV show available to watch. just by looking at the title and basic information which may be given to a consumer by the director to understand and imply what the reality tv show is about and if that consumer may or may not like it and for them to not feel pressured into watching it by from the discription or what other people are saying about the reality tv show.

Distinction example (7 marks)

(8)

Colour:

Bright colour can be used to make the show look modern. This is important as teenagers will not want to watch something that looks old, like something black and white.

people so that the audience can see they will be able to relate to the program, understand it. It can also feature objects that teens will be familar with like mobiles or show them doing things teens do like homework.

Some possible settings to be featured is a school. All teenagers attend school so if they can see a school they will know it will revolve around students. They could also show footage from teen discos as the

The camera should also be ~~very~~ fairly close to the teens. Like at medium long shots. This shows the program will be focused on the lives of the teens.

The camera angle should also be straight foreward as if its looking down this can be seen as an adult looking down. The audience want to view the show as if the cast are on their level.

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