Examiners' Report/
Lead Examiner Feedback

January 2017

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 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	15	23	31	39

Summary

This paper was the sixth version sat by learners and the performance of learners has been on a par with previous successful series. With the picture stimulus question moving to one of the long answer items, learners appeared to have greater access to top band marks for the final question on the paper.   While there is improved performance overall on the longer answer questions, there was less on the shorter explain questions where learners have traditionally picked up marks in the picture question and the 4 mark question based on audience theory.

There are still some areas of the unit specification that learners appear to be unfamiliar with. Very few were able to give the terms 'audience profiling' and 'demographics' for questions 11a and 11b respectively. Similarly a surprisingly large group of learners were unable to name two valid regulators in question 8. Centres are reminded to ensure that learners cover the entire content of the unit specification in order to be able to respond effectively as it was evident that certain aspects of the unit had not been addressed sufficiently.

The best performance came from learners who had both breadth and depth of their understanding of the subject within the unit.

Learners 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.
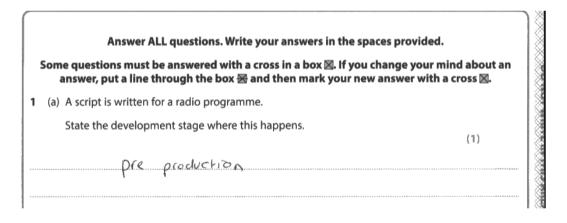
Q01a

This was a relatively straightforward quesiton although a surprising number of learners (21.9% of the entire cohort) were unable to identify that script writing was a Pre-Production activity.

Poor example (0 marks)

Good example (2 marks)

Q01b

This item was less well answered than Q01a as it very nearly split the cohort into half (52.8% were able to give a valid post production activity for a radio programme). This might have been made more difficult by the fact that fewer of the learners appear to be as familiar with a radio scenario than one from other media sectors (such as moving image or digital games).

Poor example (0 marks)

> (b) Give **one** task from the post-production stage for a radio programme.
>
> (1)
>
> Finding the equipment
>
> **(Total for Question 1 = 2 marks)**

Good example (1 mark)

> (b) Give **one** task from the post-production stage for a radio programme.
>
> (1)
>
> Editing the final programme and adding sound effects.
>
> **(Total for Question 1 = 2 marks)**

Q02

Targeted Specification Area: Learning Aim A2

This question did not discriminate very well and was nearly universally answered correctly. Only 2.7% of the cohort were unable to identify that newspapers are from the publishing sector.

Q03a

Targeted Specification Area: Learning Aim C1

This question also did not discriminate very well and was nearly universally answered correctly. Only 4.3% of the cohort were unable to identify that newspapers are from the publishing sector.

Good example (1 mark)

> 3 Horror, comedy and drama are all film genres.
>
> (a) Name **one** other film genre.
>
> (1)
>
> Sci-fi (science fiction)

Q03b

Targeted Specification Area: Learning Aim C1

Many learners were unable to give specific examples of the conventions of the horror genre (lighting as a response on its own would not have received a mark). This item discriminated very well and quite evenly between learners who were unable to achieve any marks (25.0%) those able to access just one (26.8%) and those who were able to gain full marks (48.2%) by giving two valid conventions.

Poor Example (0 marks)

(b) Name **two** conventions of the horror genre.

(2)

1 comedy

2 drama

(Total for Question 3 = 3 marks)

Good Example (2 marks)

(b) Name **two** conventions of the horror genre.

(2)

1 Extreme Close-ups

2 Dark Scenes / Imagry

(Total for Question 3 = 3 marks)

Q04

Targeted Specification Area: Learning Aim B1

This question was rather difficult for a multiple choice item with only two thirds of the learners able to identify that the benefit to the audience of individual consumption of a media product was control. Centres are reminded that all aspects of the specification may be tested.

Q05

Targeted Specification Area: Learning Aim A2

This multiple choice question was less difficult for the learners with three quarters of the cohort correctly identifying that only a website could distribute a game from the other channels given. There was still a surprisingly high proportion of learners who confuse promoting (through flyers, radio spots etc.) with distribution (getting the product in the hands of the audience through online channels, physical media, theatrical release, broadcast etc.).
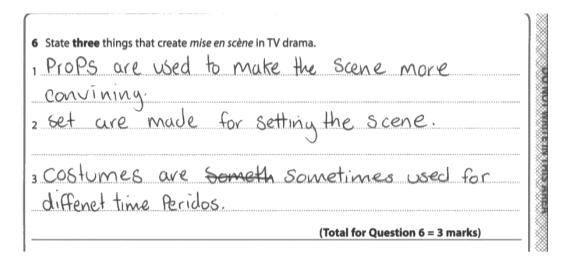
Q06

Targeted Specification Area: Learning Aim C1

It was clear that in a number of centres the concept of mise*en-scene had been well taught and was understood by learners. However a number of learners were not equipped to give examples of elements that make up the 'world within the frame.' Of the three quarters of the cohort who were able to get any marks at all, around half of these achieved all three marks.

Poor example (0 marks)

6 State **three** things that create *mise en scène* in TV drama.

1 Drama

2 suspence

3 Brings some where relatable for the audience.

(Total for Question 6 = 3 marks)

Good example (3 marks)

Q07a

In this question learners were asked to give two ways that personalisation could benefit audiences. In some cases learners gave one valid response but were unable to give two (either repeating their first answer or repeating the question). It is important to remind learners that credit will never be given for repeating information given in a question.

There was an even split between learners able to access none, one and two marks for this question.

Poor example (0 marks)

Good example (2 marks)

> **7** Improved technology has led to more personalisation in media products.
>
> (a) Give **two** ways that audiences can use personalisation to improve their use of media products.
>
> (2)
>
> 1 They can personalise spotify accounts to their likeability
>
> 2 They can personalise social media accounts to give a representation of themselves.

Q07b

Targeted Specification Area: Learning Aim A4

In this question there was a distinction between learners who were able to give valid reasons for why better technology had benefitted users of mobile devices (who typically scored one or two from the four available marks) and those who could fully explain two separate reasons (demonstrating why they were benefits).

For example:

"Access to the media is faster" would receive one mark for correctly identifying a way that audiences can benefit from improved technology.

"Technological convergence has led to more media being available on a mobile device" would receive one mark for correctly identifying what technology has improved.

"Technological convergence has led to more media being available on a mobile device and this means that users can access it faster" would receive both marks for linking the example of improved technology with the benefit.

Pass example (2 marks)

> (b) Explain **two** other ways that technology in mobile devices has benefited audiences.
>
> (4)
>
> 1 Because now you can access everything online on your phone, which is faster and better.
>
> 2 Mobile phones are faster to use, then using a laptop / computer.

Distinction example (4 marks)

(b) Explain **two** other ways that technology in mobile devices has benefited audiences.

(4)

1 Technology on mobile devices has benefited audiences as you can do many different things at once. For example; you can play a game whilst listening to music.

2 You can also comment and interact with apps that you may have on your phone. For example; if you are watching a YouTube video on your phone you can like it or comment on it to leave feedback for the person that created the content.

(Total for Question 7 = 6 marks)

Q08

Targeted Specification Area: Learning Aim B2

Only 21.7% of the cohort were able to give two valid regulators of the radio sector. Many gave valid regulators from other industries (BBFC or PEGI). Of those learners gaining both marks the most common responses were Ofcom and the ASA.

Poor example (0 marks)

8 Radio is used to broadcast a range of media products including drama and adverts.

Give **two** regulatory bodies for radio products.

1 Audio

2 Podcasts.

(Total for Question 8 = 2 marks)

Good example (2 marks)

> **8** Radio is used to broadcast a range of media products including drama and adverts.
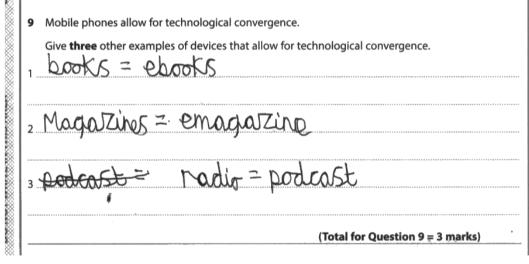>
> Give **two** regulatory bodies for radio products.
>
> 1 OFCOM
>
> 2 ASA
>
> **(Total for Question 8 = 2 marks)**

Q09

Targeted Specification Area: Learning Aim A3

A high proportion of learners were able to access all three marks available for this question. A large number gave mobile phones as a response even though this is given in the question stem and they had been asked to give three other examples. Marks were also lost by some for repeating the same type of device twice or sub categories of a device that had already been given (e.g. laptop and computer).

Poor example (0 marks)

> **9** Mobile phones allow for technological convergence.
>
> Give **three** other examples of devices that allow for technological convergence.
>
> 1 books = ebooks
>
> 2 Magazines = emagazine
>
> 3 ~~podcast~~ = radio = podcast
>
> **(Total for Question 9 = 3 marks)**

Good example (3 marks)

> **9** Mobile phones allow for technological convergence.
>
> Give **three** other examples of devices that allow for technological convergence.
>
> 1 laptops
>
> 2 tablets / iPads
>
> 3 gaming consoles
>
> **(Total for Question 9 = 3 marks)**

Q10a

Targeted Specification Area: Learning Aim B4

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." Nearly a quarter of the cohort were unable to do this from the table given (that clearly showed that Radio 4 was the station responsible for the most examples of the BBC's most popular podcasts).

Poor example (0 marks)

> (a) Identify the BBC radio station that is the most popular source of podcasts.
>
> (1)
>
> The Archers

Good example (1 mark)

> (a) Identify the BBC radio station that is the most popular source of podcasts.
>
> (1)
>
> Radio 4

Q10b

| Targeted Specification Area: Learning Aim B4 |

This was the first long answer question in this paper, worth 8 marks. The distribution of marks for this question was as expected with few learners at either of the extreme ends of performance and the majority spread across the middle mark traits.

Learners engaged well with the subject and the very best were able to make a range of points (that discussed both the benefits and drawbacks of the increase in popularity of podcasts) but were also able to do so with some depth to their answers.

Learners should be encouraged to use both of the pages to answer each of the 8 mark questions as these represents 32% of the entire mark for the paper. Some answers are very brief with a number of learners only being able to make a small number of points.

Other learners tended to repeat themselves and did not consider both sides of the discussion (mainly favouring that podcasts were beneficial because of their convenience, range of choice and control for the consumer rather than discussing any negatives such as the impact on the industry, audience diversification etc.).

Pass example (4 marks)

(b) Discuss why podcasts are a popular way of listening to audio products.

(8)

The reason why podcast are a popular way to listen to audio product is because can be accessed anywhere. Also can be accessed on the go. can download music to your smart device by podcast. It is fast and is a quick way of access audio products. It is free to listen to your own music/audio products. It is easy to access. it can be linked to other devices like TV. Phone any many other smart device. It is Efficient way to listen to audio product. It is always access able by many Platform such as Radio, TV and many other smart device. It can be streamed. It contains all different types of audio like music, and many more.

Distinction example (7 marks)

(b) Discuss why podcasts are a popular way of listening to audio products.

(8)

Due to ~~techni~~ ~~theden~~ technilogical convergence, people can now acess and download podcasts to their ~~mobi~~ mobile phones, meaning immediacy isn't an issue as they ~~o~~ can listen to it whan ever.

Also there ~~ss~~ is more genres of podcasts ~~mos~~ ~~o~~ now, meaning there will be some~~thing~~ for almost everyone.

Podcasts can be made by practicly anybody, this means if there isn't already a podcast that you like then you can make your own

Celebrities have their own podcasts recently, so if you wanted to listen to ~~the~~ the latest news and info about your ~~favourit~~ favirote celebrity, you could find their own Podcasts

Sporting Podcasts can help keep you up to date with all the latest news and fixtures of ~~youre~~ your faverate sporting events

There are Podcasts that tell you how cinema releases are doing and put them in a top 10 lists.

Podcasts don't need to be watched they can be listened to, meaning ~~t~~ you can do what you want whilst listening to it ~~and~~

~~Some~~ Some Podcasts pause where you left off, meaning you can leave the Podcast and come back to it whenever.

Q11a

This was devised as a relatively straightforward item that required learners to recall the term "Audience Profiling" from the unit specification. This proved more difficult than terms in similar items from previous series as only 13.1% of the cohort were able to do so.

Poor example (0 marks)

11 A researcher for a media product puts audience members into categories.

The categories are reader, gamer, surfer, listener or viewer.

(a) State the name of this process.

(1)

Research

Good example (1 mark)

11 A researcher for a media product puts audience members into categories.

The categories are reader, gamer, surfer, listener or viewer.

(a) State the name of this process.

(1)

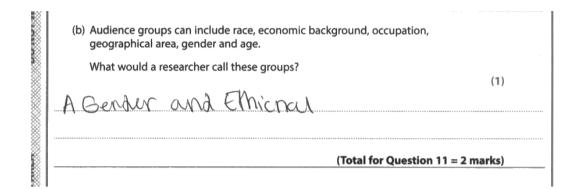*Audience Profiling*

Q11b

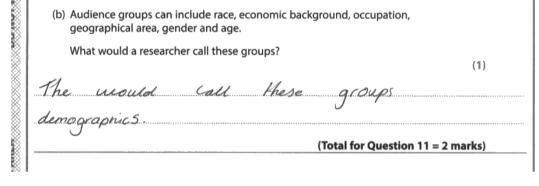Similarly to Q11a, this item required learners to recall the term "Demographics" from the specification. Only 26.5% of learners were able to answer this question correctly which suggests that these topics are less well covered in this unit.

Poor example (0 marks)

(b) Audience groups can include race, economic background, occupation, geographical area, gender and age.

What would a researcher call these groups?

(1)

A Gender and Ethicnal

(Total for Question 11 = 2 marks)

Good example (1 mark)

(b) Audience groups can include race, economic background, occupation, geographical area, gender and age.

What would a researcher call these groups?

(1)

The would call these groups demographics.

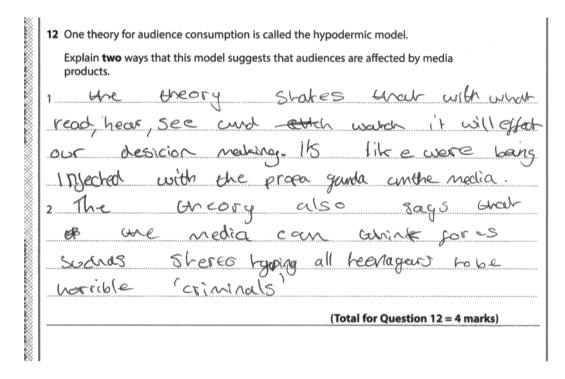(Total for Question 11 = 2 marks)

Q12

Targeted Specification Area: Learning Aim B1

In this question learners were required to explain two ways that hypodermic model suggested that audiences were affected by media products. In the best cases (of which they were few with only 12.9% of the cohort achieving all four marks) learners gave two different examples of how the audience members were affected and linked each to features of the model.

Pass example (2 marks)

12 One theory for audience consumption is called the hypodermic model.

Explain **two** ways that this model suggests that audiences are affected by media products.

1 The audience is minipulated manipultter into believing whatevers online. and are not aware of it.

2 The audience is affected by it because they are given faulse information.

(Total for Question 12 = 4 marks)

Distinction example (4 marks)

12 One theory for audience consumption is called the hypodermic model.

Explain **two** ways that this model suggests that audiences are affected by media products.

1 the theory states that with what read, hear, see and etch watch it will effect our desicion making. Its like were being injected with the propa ganda anthe media.

2 The theory also says that the media can think for es Such as stereo typing all teenagers to be horrible 'criminals'

(Total for Question 12 = 4 marks)

Q13a

Targeted Specification Area: Learning Aim A4

Learners in general performed well on this item. Most learners were able to give the most obvious benefit (that the users had more immediate access to the magazine as it woud be online). A number of learners mistakenly assumed that being online meant that the magazine content would be available for free which is not always the case.

Poor example (0 marks)

13 A media company launches an online magazine for young people.

(a) Give **one** advantage to the audience of the content being available online.
(1)

themagazine raw rawshax worrisbed it does not Cost and is therefore for free.

Good example (1 mark)

13 A media company launches an online magazine for young people.

(a) Give **one** advantage to the audience of the content being available online.
(1)

It can be accessed on various duvices at any time.

Q13b

Targeted Specification Area: Learning Aim B1

Learners performance was unexpectedly poor on this item which might suggest that the cocept of collective enjoyment had not been learnt. Many learners were unable to give valid examples or link these to why they might benefit the audience.

Pass example (2 marks)

(b) Explain **two** ways that the producers could encourage collective enjoyment of the magazine.

(4)

1 Using prices of some sort to make people want to gamble or take part in quizes to win.

2 Include dramas or episodes they will want to keep on par with every week so they know what happens.

(Total for Question 13 = 5 marks)

Distinction example (4 marks)

(b) Explain **two** ways that the producers could encourage collective enjoyment of the magazine.

(4)

1 By setting up a website about it and having a group chat so people can talk to other people about the magazine and get information of a website.

2 Also on the website have a few games on so people can intract with other people.

(Total for Question 13 = 5 marks)

Q14

This question differentiated learners very well across the cohort with there being a normal distribution across each of the mark traits (few learners at the extremes of the mark range with the majority in the middle mark band).

The learners had been conditioned over the last few versions of this paper to expect and respond to a question with a poster as its stimulus so this eight mark item so all learners tackled this question.

Higher marks were given for responses that stuck to discussing the stylistic features of the poster in detail and the response the audience might have to these. Far too many learners became fixated on the areas of content rather than style (such as the social media icons, hashtag or the content of the information about inclusive insurance, for example).

Learners should be encouraged to use both of the pages to answer the 8 mark questions as these represent 32% of the entire score of the paper as some answers were very brief with some learners only being able to make a small number of points.

Pass example (4 marks)

14 The following poster is being used to promote a travel company.

Discuss the stylistic codes that the designer has used to create meaning for
the audience.

The designer used imagary for the audience,
they used an image of a guy doing
extreme sports, which will draw the eye
to people interested.

The designer also used a font onto the
text to make it stand out, they made
the font look extreme to go with the theme it
is also in bold writing so it is
one of the first things the ~~auto~~
~~auto~~ audience sees.

The designer also used "#Hastags so the audience will be able to find then via social media, also helping Prorut their buisness, because it gives the ~~rot~~ audience a chance to ~~z~~ see peoples photos and the Companies photos so they know what to expect and if they were interested.

Distinction example (8 marks)

14 The following poster is being used to promote a travel company.

Discuss the stylistic codes that the designer has used to create meaning for the audience.

A stylistic code that the designer has used to create meaning for the audience is the camera angle, as it is a ~~high angled~~ perspective shot which gives a perspective. The image shows that the male climbing the mountain is strong, as the angle is taken from the same level as the man. This that also shows that is personal, as it is up close. In the image you can also see the background, which is of high mountains and rocks that the male has climbed, showing his determination and strength, perhaps.

Another stylistic code is the desaturation of the image shows its importance and impact on both the audience and the male in the picture who climbed the mountain.

A third stylistic code is the font used for the title, as it is rather strong, yet worn out, which could represent the character ~~on the~~ in the image and how he still remains determined, even though he might be exhausted.

A fourth stylistic code that is included ~~is~~ links with my first point of the significance of the camera angle, as the man in the image doesn't have legs, and the camera shot is taken slightly from downwards, showing that he is strong, and climbed up so high, even though he has barely any legs. Depth of field is used in this image, as the camera focuses on the man and how he is holding heavily up, just about being able to see the background. This could show that even though he climbed to much, he still remains determined.

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