



Mark Scheme (Results)

June 2019

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

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

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BTEC Next Generation Mark Scheme Template

Creative Digital Media Production Unit 1 1906

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1a | <p>Award one mark for each example of a device to a maximum of two marks.</p> <ul style="list-style-type: none">• Podcast• Streaming• Website• Mobile app• Social Media (can accept names of social media services)• Television• CD• Games console• FM Radio <p>Accept any other appropriate answer.</p> <p>Do not accept DAB, radio on its own.</p> | (2) |
| 1b | <p>Award one mark for each example of a post-production task to a maximum of two marks.</p> <ul style="list-style-type: none">• Editing• Mixing• ADR (Automated Dialogue Replacement)• Inserting jingles• Adding effects• Sound engineering/EQ (Equalisation)• Voiceover/Narrator• Adding music/soundtrack <p>Accept any other appropriate answer.</p> | (2) |
| 1c | <p>B – OFCOM</p> | (1) |

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| 1d | <p>Award one mark for each explanation of a benefit and a further one mark for an expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Audience members with similar views are included (1) making the listener feel more represented (1) • Listeners can vote on the content (1) giving them a sense of control (1) • Listeners may have their interactions mentioned by the broadcaster (1) giving them a sense of fulfilment and belonging (1) • Listeners can have a sense of determinism over the content (1) so the product reflects their tastes (1) • It stops the audience feeling passive (1) because they are an active part of the show (1) <p>Accept any other appropriate answer.</p> | (2) |
| 1e | <p>Award one mark for each explanation of a benefit and a further one mark for an expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Audience interactions can lead to a better understanding of its listenership (1) allowing the company to target its products more effectively (1) • The broadcaster can collect information from the listeners (1) allowing it to directly market to them in the future (1) • Audience interactions gather data from the listeners (1) saving the broadcaster money on primary research (1) • Listeners are likely to share their interactions (1) increasing the audience for the products (1) • Audience interacting with the product makes it more popular (1) which means more profit/listeners (1) <p>Accept any other appropriate answer.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2a | <p>Award one mark for each example of technological convergence to a maximum of two marks.</p> <ul style="list-style-type: none"> • Listening to music on a mobile phone • Watching films on a PC or laptop • Taking and sharing photographs with a mobile phone • Surfing the internet with a music player or iPod • Playing music through a digital assistant • Playing games on a mobile phone • Watching video on demand through a games console • Recording on your TV to playback later <p>Accept any other appropriate answer.</p> <p>Do not accept streaming video on a mobile phone.</p> | (2) |
| 2b | <p>Award one mark for each explanation of a benefit and a further one mark for an expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Users can share the media product more easily (1) generating more interest in the media product (1) • Social media apps enable audience members to reference the media products easily (1) giving free additional promotion to the producers (1) • Enables easier links to further websites (1) encouraging users to be more involved in the product (1) • Convergence makes it easier for the audience to feed back (1) allowing the producers to understand their audience more (1) • Facilitates user-generated content (1) enabling the producer to source content cheaply (1) <p>Accept any other appropriate answer.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3a | <p>Award one mark for each example of a pre-production task up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Scriptwriting • Casting/Actors/Characters/Auditioning • Budgeting • Scheduling • Rehearsing • Creating costumes • Acquiring props • Set building • Risk assessment • Location recce/Check set • Facilities hire • Permissions • Copyright/Clearances • Equipment check <p>Accept any other appropriate answer. Do not accept 'Research'.</p> | (3) |
| 3b | <p>Award one mark for each example of a quantitative research method to a maximum of two marks.</p> <ul style="list-style-type: none"> • Polls/Voting system • Questionnaire/Surveys • Viewing figures/Audience share • Sales • Box office receipts • Data analysis/Statistics <p>Accept any other appropriate answer.</p> | (2) |
| 3c | <p>Award one mark for each example of an advantage of quantitative research to a maximum of two marks.</p> <ul style="list-style-type: none"> • Easy to present/compare • Easy to collect • The results are usually from a larger cohort of respondents • The data is less emotive/subjective • Cheaper • Quicker <p>Accept any other appropriate answer.</p> | (2) |
| 3d | A – Primary | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4a | <p>Award one mark for each example of composition to a maximum of two marks.</p> <ul style="list-style-type: none"> • Focus • Rule of thirds • Asymmetrical composition • Balance • Juxtaposition • Integration of text with image • Fonts • Placement of content • Use of moving image • Navigation • Accessibility/ease of use <p>Accept any other appropriate answer.</p> | (2) |
| 4b | C – People aged 25–34 are more likely to get news from online social media. | (1) |
| 4c | <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Online or social media news sources may be less trustworthy than traditional outlets. • The provenance of online or social media news sources may be questionable and therefore more biased (fake news). • There is a lack of editorial control and accountability within social media and online news. • There is less transparent regulation for online or social media. • What the audience sees on a social media news feed is determined by an algorithm rather than an editor. • Generally, the more outrageous the story the more likely it is to be promoted within social media leading to more polarised and less balanced views. • People receive news that reinforces existing views (confirmation bias/echo chambers). • Most negative commentary is from established news media who are losing audience share. • Social media has given a news platform to those other than rich media moguls. • Traditional news is already biased towards agenda and political parties. | |

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| | <ul style="list-style-type: none"> • Traditional news ownership is not always transparent. • It is much more difficult for the audience members to interact easily with traditional news sources. • Traditional news sources have fewer interactive features. | (8) |
| Level | Descriptor | |
| 0 0 marks | No rewardable material. | |
| 1 1–3 marks | A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one viewpoint considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question. | |
| 2 4–6 marks | Some points identified, or a few key points described. Consideration of more than one viewpoint but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear. | |
| 3 7–8 marks | Range of points described, or a few key points explained in depth. All sides of the case are considered and the answer is well-balanced, giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear link to the situation in the question. | |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5a | <p>Award one mark for:</p> <ul style="list-style-type: none"> • Uses and gratifications theory • Uses and gratifications model • Active audience/active viewing <p>Allow misspellings. Accept any other appropriate answer.</p> | (1) |
| 5b | <p>Award one mark for each example of a type of lighting up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Under/Low • Overhead/High • Side • Fill • Shadows • Silhouette • Functional • Practical • Strobe • Spotlight/Follow spot • Gobo • Natural lighting • LED lighting • Tungsten lighting • Low-key lighting • 3 point lighting • Shutter effect <p>Do not accept:</p> <ul style="list-style-type: none"> • High key • Bright • Colours <p>Accept any other appropriate answer.</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6a | <p>Award one mark for an explanation of a stylistic feature and a further one mark for an expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> • The font for the main title looks as if it has been produced by a broken typewriter (1) symbolising that all is not well with the subject matter. (1) • There is a crack in the poster with the model looking through it (1) indicating that she may be in danger. (1) • The model is blurred behind what looks like a cracked screen (1) perhaps meaning that the participants in the fashion industry are not always as they seem. (1) • The broken/shattered glass effect (1) indicates a broken industry. (1) • The model is looking away from the camera as if not making eye contact (1) indicating that she is detached. (1) • The model has a serious expression on her face (1) indicating that this is not a happy documentary. (1) <p>Do not accept:</p> <ul style="list-style-type: none"> • Black and white colour scheme • References to content <p>Accept any other appropriate answer.</p> | (4) |
| 6b | <p>Responses may include the following:</p> <ul style="list-style-type: none"> • The documentary will need to ensure that what it reports is a fair representation of the people and their actions. • The producers will need to respect individuals' privacy. • The documentary must not cause offence through the negative representation of particular groups (such as those defined by sexuality, gender, etc.) | (8) |

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| | <ul style="list-style-type: none"> • The producers must obtain permission from contributors or have good reason to use hidden camera footage. • The producers must be careful not to cause harm through the depiction of drug taking, nudity etc. unless justified and the audience is forewarned. • The producers must treat issues such as eating disorders, mental health problems sensitively, pointing viewers to sources of further information. | |
| Level | Descriptor | |
| 0 0 marks | No rewardable material. | |
| 1 1–3 marks | A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the situation in the question (for example the response focuses on the poster for the documentary). | |
| 2 4–6 marks | Some points identified, or a few key points described. Most points made will be relevant to the situation in the question, but the link will not always be clear. | |
| 3 7–8 marks | Range of points described, or a few key points explained in depth. The majority of points made will be relevant and there will be a clear link to the situation in the question. | |

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