

# **L2 Lead Examiner Report 2001**

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

***Unit 1: Digital Media Sectors &  
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, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is for a particular grade.

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### Variations in external assessments

Each external assessment 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 assessment, because then it would not take accessibility into account.

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### Unit 1: Digital Media Sectors and Audiences

Grade	L1	Level 2		
		P	M	D
Boundary Mark	14	22	30	39

## Introduction

This paper was the twelfth version sat by candidates and statistically, candidates seemed to find this version slightly more challenging than at the same point, last year. It is important that centres prepare their learners across the entire unit specification. There were examples in this paper where too many learners appeared to be unfamiliar with concepts such as quantitative research or narrative structures, for example.

Learners need to be prepared for being able to discern what is being asked by each question and what form the answer should be in. In particular, the command verb (Identify, Explain, Discuss etc.) used indicates the level of complexity of the response required.

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

In the long answer questions learners who were able to give multiple arguments about the subject (or give a creative, structured response in the final question) performed well.

Overall there was evidence of learners having been well taught across the range of unit content, with the extended questions allowing for differentiation across learner abilities.

## Introduction to the Overall Performance of the Unit

There was good distribution of marks across the cohort making the performance on this paper in line with expectations (although this paper did prove to be slightly more difficult for the learners compared with last year). There were a number of questions that discriminated particularly well with the cohort distributed across all mark traits.

Within the “explain” type questions there are still many learners who appear unable to link a point to its effect (upon the audience or the media company in question).

In this paper the multiple-choice questions (that generally require learners to recall a term from the specification), proved more difficult for the cohort (possibly as the paper moves to cover less well-known elements in the unit). Learners should be encouraged to revise the full specification with glossaries before taking this examination to give themselves the best chance of accumulating marks.

## Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

### Q01a

This question performed as expected and discriminated well between learners. Most learners were able to gain both marks for this question.

#### This response gained two marks

**Answer ALL questions.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**1** A video production company has most of its content viewed on demand on mobile phones.

(a) Name **two other** devices that the audience could stream content on. (2)

1 Tablet

2 Laptop

This response gives Laptop and Tablet. Both are different categories of device so this response can be given two marks. If the answer had said Laptop and PC, this would be worth one mark only as Laptops are also Personal Computers (PCs).

#### This response gained one mark

**Answer ALL questions.**

**Some questions must be answered with a cross in a box . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .**

1 A video production company has most of its content viewed on demand on mobile phones.

(a) Name **two other** devices that the audience could stream content on. (2)

1. Playstation 4

2. Xbox 1

This learner can only be awarded one mark as they have given two examples of one type of device (games consoles).

**Q01b**

There have been many examples of questions that ask learners to give examples of tasks from a given stage of the media product development process. Surprisingly here many were unable to give any examples of valid post production tasks.

**This response gained two marks**

(b) Give **two** post-production tasks that could be used in making the video content. (2)

1. Editing the content created

2. Adding sound affects.

This learner has given two valid post-production tasks for a moving image product. Each are separate from one another so can each receive a mark.

**This response gained one mark**

(b) Give **two** post-production tasks that could be used in making the video content. (2)

1. Editing the video for any final changes

2. Cutting of some scenes that are not necessary

This response gives two answers that essentially give the same post-production task. Cutting scenes that are not needed is the same as editing the video for final changes so this answer can only receive one mark.

### Q01c

This multiple choice question proved to be more challenging than expected. Around half of the cohort were able to identify Ofcom as the regulator for video content on demand.

(c) Identify which **one** of these bodies regulates on demand video services in the UK.

(1)

- A PEGI
- B IPSO
- C Ofcom
- D BARB

### Q01d

This question differentiated well between the strongest and weakest learners in the cohort. Fewer learners than in earlier series failed to grasp that they needed to explain a benefit to the audience rather than the producer (and vice versa for Q01e). Also, as this was a question with 'explain' as the command verb, the two marks are only awarded if the learner gives a valid example that is then linked back to why it is a benefit for the second mark.

**This response gained two marks**

(d) On demand video can be watched on many devices.

Explain **one other** benefit to the audience of being able to access the video content on demand.

(2)

A benefit is that it is ~~easy~~ easy access.  
 Easy access to the video means the users won't have to struggle on getting their content & with it being on many devices the audiences can watch it anywhere they want.

This response receives two marks. This is somewhat jumbled in the way that it articulates the answer but essentially it says that the on demand video enables ease of access (1 mark) and this allows users to watch on multiple devices (1 mark). We will often see answers where we have to piece a linked response together but we can credit the understanding and award two marks in cases such as these.

**This response gained one mark**

(d) On demand video can be watched on many devices.

Explain **one other** benefit to the audience of being able to access the video content on demand.

(2)

They could watch the video anywhere, whenever as long as they have the internet or even download it to watch it ~~offline~~ offline.

The answer gives lots of different ways of making the point about the increased accessibility of the content but does not explain why this is a benefit to the audience. If they had said that the audience can watch whenever they want (1 mark) and that watching can fit into their daily lives (1 mark) this would have received full marks.

**Q01e**



Similar to the question above, this item required learners to explain a benefit to the video company. Learners tended to find it easier to identify a benefit to the producer (gaining audience share and more revenue) than identifying benefits to the audience and performed better overall in this question compared to the preceding one.

### This response gained two marks

(e) Explain **one** benefit for video company of using on demand platforms for its content other than being available on many devices. (2)

easy accesability and being able to watch it anywhere.  
More exposure and more undiances for the company

(Total for Question 1 = 9 marks)

This answer makes the point that the content is more easily accessible (1 mark) and explains that this means that the company's product will get more exposure (for the second mark). Two marks are awarded.

### This response gained one mark

(e) Explain **one** benefit for video company of using on demand platforms for its content other than being available on many devices. (2)

If the audience missed a video, they can watch it on-demand, since it can store the video and the audience will download it onto their platforms and watch it.

(Total for Question 1 = 9 marks)

This answer is awarded one mark for the point that the audience is able to watch shows that they may have missed. It is not explained how this is a benefit to the

company so does not receive a second mark. When marking these items examiners would score as follows:

Valid benefit = 1 mark

Outcome = 1 mark

Valid benefit linked to an outcome = 2 marks.

**Q02a**

This question became challenging for learners as a large proportion of the cohort seemed to be unfamiliar with the term quantitative data. Centres should ensure that the entire unit is delivered to learners as it is all in scope for this examination.

**This response gained one mark**

2 A researcher for a magazine uses circulation figures to present some quantitative data about its readers.

(a) Give **two other** examples of quantitative data the researcher could use. (2)

1 *Survey of how many people use magazines*

2 *charts*

This answer receives one mark. The mark is given for survey (relating to survey results in the mark scheme). Charts are a way of presenting data but not an example of data in themselves so this can not receive a mark.

**This response gained no marks**

2 A researcher for a magazine uses circulation figures to present some quantitative data about its readers.

(a) Give **two other** examples of quantitative data the researcher could use.

(2)

1

primary

2

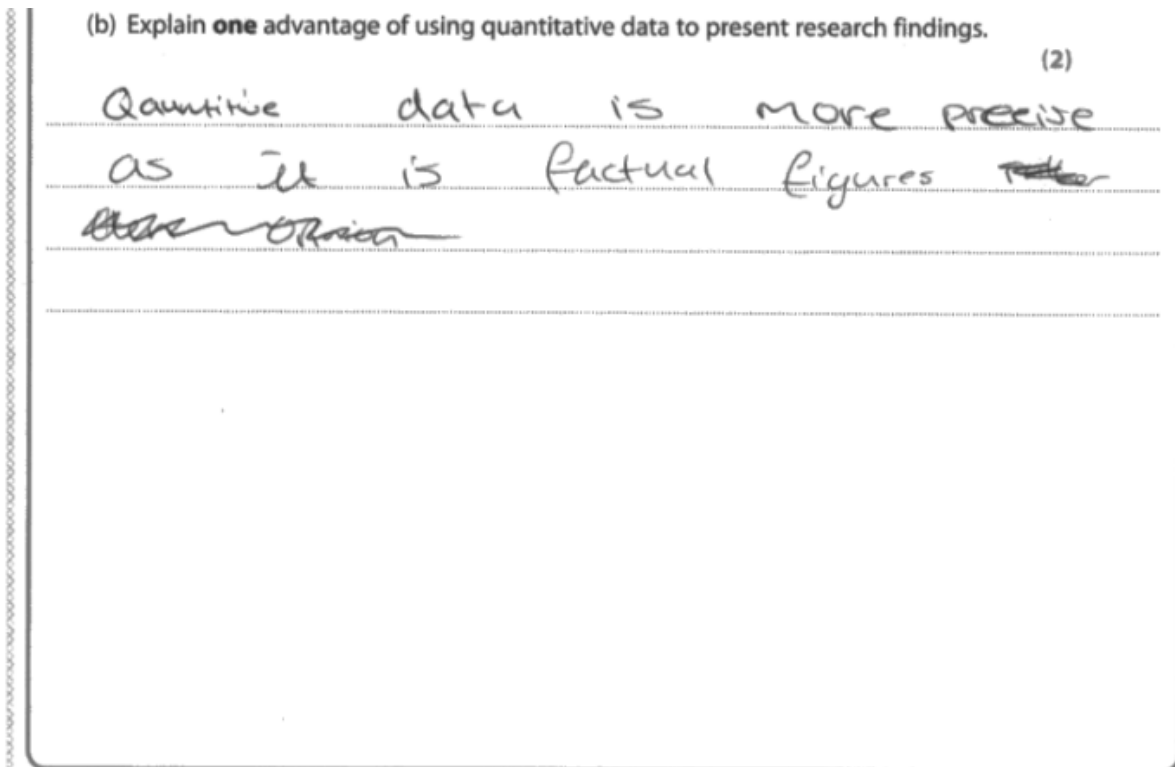
secondary

Primary and secondary could be argued to be types of data but they are not examples that a researcher could use like the examples given in the mark scheme and specification. .

**Q02b**

This item differentiated well between the different levels of learners in the cohort. Many learners tended to repeat the same point twice and were therefore unable to access all four marks available. Again, there were many examples of answers that did not fully link the identified point to the outcome of the benefit for the producers so these too did not reach maximum marks.

**This response received two marks**



This response gives the point that quantitative figures are based on factual figures (one mark) and that because of this, the research is more precise (second mark).

**This response received one mark**

(b) Explain **one** advantage of using quantitative data to present research findings. (2)

by using quantitative data you are able to find out what several people think of your product

This response makes the point that quantitative data allows information from many respondents to be displayed and so gains one mark. The answer fails to explain that this makes the research more accurate, less biased or more meaningful and so does not receive the second mark.

**Q02c**

Some learners struggled with the concept of individual versus group consumption of a media product and this question differentiated well between those learners who had covered audience theory well and others who appeared to be unfamiliar with this element of the specification.

**This response received two marks**

The research shows that the magazine is usually consumed by its target audience as individuals.

(c) Explain **one** advantage for the audience of consuming media products as individuals.

(2)

One advantage of the audience consuming media products as individuals is that they get a easier choice of reading it at a faster pace because you dont have another person who is at slow of reading.

(Total for Question 2 = 6 marks)

This learner gets one mark for identifying that individual consumption allows the audience to read at a faster pace (one mark) and then explains why this is the case (as they don't have to share with others) for the second mark.

**This response received one mark**

The research shows that the magazine is usually consumed by its target audience as individuals.

(c) Explain **one** advantage for the audience of consuming media products as individuals.

(2)

One advantage for an audience consuming media products as individuals is that ~~it~~ it's easier for the individual to have solo enjoyment with the product.

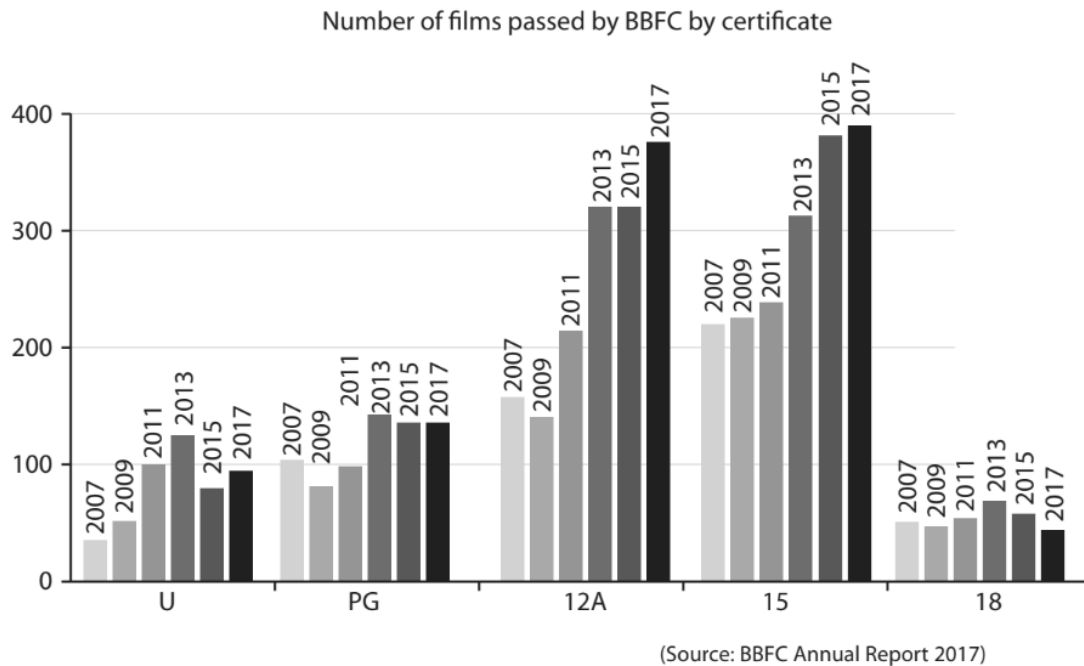
(Total for Question 2 = 6 marks)

This answer gains one mark for linking individual consumption with solo enjoyment of a product. There is no explanation about why this is a benefit (other than repeating the question in the first half of the answer) so no further marks can be awarded.

**Q03a**

In all of the preceding series of this paper there has been a question that targets the part of the specification about learners needing to be able to read data charts to discern trends. In this paper most students were able to select the correct option C.

3 The following graph shows the trend in the number of films being passed by the BBFC, by certificate, over 10 years.



(a) Which **one** of the following statements is true?

(1)

- A The number of films given a U certificate has gone up every year
- B There were more PG rated films in 2017 than in any other year
- C 12A rated films have increased more than any other type over this time
- D More 15 rated films were released in 2007 than all other films put together

**Q03b**

In this question, most students were able to gain full marks for identifying valid film genres. It is clear that this section of the specification has been well-covered by centres.

**This response received three marks**

(b) Popular movie genres include dramas, romance, comedies and romantic comedies.  
 Name **three other** film genres. (3)

1 Sci-Fi

2 Action

3 ~~any~~ Horror

Sci Fi, Action and Horror are all valid film genres and so this response gets all three marks

**This response received two marks**

(b) Popular movie genres include dramas, romance, comedies and romantic comedies.  
 Name **three other** film genres. (3)

1 horror

2 sci fib

3 Fictional

The learner receives a mark for both Sci Fi and Horror. They do not receive a mark for Fictional (sic) as this is synonymous with Drama that is given in the question.

**Q03c**

This is the first eight-mark question on the paper that asks learners to discuss why it might be that film studios appear to be targeting more 12A certificate audiences over



time. There were surprisingly few answers that picked up on the major studios being influenced by the huge commercial successes of franchise type titles (Marvel Universe, Star Wars etc.) although there was a good range of responses, some with a high degree of sophistication.

### This response gained seven marks

(c) There have been some significant changes in the number of films that have been passed at the different certification levels over the last 10 years.

Discuss why there have been these changes and why film companies target certain audiences. Refer to the graph on the previous page for your answer.

(8)

From 2011 onwards both 12A and 15 increased ~~rose~~ almost 50% in films produced. I believe this is due to the secondary audience income with these types of films. For example, families or groups of friends watching the movie together. One of these people may not enjoy the movie as much but still consume the content. I also think it interests and pop culture knowledge allowing these people to be the target audience for a majority of movies released each year.

Compared to other age ranges 12A and 15 boom. I believe this is due to U, PG, movies being aimed at the younger generation and 18 movies the older generation leaving the current generation to rewatch, relate to, and take trips to see all these mid age-ranged movies. The appeal to their audience extends to those over 18 as well as usually 15 movies base around amusing current world affairs or issues, and shock

This response covers a range of points about the changes in audience demographics for different film types. There is a point made about the targeting of families to maximise revenue and the changes to societal norms and tolerances to content that would force a film to be rated 18 in the past. Overall, because of the range of points

made, this response just about gets into the top mark band. This would need to be better expressed and more fluent were it to achieve full marks.

**This response gained four marks**

While this answer is articulate, it does not make very many valid points. Most of the first page argues that there has been an increase in the higher rated films that younger teenagers are unable to watch whereas 12A is the certificate that has increased most, precisely because film studios are targeting this group. Later in the answer the learner does link the producers targeting of content to a 12A audience but does not go on to say why they may have done this (to develop franchises that can deliver a returning audience over a number of years). Overall, there is limited depth in this answer and only a limited amount of points made although it is well structured. A best fit mark puts this near the bottom of the middle mark band.

**Q04a**

For this question, a number of learners had difficulty with the concept of types of sound as opposed to different sounds. Some learners gave multiple examples of the same type of sound (background sound, weather sounds, for example).

**This response received three marks**

Music is a form of non diegetic sound (in most cases) although non diegetic could also cover different sound types (such as narration) so this response gives three different and valid audio types so receives all three marks.

**This response received two marks**

Because the scenario is a radio drama, the use of animal sounds will be the same as background sounds (unless perhaps it is a drama about speaking animals although

this would also be invalid as this would be classed as dialogue as given in the question). In this case, the learner has given two separate valid types of sound. Background / Animal sounds (for one mark) and Music (for the second mark).

#### **Q04b**

This was a multiple choice question that required learners to identify the concept of portability. This was the MCQ in the paper that had the highest mean mark (meaning that this was the most accessible for the cohort).

#### **Q04c**

Some learners struggled with the concept of technological convergence. To gain two marks for this question, learners had to identify two separate uses of devices that were not that device's primary function.

**This response received two marks**

Both of these responses are valid. Watching content on a phone is separate from listening to content and phones are primarily designed for something else so this is valid. Creating content is an activity that would normally be done with a camera and microphone so this is also an example of being able to perform an activity on a device for which it was not primarily designed.

**This response received one mark**

The first answer is valid as tablets were not primarily designed to watch movies and so this receives a mark. The second answer receives no marks as MP3 players are primarily designed for music listening and this is the example given.

#### **Q04d**

Learners found this question quite difficult as many appeared to confuse narrative structure with narration or voice over. A lack of understanding of narrative has been a feature in this paper in previous series.

**This response received two marks**



Both Linear and Non Linear are valid narrative structures so this receives two marks.

**This response received one mark**

Todorov Theory describes a three-part narrative with disequilibrium / disruption, progress or battle followed by a new equilibrium at the end. This can be credited as a narrative structure so receives one mark. Happy ending can not be awarded a mark as it refers to an end point within a Todorovian narrative and this has already been offered as an example. If a learner gave an individual element of Todorov's theory e.g. Equilibrium this would have been credited, but only once.

### **Q05a**

This multiple choice question that required learners to the type of lighting used in this picture with overall with the majority of them able to choose the correct response D.

**Q05b**

This question, which as many similar in previous series asks the learner to identify two separate stylistic codes present in the poster and explain how they create meaning for the audience was less well answered than expected (from the performance seen in previous series). It is important that learners are well prepared to discern between stylistic codes and content and that they are able to explain their answers properly to gain marks in this type of question.

**This response received four marks**

This is an excellent answer. The learner has given two separate and valid stylistic codes used in the poster (1. The bold font and 2. The positioning of the subjects so that their faces are obscured). For each of these codes, there is an explanation about what meaning this communicates to the audience (1. The seriousness of the topic and 2. That the focus of this poster is not personalities but the campaign and message). This can receive two marks for each explained identification of a stylistic code in the poster.

**This response received two marks**

The first part of the answer refers to the posing and arrangement of the subjects (with the arms of people of different ethnicities producing a contrast) which is worth one mark as a stylistic code. The answer then goes onto to explain why this creates meaning for the audience (creating a sense of togetherness and equality) for the second mark. The second response in the answer is not valid as it refers to the strapline or content and not any stylistic code so this can not be credited with any marks.

### **Q05c**

Most learners were able to identify valid, analogue publishing (or print products) although many were unable to categorise media products in this way. The first section of the unit specification categorises sectors, products, devices and platforms and it would be an important starting point for learners to be comfortable with this concept as a basis for this unit.

**This response received two marks**

This answer gives posters (one mark) and leaflets (second mark) so is awarded two marks in total.

**This response received one mark**

Radio is not a valid analogue publishing product so does not warrant a mark.  
Billboards, however, is a valid analogue publishing product so is awarded a mark.

**Q05d**

There were some very sophisticated answers to this question although too many learners were unable to separate the style and the content of their proposed video advert to support this campaign. It would be good preparation for learners to practice doing this (as communicating an idea to a commissioner) in order to develop the skills needed for this examination.

**This response received seven marks**

thing is brighter when people unite and accept others for who they are. Moreover, they could continue on the use of models from different ethnicities and races. This means they can appeal to a wider audience and it can successfully promote the Mutual Respect and Tolerance Movement.

Another code they could use would be props. For example strong knots of a ship would suggest strong bonds

and relationships. This means people viewers will subconsciously be attracted to their campaign as it promotes

good messages.

Furthermore, they could use an inspiring location, <sup>or setting</sup> perhaps a rainforest to convey the wide diversity that they stand for. Or simply a well known city to suggest mutual respect and tolerance should be promoted further in everyone's everyday life.

Moreover, they could continue to use mise-en-scene ~~to~~ by actions

their movement.

This answer gives a range of mostly valid stylistic choices that the director could make and in each case the learner justifies their inclusion by relating the stylistic code to a meaning for the audience. In order to reach the very top marks for this question the learner could have been more structured in their approach to describing how style would be used in the product (perhaps taking the reader through a particular sequence) and there could be more ingenuity or creativity in some of the decisions made. These omissions restrict the answer to the bottom of the top mark band.

### This response received four marks

(d) The Mutual Respect and Tolerance Movement wants to create a short moving image advert to promote its campaign.

Discuss what stylistic choices the director might make to create meaning for the audience.

(8)

One stylistic choice the director might make to create meaning for the audience is darkening of the scene. This is when after showing the short moving image the editors attach a dark filter to the scene. This could be used to truly show the sad effect they are trying to show the audience as well as people are suffering in real life about the lack of respect which leads to depressing thoughts. This can also send a powerful message to who ever is suffering and proving that they are not alone. Secondly, if stands out! Now days all people see is bright colours and smily faces and this being different draws a tension from others.

In this response we have an example of a learner who has taken one point and attempted to go into a high level of detail about it. Although there are some strange explanations about how the effect described in this answer could be achieved (applying a dark filter to the camera lens is an unlikely approach), it is clear that the learner has thought about a stylistic choice (the low key lighting of the product) and the impact this will have on the audience. The learner has then gone on to justify why this would be a good decision to make (the contrast with current practice). This is an example of a small range of points (pulling the score towards the bottom of the mark scheme) that have been well-argued (pulling the score back towards the top). In this case, a best-fit approach puts the score at the bottom of the middle mark band.

## Summary

Based on their performance on this paper, learners should:

- Revise using the terminology in the unit specification and create a glossary so that they understand each element. All parts of the specification are in scope for this examination
- Differentiate between style and content of media products
- Use appropriate technical language throughout their responses, i.e. Use the correct names such as lighting techniques, high key lighting, silhouette, shot types and angles etc.
- Tailor their response based on the command word in the question, e.g. explain will require an expansion of a point, discuss requires looking at both possible points/arguments, evaluation will require some form of conclusion.
- Use the number of marks awarded as a guide to the depth of response required.
- Know the different theories be able to apply them in different contexts
- Have a clear understanding of the different stages of product development as set out in the unit specification
- Have a clear understanding about the difference between media products, devices, formats and platforms as set out in the unit specification





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