

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# ***DIGITAL MEDIA***



**05843–05846, 05875**

## **Unit 1 Summer 2019 series**

Version 1

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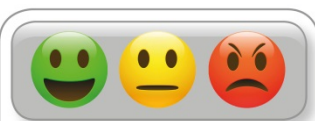
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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

## Paper Unit 1 series overview

A number of centres had used the online resources provided by OCR to support the teaching and learning of Unit 1 for candidates. However, it is also clear that some centres would benefit from referring more closely to the teaching guidance in both the specification and delivery guide about the importance of guiding candidates to discuss specific, contemporary digital media products and their target audiences when answering questions. In this session, it was also evident that key concepts about media industries, such as *synergy*, were not always applied correctly to case studies used. It was notable, however, that some wider theoretical ideas such as *Uses and Gratifications* and *Moral Panics* were used to support answers to questions about why audiences use media products and the impact of technological convergence. Less successful in this series were answers to the extended response questions, with some candidates not able to fully explore editing techniques for video or print products (Q7), and using non-contemporary case studies such as *Child's Play 3* and *A Clockwork Orange* to support points on the debate about whether digital media products make people commit acts of violence (Q10).

## Section A overview

Responses to the Section A questions clearly demonstrated that centres had been preparing candidates to analyse data from audience research organisations. Less successful was the overall understanding of key terminology such as *circulation* and *readership*, meaning that responses were not always clear or correct.

### Question 1 (a) (i)

1 Use Fig. 1 and Fig. 2 and your own knowledge to answer the following questions.

(a) (i) Identify **two** interpretations that can be made about the audiences of BBC1 and BBC2 in July 2018.

1.....

2.....

[2]

### Question 1 (a) (ii)

(ii) Identify **two** interpretations that can be made about the audiences of ITV1 and ITV2 in July 2018.

1.....

2.....

[2]

Candidates in the main were able to identify direct interpretations from the BARB data, such as audiences of BBC2 liked more niche content than audiences of BBC1, and audiences of ITV2 enjoyed reality TV shows over the soaps shown on ITV1. Benefit of the doubt was given to candidates who responded with observations that certain channels were watched by *mainly* males or females or young or older people, however it should be noted that these were not strictly interpretations rather explanations as to why football or soaps, for example, were popular.

### Question 1 (b)

(b) Suggest **three** reasons that might explain any of the interpretations you made in part 1(a).

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3.....  
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[6]

Answers that considered the date and context of the BARB data when providing explanations to interpretations made in Q1 (a) were pleasing to see and given credit. For instance, some of the best responses discussed the importance of the World Cup and patriotism on viewing habits across BBC1 and ITV1. Others that referenced the time of year that *Love Island* is on ITV2 as part of the build to the summer holidays clearly demonstrated a wider understanding about television programmes and targeting of audiences.

### Question 2 (a)

2 Use Fig. 3 and your own knowledge to answer the following questions.

(a) Explain **two** possible reasons that the Metro has had the smallest change in its year-on-year circulation figures.

Use your wider understanding about print products and examples to support your answers.

1.....  
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2.....  
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[4]

While some centres, particularly those located in the London area, had heard of the *Metro* and recognised it was a free newspaper available at 'Tube stations and on buses', others had not given candidates the opportunity to investigate a range of different print products. As discussed in the Section overview, the term 'circulation' provided difficulties for some candidates. However the best responses to the question did recognise that, as a free newspaper, people were still likely to read the *Metro* on their way to work, whereas with other newspapers, such as *The Sun*, they have to be paid for so people will be more likely to access news on their mobiles and tablets for free before buying a print product.

### Question 2 (b)

(b) Explain **one** reason why *The Sun* has a higher circulation than the *Daily Mail*.

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..... [2]

There were some interesting responses to this question that clearly showed understanding of *The Sun's* popularity with mainstream and youth audiences. Responses that discussed social grade and celebrity culture to explain why *The Sun's* circulation was higher than the *Daily Mail* demonstrated centres had taught candidates about the key print products in the UK. Less successful responses tried to link the circulation figures to political bias. Centres are advised that if political allegiance of the UK press industry is taught, then candidates should be given the opportunity to discuss this using examples of the types of articles in the respective newspapers.

### Question 2 (c)

(c) Media institutions need to identify future market possibilities so that they are successful.

Explain **two** ways that the *Sun* and/or the *Daily Mail* could increase their circulation and readership.

Use your wider understanding about digital media products and examples to support your answers.

1.....

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2.....

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..... [4]

It was pleasing to see for this question that candidates came up with creative ways to increase the circulation of *The Sun* and/or *Daily Mail*. Many referenced changes to price, marketing and advertising, and giveaways. Answers were rewarded that showed an understanding of the way that younger markets could be targeted through apps and online content. However, answers that simply suggested the newspapers could have a website did not demonstrate understanding that contemporary digital media products have supporting online content as part of modern methods of distribution and audience reach.



## Section B overview

Responses to the Section B questions demonstrated that centres are teaching theoretical ideas about the macro concepts of narrative, genre and representation, along with ideas about moral panics and audience effects theories and debates. Less successful was the overall application of concepts to contemporary case studies in chosen digital media sectors.

### Question 3

3 Explain **two** benefits of synergy for specific conglomerate institutions you have studied.

1 .....

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2 .....

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[4]

As discussed in the introductory overview, the concept of *synergy* was not consistently understood by candidates with some confusing it with vertical integration. Examples of digital media products made by conglomerates, such as Disney or Sony, given to explain synergy were often factually incorrect. The best responses discussed the impact of synergy for a specific product or brand, such as *The Avengers*, and also linked the concepts of cross marketing and horizontal integration to this. Benefits such as new business opportunities, maximising profit and increased efficiency in audience reach were all correct answers.

### Question 4 (a)

4 (a) Identify **two** disadvantages of working for an independent digital media company.

1 .....

2 .....

[2]

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### Question 4 (b)

(b) Explain **one** way that you could overcome **one** of the disadvantages you identified in part 4(a).

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.....[2]

This question required candidates to discuss the disadvantages of being an independent media company and how this could be resolved. Answers were consistently good and correct for both Q4 (a) and Q4 (b) with many referencing lack of marketing/distribution opportunities and funding as being disadvantages of being an independent company. It was clear that centres had taught concepts such as joint ventures, as this was cited as being a good way to overcome any potential disadvantages with companies such as Warp Films, Channel 4 and Studio Canal referenced to support points made.

### Question 5

5 Explain **two** different ways that media research organisations can collect data.

Use examples to support your answer.

1 .....

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2 .....

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.....[4]

The best answers to this question referenced media research organisations such as PamCo, BARB and RAJAR and outlined the correct methods used to collect data from audiences and there were many responses that cited specific products, such as *BBC Radio 1 Breakfast Show*, and how organisations could reach a specific target audience. Less successful responses had simply provided a method such as 'using a survey'. While this was credited, answers that simply said primary or secondary research were not. Centres should also note that on questions that specifically ask for examples marks are given for this.

### Question 6

6 Identify **two** ways that technological convergence has had an impact on the distribution of media products. Explain **one** advantage of **each** way.

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[6]

This question was consistently answered well with the majority of candidates using their understanding of how convergence has had an impact on music, TV and film distribution in particular. Terminology such as *'blackbox device'*, *'prosumer'*, *'crowdsourcing'* and *'crowdfunding'* were also used to support answers, demonstrating holistic and synoptic learning from Unit 6.

### Question 7

7\* Discuss how editing techniques contribute to creating narrative with reference to a digital media product and theories you have studied.

Use examples to support your answer.

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[12]

As discussed in the introductory overview, this question often lacked an understanding of specific editing techniques. For moving image products, there were only a few answers that consistently understood how continuity and non-continuity editing techniques such as *action match*, *eye-line match* and *flashbacks* could be used to create narrative. However there were more responses that clearly showed an understanding of narrative theory such as *Binary Opposition*, *Stock Characters*, *Narrative Structure*, and *Enigma Codes*. Some candidates also used genre theory to discuss how narratives were created in genres such as Sci-Fi and Action. Centres are reminded that micro elements including editing should be taught as per guidance in the specification to allow candidates to access the full range of marks available.

### Question 8

8 Explain **three** reasons why audiences use media products.

Use examples to support your answer.

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[6]

This question demonstrated that candidates have learnt why and how audiences use and interact with media products. The *Uses and Gratifications* theory was successfully applied in many responses, despite the question not specifically asking for this, which was extremely pleasing to see. Equally *Altman's* genre theory of '*pleasures*' also allowed candidates to show wider understanding of why audiences use and enjoy media products. A high number of candidates also gained full marks on this question for relevant and specific examples.

### Question 9

9 Explain **two** ways that a newspaper and a radio station might use social media differently.

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2 .....

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[4]

Many candidates did not read this question in terms of providing two ways a newspaper and a radio station might use social media differently, however responses that had one correct way for each sector were given a mark for each. The best responses clearly understood the difference in terms of the content of newspapers and radio shows and some used examples such as how *The Sun* and *Capital Breakfast Show* use social media. For newspapers, candidates discussed breaking headlines and exclusives, for radio stations candidates discussed the requirement for audience interactivity and competition entries.

### Question 10

10\* 'The content of digital media products makes people commit acts of violence.'

Discuss the statement based on digital media products you have studied.

Use contemporary examples and theoretical ideas to support your answer.

[20]

Some centres have clearly continued to take on board feedback about the importance of teaching key audience and media effects and regulation theory and terminology. The question is intended to invite debate meaning that candidates gained marks even if they had limited debate because they were able to argue their point of view. The suggested theories such as *passive v. active audiences*, *desensitisation*, and *copycat behaviour* were included by many candidates who had to directly address the statement about whether '*the content of digital media products make people commit acts of violence*'. Most candidates were also able to discuss regulatory bodies correctly when discussing age ratings and impacts on children, showing they had engaged with the content of the specification. As discussed in the introductory overview, some candidates again used the 1993 Jamie Bulger case and *Child's Play 3*, citing it as 'proof' that media products cause people to commit acts of violence. Other non-contemporary media products that were discussed included *A Clockwork Orange*, Marilyn Manson songs, *Doom* and *Skins*. Successful answers included examples from contemporary digital products such as Drill music, *Fortnite*, and *Stranger Things*. Answers where minimal or no reference was made to contemporary products therefore limited marks. Centres should ensure candidates are taught using up to date examples that are discussed or used in popular debate about the wider topic.

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