

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **DIGITAL MEDIA**

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**05843–05846, 05875**

**Unit 2 January 2022 series**

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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.

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## Unit 2 series overview

This series provided candidates with the opportunity to demonstrate their knowledge of pre-production and planning process involved in a brief centred around planning a photoshoot for a new boyband for a record label. On the whole candidates were able to understand research methods and identify the advantages and disadvantages of pre-production documents and processes in relation to the brief.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• Understood the difference between primary and secondary research</li> <li>• Demonstrated they could break down client requirements</li> <li>• Could link specific team job roles to different pre-production tasks and planning materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Confused legal and ethical issues</li> <li>• Did not understand the requirements, format or purpose of a call sheet</li> <li>• Did not demonstrate knowledge of documentation used for recording research findings.</li> </ul>

## Section A overview

Once again, candidates had clearly been prepared successfully to work to a set brief. The majority of candidates were able to identify and understand client and audience requirements, job roles across media sectors, and the ethical and regulatory considerations needed when planning a media production.

### Question 1 (a) and 1 (b)

1 (a) Identify **four** client requirements from the product brief.

- 1.....
- 2.....
- 3.....
- 4.....

[4]

(b) Explain how Raphael could fulfil **one** of the requirements identified in part 1(a).

- .....
- .....
- .....
- .....
- .....
- .....
- .....

[3]

There were very few candidates that did not achieve at least 3 marks in Question 1 (a) with most candidates achieving a full 4 marks. This shows that candidates had been successfully taught how to interpret client requirements as professional practitioners. Responses to Question 1 (b) were almost unanimously linked to Question 1 (a) responses with plausible explanations of how Raphael could fulfil one of the client requirements receiving at least 1 out of 3 marks.

### Question 2 (a) and 2 (b)

2 (a) Identify **two** ethical issues that Calvin will need to consider when designing the costumes for the photoshoots.

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

(b) Explain **one** way that Calvin could resolve **one** of the ethical issues identified in part 2(a).

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[3]

Most candidates were able to correctly identify two ethical issues for Question 2 (a) instead of legal issues. It is clear centres are teaching the difference between the two. Ethical issues suggested related directly to the brief. These included the age of the target audience and appropriateness of costumes of the boy band and ensuring that any potential offence to different cultures and religions through language on the costumes was considered. For Question 2 (b) many responses identified ways that the audience and community groups could be involved in discussions about ethical considerations through methods of primary research, clearly showing candidates' ability to use the skills developed across the unit as a whole.

### Question 3 (a)

3 (a) Explain **two** ways that Amber could conduct research into techniques used to photograph boy bands.

1.....  
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2.....  
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**[6]**

Responses to Question 3 (a) gave candidates the opportunity to show their understanding of how to research information. Many candidates cited primary methods that Amber could use that demonstrated understanding of her job role, such as speaking to her magazine contacts and music industry links. Secondary methods were also given, including Amber could read a book on photography techniques from the library. If explanations did not relate to the brief or were vague responses, such as stating 'conduct survey', marks could not be given.

### Question 3 (b)

(b) Identify and describe **one** way that Amber could record the findings of her research.

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..... **[3]**

Responses to Question 3 (b) were not as strong as to Question 3 (a), with many candidates suggesting that using a mind map or a mood board are suitable ways to record research findings. The most successful responses showed understanding of project management tools, spreadsheets and online collaborative software with version control and opportunities for online collaboration cited as advantages.

**Key point call out**

It is important that candidates know how to store and send research findings. Project management tools and online cloud systems should be taught as part of organising research.



### Question 4

4 Identify **two secondary** sources that Calvin could use to research make-up to use on the photoshoots.

1.....

2.....

[2]

Question 4 was answered well by most candidates and there were less responses that confused primary and secondary research. The best responses referenced secondary sources that were appropriate for the brief, such as make up tutorials on YouTube or tips from influencers in magazines or Instagram.

### Question 5 (a) and 5 (b)

5 (a) Raphael is responsible for organising the lighting equipment for the photoshoots.

Identify **three** pre-production documents that Raphael could use to communicate his ideas about the lighting equipment and set-up to the rest of the team.

1.....

2.....

3.....

[3]

(b) Explain **one** potential drawback of using **one** of the pre-production documents identified in part 5(a).

.....

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..... [2]

Responses to Question 5 were less successful and it was clear that some candidates had not had the opportunity to look at a range of different pre-production documentation where set design, floor planning and lighting set up is used to communicate ideas. Many responses cited mind maps and mood boards and SWOT analysis which were incorrect. As a recommendation, centres should make sure that candidates have had the opportunity to investigate all the pre-production documentation on the specification as part of teaching and learning for this unit, particularly those documents that are used past the initial idea generation stage of planning a production.

### Question 6

- 6 The Snap City team need to plan the pre-production process in order to successfully complete the requirements of the brief.

Discuss how a **production schedule** and **project management software** could be used to plan the pre-production process. Explain the suitability of both planning methods.

[10]

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Many candidates demonstrated that they understood the purpose of both a production schedule and project management software. Candidates were clearly able to look at the advantages and disadvantages of each in the context of planning as part of a team. The most successful responses linked explicitly to the brief citing members of the Snap City team and who might use what document and when in each of their roles. So that candidates gain maximum marks, centres are reminded to make sure candidates attempt to fully link their responses to the set brief.

### Question 7

- 7 Explain **two** target audience factors that Amber will need to consider before taking photographs of the band.

1 .....

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2 .....

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[4]

Answers to Question 7 allowed many candidates to expand on ethical issues addressed in Question 2. The most successful responses raised the age range of the audience, gender and ethnicity as target audience factors, with many having a clear explanation as to why Amber would need to consider this. Unsuccessful responses referenced the 'boy next door' image, which was not an audience factor, or suggested that Amber would need to look at legal issues, such as copyright, before taking pictures.

## Section B overview

Section B demonstrated that many candidates were able to produce pre-production documents that they are familiar with, particularly if they had studied the Level 2 Cambridge National in Creative iMedia where visualisation diagrams and mock ups are regularly used for mandatory coursework units. Some candidates were less successful at replicating more sophisticated pre-production documents, such as call sheets. The extended response evaluation question proved to be well-written in the main, with candidates either able to link a SWOT analysis to the business as per the requirements of the question or the brief, which was credited.

### Question 8

- 8 You are planning some of the group photographs of all four members of 'Power Up'.

In the space provided, draw a **mock-up** of a band photograph that could be used as an album cover. Show that you have considered MGUK's requirements.

Marks will be awarded for:

- content
- fitness for purpose
- use of annotations to justify your decisions.

[8]

Many responses to this task were extremely impressive and it was clear that candidates have had extensive practice in creating mock ups/visualisation diagrams. If candidates had drawn a cover of an album credit was given. Centres should remind candidates that annotations to justify decisions of colour and imagery should be detailed to fulfil the requirements of the mark scheme and reach the top marks.

### Question 9

- 9 Raphael has asked you to help create documentation so that the logistics of the photoshoot are understood by the team.

In the space provided, create a **call sheet** that outlines the equipment, personnel, resources and transportation that will be required for the photoshoot.

Marks will be awarded for:

- content
- layout
- fitness for purpose.

[10]

Responses to this task were less successful and it was clear that some candidates have not had the opportunity to look at the purpose and therefore layout or content of a call sheet. Some candidates confused a call sheet with a production schedule, and others simply listed information, such as equipment, that would be required for a photoshoot. Centres should make sure that candidates have had the opportunity to investigate all the pre-production documentation in the specification as part of teaching and learning for this unit.

### Question 10

**10\*** Amber wants to understand how completing the brief will impact on Snap City. She is therefore going to conduct a SWOT analysis based on the information from MGUK.

Evaluate the effectiveness of using a SWOT analysis as part of the pre-production and planning process. Refer to the content from the set brief to support your answer.

**[20]**

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Most candidates clearly knew what a SWOT analysis was used for and when one would be used as part of the pre-production and planning process. It is a process that was familiar to candidates, and this was shown with responses that clearly demonstrated why a production team would use on. The best responses linked fully to the brief, with team members and job roles cited. The advantages and disadvantages for Snap City were shown with specific examples linked to the brief. Excellent examples included threats from other competitors in the music photography sectors. As per the requirements of the question, other more potentially appropriate documents needed as part of the process were suggested such as reces and risk assessment for location photography. Less successful responses did not link a SWOT analysis to the brief. Candidates should be encouraged to do this, particularly on the extended response question to show their understanding of working in a given production context.

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