

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 1 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 1 series overview

It was good to see that centres had taken on board advice about the importance of using contemporary examples of digital media products to show wider understanding of the different industry sectors and debates. Section A was answered well with many candidates clearly able to interpret and explain data, again demonstrating their understanding of the wider impact of how industries, such as radio, target a variety of audiences. Section B was, in places, less successful with a high proportion of candidates not able to identify relevant production techniques.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Used contemporary examples of digital media products when required by the question • Used suggested theoretical ideas appropriate for the extended response questions. 	<ul style="list-style-type: none"> • Could not accurately identify elements of mise-en-scene • Used outdated examples to support points about the media effects debate.

Section A overview

It was pleasing to see that candidates were engaging with key concepts such as demographics and audience targeting to show understanding of LO4 and LO5.

Question 1 (a) (i) and 1 (a) (ii)

1 (a) (i) Identify **three** interpretations that can be made about how people access audio media.

- 1
- 2
- 3

[3]

(ii) Explain the **term** 'On Demand music service', which is used in **Fig. 1**.

-
-
-
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-
-

[3]

In Question 1(a) (i) candidates were, in the main, able to successfully interpret the most/least popular ways that audio media was accessed. Less successful answers included one-word responses that did not show understanding of methods of accessing audio media. Most candidates were able to answer Question 1 (a) (ii) successfully, providing examples from their own consumption by citing services such as Spotify and Deezer.

Question 1 (b) (i) and 1 (b) (ii)

(b) (i) Identify **two** interpretations about the consumption of live radio.

1

2

[2]

(ii) Explain **one** reason for **one** of the interpretations you have made in **1(b)(i)**.

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

As with the previous question, for Question (b) (i) candidates were able to provide two correct interpretations about the consumption of live radio, with many citing age as a way of providing two distinctive answers. Question 1 (b) (ii) again demonstrated that most candidates understood how radio consumption has changed over time, identifying that older audiences grew up with analogue radio and therefore preferred to use this over DAB services. Key terms used in this answer included convergence and simulcasting.

Question 2 (a) and 2 (b)

- 2 (a) Identify **four** interpretations about the most watched programmes on TV in the week 15th July 2019 to 21st July 2019.

1

2

3

4

[4]

- (b) Explain **two** possible reasons why there is a difference between the devices used to consume Coronation Street and Love Island.

1

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2

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[4]

An understanding of the different products that target different age groups was again evident in Questions 2 (a) and 2 (b). This was particularly noticeable when discussing the reasons that different devices were used at different times of the evening.

Section B overview

Responses to this session demonstrated that candidates understood key concepts such as synergy, media ownership, the purpose of audience feedback and the media effects debate. Less successful responses showed a lack of knowledge about job roles, media production techniques and the purpose of a PEST analysis.

Question 3 (a) and 3 (b)

3 (a) Identify four digital media industry sectors.

1

2

3

4

[4]


(b) Explain how one product from a digital media industry sector you have studied has been distributed using online technologies.

Product:

Explanation:

[3]

Question 3 as a whole demonstrated that many candidates understood the different types of digital media sectors. Incorrect responses for Question 3 (a) were those that referenced the name of a company rather than an industry sector. Centres should fully explore all aspects of LO1.

	<p>AfL</p>	<p>Examples of digital media sectors should be taught with reference to names of real companies.</p>
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Question 4 (a)

4 (a) Identify **three** ways that vertical integration benefits conglomerate companies.

- 1
- 2
- 3

[3]

Question 4 (a) was answered well with candidates able to clearly show understanding of the difference between vertical integration and horizontal integration and why it is beneficial to control production, distribution and consumption/exchange.

Question 4 (b)

(b) Explain **one** reason why media institutions use synergy. Use examples to support your answer.

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[3]

In Question 4 (b) candidates were able to show understanding of synergy. Less successful answers did not use examples to support their points. Centres are reminded about the importance of embedding exam technique into teaching and learning when discussing the core concepts and the need to use examples.

Question 5

5 Identify **two** post-production job roles and explain how each job role contributes to the production of a media product.

1

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2

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[4]

The most successful answers were those such as editor, special effects artist and audio dubber. Credit was also given for candidates that cited advertising and marketing for this answer as they clearly understood the importance of linking post-production to promotion and therefore the process of production as a whole. Some candidates lacked understanding of the term 'post-production'. Scriptwriting, casting and storyboarding were often incorrectly cited as post-production job roles.

Question 6

6* Discuss how mise-en-scène techniques contribute to creating representations in a media product you have studied.

Use examples of specific techniques to support your answer.

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..... [12]

Higher performance answers referenced theories from Perkins, Dyer, Mulvey, Hall and Alvarado. Case studies such as Harry Styles' 'Watermelon Sugar', *Halloween* and *Love Island* provided a basis for excellent analyses linked to representations of gender and sexuality. Some of the most successful answers also incorporated ideas such as Naomi Wolf's 'beauty myth' in magazines and Carol Clover's 'final girl' in horror. Other candidates lacked understanding of the elements of mise-en-scène, with the theoretical concept of representation mistaken frequently for simply 'how meaning is created'. Centres are advised to fully explore production techniques, so that it is clear to students that camerawork, editing and sound are distinct from mise-en-scène.

	Misconception	Production techniques of camerawork, editing and sound are not part of mise-en-scène.
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Question 7 (a)

7 (a) Identify **four** advantages of completing a PEST analysis when producing a media product.

- 1
- 2
- 3
- 4

[4]

Many candidates did not understand what a PEST analysis was or what it is used for. Many also confused this with a SWOT analysis. Centres are reminded to fully teach the entirety of the specification and all key terms.

	<p>OCR support</p>	<p>The delivery guide for U1 lists the key terminology in the specification. Cambridge Technicals in Digital Media Delivery Guide - Unit 1 Media products and audiences (ocr.org.uk)</p>
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Question 8

- 8 Identify and explain **two** advantages of using a subscription streaming service to access digital audio-visual content.

1

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2

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[4]

Question 8 demonstrated candidates' knowledge of modern subscription services and many referenced Amazon Prime and Netflix as part of their answer. The more successful responses were those that compared the freedom and wealth of content available on streaming services, as opposed to buying separate DVDs or paying a public service licence fee for content they might not watch.

Question 9

9* 'Digital media products have only positive effects on consumers.'

Using your knowledge about the effects of digital media products and the reasons why people use digital media products, discuss the accuracy of this statement.

Use examples to support your answer.

[20]

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The requirements for the extended response question that test knowledge of LO6 had been well taught by centres. It was clear that candidates understood the need for debate. Some texts that were used to support points were not contemporary and so it was difficult for candidates to fully link them to points they made about the effects of products in contemporary society. There were some well researched case studies such as the Devious Lick social media trend, the social media Bic challenge, *Blue Story*, *Grand Theft Auto*, problems with fake news and moral panics during lockdown and the effects of modern social media channels on celebrities such as the late Caroline Flack. Theory was used correctly by many candidates and Cohen, Gauntlett, Gross and Gerbner and Packard were referenced. Some candidates referred to theories, such as Todorov and Levi-Strauss, which were not relevant to the demands of the question. Overall, it was pleasing to see candidates engaging with theory and media products. *It's a Sin* and Cardi B music videos were well analysed and proved to be stand out case studies.

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