

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **DIGITAL MEDIA**

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**05843–05846, 05875**

**Unit 1 Summer 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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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, although a lack of understanding about the term social grade was evident. Section B proved successful in terms of understanding of how digital technologies could be used to advertise media products. An understanding of genre theory and production techniques was clear. Unlike in previous sessions it appeared that some candidates had not been prepared to answer a question on public service broadcasting or media regulation and copyright.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• used examples of digital media products when required to by the question stem</li> <li>• used suggested key terminology and/or theoretical ideas appropriate for the extended response questions.</li> </ul>	<ul style="list-style-type: none"> <li>• did not read questions carefully</li> <li>• could not identify a public service broadcaster</li> <li>• could not identify examples of production techniques</li> <li>• wrote an unfocused / learnt response to Question 9.</li> </ul>

## Section A overview

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

### Question 1 (a)

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

1 (a) Identify **one** trend in how audiences access BVOD services.

..... [1]

### Question 1 (b)

(b) Define the term 'portable device' and explain how it relates to the consumption of BVOD services.

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

In Questions 1 (a) and 1 (b) most candidates were able to successfully interpret trends in how audiences access BVOD services and clearly understood the link between portable devices, such as a mobile, tablet and laptop, and how audiences access BVOD. The best answers referenced how people were able to download apps such as iPlayer to their mobiles or why TV was preferred as a viewing device over a portable one.

## Question 2

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

2 (a) Identify **three** interpretations that can be made about the daily distribution of SVOD services in the UK.

1 .....

2 .....

3 .....

[3]

## Question 2 (b)

(b) Explain **two** reasons for **one** of the interpretations identified in 2(a).

Interpretation number from 2(a) .....

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

In Questions 2 (a) and 2 (b) most candidates were able to successfully interpret trends in how audiences access SVOD services and were able to explain why, for example, Netflix had dominance in the market and Disney Life (now Disney+) had less subscribers. The best answers referenced Netflix Originals, Amazon Prime accounts and the fact that Disney Life was targeted towards children and families.

### Question 3 (a)

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

**3 (a)** Identify **three** interpretations that can be made about the relationship between social grade and the consumption of print and digital publishing brands.

1 .....

2 .....

3 .....

**[3]**

Question 3 (a) was not answered correctly in the main. Either candidates did not read the question carefully and simply gave three interpretations of the data, with many responses referencing age and gender, or social grade was misunderstood. The most successful answers referenced differences between ABC1 and C2DE or used terms such as upper and working class.

#### Assessment for learning



Make sure that candidates fully understand the term social grade and how this has an impact on consumption of media products, including how producers target audiences. A task could be given to compare the front covers of *Tatler* and *Take a Break* magazines to explore how women of different social grades are targeted.







Responses to Question 4 (a) saw some evidence that candidates had been taught the Reithian remit that the BBC should 'inform, educate and entertain'. There were also many responses that were incorrect or vague such as 'PSB is free' and 'it can be accessed on a portable device'. Question 4 (b) was similarly mixed in terms of demonstrating accurate understanding of public service broadcasters. While some candidates gave successful answers of BBC and Channel 4, other responses showed that candidates believed Netflix, Sky, and Disney/Marvel were public service broadcasters. Centres are reminded of the need to teach key concepts in LO1.

**Misconception**



PSB is funded by the licence fee. It is not a free service. To teach this, centres could look at [www.tvguide.co.uk](http://www.tvguide.co.uk) and compare the different types of programmes between BBC1 and Sky Max.

**Question 5 (a)**

5 (a) Identify **two** ways that horizontal integration can be used to promote a digital media product.

1 .....

.....

2 .....

.....

[2]

Question 5 (a) was answered successfully by most candidates who referenced the use of subsidiaries and synergy as two correct answers. Vague responses included 'advertising on social media' which was not in enough depth to show understanding of the concept.









## Question 9

9\* 'It is **impossible** to stop people breaking copyright laws in the digital age.'

Discuss this statement using your knowledge about media regulation, production and the distribution of digital products.

Use examples to support your answer.

[20]

There were some excellent responses that focused on music and film piracy as case studies, and services such as Napster, Limewire, YouTube, TikTok, Netflix and Amazon Prime were used to support arguments. Specific case studies such as Ed Sheeran's recent lawsuit and Muso reports about the increase in TV and film piracy during lockdown in 2020 were also cited. The most successful answers also used theory from Livingstone and Lunt and Curran and Seaton which discussed potential conflicts of media regulation in the digital age. Some candidates also wrote fluent responses that linked media regulation firmly to the media effects debate. These considered the wider social problems that occur because of copyright infringement and lack of media regulation, particularly across social media that is consumed in the main by young and digital native audiences. Some responses to Question 9 suggested that candidates had not covered the entirety of the LO6 content. LO6.2 debates contemporary media regulation, copyright, and legal issues, and it was clear that some candidates were not prepared for this

### OCR support



To further support teaching and learning for Unit 1 LO6 please refer to the OCR delivery guide for Unit 1 Media products and audiences. [Cambridge Technicals in Digital Media Delivery Guide - Unit 1 Media products and audiences \(ocr.org.uk\)](https://www.ocr.org.uk/qualifications/cambridge-technical-in-digital-media-delivery-guide/unit-1-media-products-and-audiences/)

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