Cambridge Technicals
Digital Media

Unit 6: Social media and globalisation

Level 3 Cambridge Technical in Digital Media
05843 – 05846 & 05875

Mark Scheme for June 2022

MARKING INSTRUCTIONS

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.

5. **Crossed Out Responses**
    Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

    Rubric Error Responses – Optional Questions
    Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (eg 'can't do', 'don't know')
   - OR if there is a mark (eg a dash, a question mark) which isn't an attempt at the question

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)

8. If you have any questions or comments for your team leader, use the phone, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11.   **Annotations**

RM stamp	Meaning of annotation
✔	Tick (**Q 1- 4** indicates correct mark) **For Q6**, use the tick to indicate "traditional advertising"
Highlight pen ✎	Used for **Q5** to highlight comparisons between social media channels
S	Social media
✖	Cross
?	Unclear
∧	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
BOD	Benefit of the Doubt
REP (large)	Repetition of the brief
rep (little)	Repetition
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
L5	Level 5
⦚	Not relevant to specific question
R	Rubric

Question		Answer	Mark	Guidance
Section A				
1	**(a)**	ONE mark per product, e.g. (max 4 marks) • Zoom (1) • Skype (1) • FaceTime (1) • Facebook Messenger call (1) • Whats App video call (1) • Any other valid response.	4 1.1	Discord Asana video calls Houseparty
1	**(b)**	ONE mark for the way it impacts on globalisation, TWO marks for expansion: e.g. • Contact in real time to other side of globe (1), so members of team can interact together (1) without the need to fly or visit physically. (1). • Can be recorded (1) so international staff in different time zones still have all meeting information (1) and feel included in discussion with team members on other side of world (1). • Any other valid response.	3 1.3, 2.1	Global village
1	**(c)**	ONE mark for each disadvantage, e.g. (max 2 marks) • Cultural imperialism (1) • Lack of diversity of media content (1) • Cheap labour in Third World countries (1). • Any other valid response.	2 2.2	Any answer that links to business, economics and marketing should also be credited. The response should be industry focused, not audience focused. Do not award answers which could be deemed social media impacts e.g. racism, trolling, negativity. Credit: Benefits the wealthy Increased flow of inappropriate content Reduced competition Deregulation Reduced competition Differences in cultures Language issues (business to business, not business to consumer) Time issues (business to business, not business to consumer) Links to environment if in a business / media context.

Question		Answer	Mark	Guidance
2	(a)	ONE mark for understanding term, TWO marks for expansion, e.g. • Bad press that is shared through social media (1) by audiences or consumers (1) who repost the material to mock a brand or celebrity (1). • Images, memes or news articles shared quickly across the internet (1) that are satirical or scathing (1) and can do damage to a company, public figure or brand (1). • Any other valid response.	3 2.2	Could also discuss parody, sarcasm, memes Do not award one word answers, there must be an explanation to demonstrate understanding Reward real media examples which demonstrate understanding e.g. Amber Heard (social media and news media) Don't credit if they repeat the question **Credit** Trending Ruin brand image Popularised
2	(b)	ONE mark for social media channel, TWO marks for expansion, ONE mark for real example, e.g. • Instagram Video Maker (1) allows for short videos to edited and shared with logos and music (1) meaning house style is reinforced (1). This is evident from One Body Athletic gym where their brand logo and style is reinforced and linked to other content (1). • Facebook cover images and profile pictures (1) mean that brand logos and identity are clear for users and followers (1). This means followers have constant updates to share to their friends with similar hobbies and interests (1), such as the film I, Daniel, Blake being promoted more by audience members to reinforce the political point of the film (1) • Any other valid response	4 1.2, 1.3	For full marks a real product must be referenced. None media companies / brands e.g., clothing brands must be contextualised as part of an advertising campaign (e.g. more than one type of advert), not as a product in its own right. Looking at trends, methods used e.g. hashtags Don't credit responses which are not unique to social media
3		ONE mark for each negative impact, e.g. (max 2 marks) • Body image influenced by fake images (1) • Grooming of underage children (1) • Cyberbullying (1) • Trolling (1) • False news (1) • Any other valid response.	2 2.2	Accept one word answers e.g. Addictive Stereotyping

Question	Answer	Mark	Guidance
4	ONE mark for each legal consideration, ONE mark for suitable expansion, e.g. (max 4 marks) • IPSO regulations for official copy or press (1) so professionals need to think about whether they are breaking any editorial codes, such as slander, if they are linking to text written on their marketing material (1). • Data Protection (1) so media professionals need to think about gaining permission before they use their clients' testimonials and details before publishing names (1) • Any other valid response.	4 2.3	Anything which identifies a legal consideration (1 mark) and either how to avoid the consequence / contextualise the consequence itself (2) **Credit** ASA CAP code: misrepresentation Defamation Slander Libel Copyright Act Intellectual property rights / Trademarks Influencers making it obvious they are being paid Social media platforms and terms for service Freedom of Information act

Question	Answer	Mark	Guidance
5	Comparison of how **two** social media channels could be used to generate ideas for a new digital media product. **Level 3 - 6-8 marks** There will be a **thorough** comparison of how two social media channels can be used to generate ideas. Use of examples are **wholly appropriate**. **Level 2 – 3-5 marks** There will be a **sound** comparison of how two social media channels can be used to generate ideas. Use of examples are **appropriate**. **Level 1 - 1-2 marks** There will be a **limited** comparison of how two social media channels can be used to generate ideas. Use of examples are **sometimes appropriate**. **0 marks** – response not worthy of any credit.	8 1.2, 3.1	**Annotations** S (Social Media) EG (how it's used) Highlight – comparisons Add the level achieved E.g. LinkedIn; YouTube, Facebook, Twitter, Instagram, blogging, Pinterest, Google+, Tumblr, Flickr, SoundCloud, Spotify If a candidate only discusses one social media channel with one example – cap to 2 marks (L1) If there are 2 social media channels but no comparisons, then marks are capped to four (L2) To get above 4 marks, there must be evidence of comparison between two social media channels As part of this answer candidates are likely to discuss a range of comparisons of the different social media channels used to generate ideas, e.g. • Facebook (1) comment option allows people to give their opinions on a post (2) and then others can agree, disagree or expand (3). Whereas (4) Instagram (5) can be used to promote prototypes (6) to allow audiences to see a visual trial in action (7) with an option to subscribe in future to a new product launch. (8)

Question	Answer	Mark	Guidance
Section B			

6*	**Level 5 - 25-30 marks**
	Campaign plans will include an **excellent** understanding of how social media can be used to market the rugby team. There is a **comprehensive** discussion of marketing channels that will target the audience. Suggestions for creative campaign content and key milestones and deadlines will be **wholly appropriate** and **justified**. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.
	
	Level 4 - 19-24 marks
	Campaign plans will include a **good** understanding of how social media can be used to market the rugby team. There is a **considered** discussion of marketing channels that will target the audience. Suggestions for creative campaign content and key milestones and deadlines will be **appropriate** and **sometimes justified**. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.
	
	Level 3 - 13-18 marks
	Campaign plans will include a **sound** understanding of how social media can be used to market the rugby team. There is **a reasonable** discussion of marketing channels used to reach the audience. Suggestions for creative campaign content and key milestones and deadlines are **mostly appropriate** but there is **limited justification.**
	
	Level 2 - 7-12 marks
	Campaign plans will include a **basic** understanding of how social media can be used to market the rugby team. There is **some** discussion of marketing channels used to reach the audience. Content ideas discussed are **appropriate**.
		30
		
		1.1,
		2.1,
		2.3,
		3.2,
		3.3,
		4.1,
		4.2,
		4.3,
		4.4
			Annotations
			T – Terms; theory
			E.g. – Creative content related to social media channels / traditional advertising
			A - explaining and justification in relation to brief
			S – Social Media
			$\sqrt{}$ - Traditional Advertising
			
			The Level awarded should be added to the script
			
			The response will discuss:
			• Ways that the team could be promoted would be through interviews with key players and sponsors on Instagram, Facebook and Snapchat.
			• Social media and online distribution channels used to reach the audience e.g.
			  - How Twitter would be used in terms of countdown to the launch of the programme with different competitions from the sponsor, Tribal, to engage audiences.
			  - How a TikTok video might be used to target different age group than Instagram.
			  - How the house style and brand might be communicated across platforms.
			• How social media aggregation tools form part of the marketing campaign planning.
			• How a blended approach across social media and traditional advertising methods such as TV adverts, radio adverts and press can be used.
			• How audiences might respond to social media content – Facebook comments and engagement with Twitter posts (SEO), planned timescale for feedback on primary and secondary priority social media posts.

Question	Answer	Mark	Guidance
	Level 1 - 1-6 marks Campaign plans will include a **limited** understanding of how social media can be used to market the rugby team. There is a **limited** discussion of marketing channels used to reach the audience. Content discus ideas discussed are **sometimes appropriate.** **0 marks** – response not worthy of any credit.		Credit should also be given for: • Discussion of milestones and how to meet these targets using online tools. • How online comments can be used and when. For a Level 5 answer the ideas will be justified with reference to the case study goals, content and promoting the programme launch. (There are elements of synoptic knowledge in this question linked to Unit 1 – LO1 and Unit 2 – LO4) **Some examples of Terminology / Phrases which can be credited** Semantic Web Sales Funnel Generate Leads Build credibility Stay top of mind Drive to the sweet spot Earn referrals Strengthen relationship Sentiment analysis Brand Identity Synergy USP Folksonomy Digital Natives Niche Audience Mode of Address Data Management Algorithm Hashtags Content metrics Google analytics Social media aggregation

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