



Oxford Cambridge and RSA

Cambridge Technicals Digital Media

Unit 25: Research for product development

Level 3 Cambridge Technical in Digital Media
05875

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 question 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. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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.*)

Medium 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 (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: 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 send a brief report on the performance of candidates to their Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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

Annotation	Meaning
	Tick
	Cross
	Unclear
	Omission
	Terminology/Theory
	Use of examples
	Explanation, analysis, argument
	Too vague
	Benefit of Doubt
 (expandable)	Not relevant to specific question
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question

Ensure the Research Pages are marked as SEEN					
Question			Answer	Marks	Guidance
1	(a)	(i)	<p>FOUR programmes, e.g.</p> <ul style="list-style-type: none"> • Free Thinking (1) • Radio 1 Breakfast with Greg James (1) • Woman's Hour (1) • The Archers (1) • Any other valid response. 	4	<p>Only credit correct examples of programmes broadcast on public service radio.</p> <p>Do not accept channels Do not accept commercial radio</p>
		(ii)	<p>ONE mark for each technical convention TWO marks for expansion (MAX SIX marks), e.g.</p> <ul style="list-style-type: none"> • Informal peer-peer mode of address (1st) where they use slang when discussing different music genres (1) This is evident from my analysis of presenters such as Diplo on BBC Radio1 Xtra (1) • Use of cues when introducing news broadcasts (1st). This is evident from research of Radio 1 breakfast show when Greg James introduces the news broadcast (1) followed by a short sting of music (1) • Actuality (1st) using audio material recorded at the location (1). In a news programme it is usually someone talking/eyewitness account. (1) • Introduction (1st) a presenter would introduce the programme (1) usually using name and/or time check (1). • Any other valid response. 	6	<p>Answers must show that the candidate has researched the technical conventions of radio shows/production.</p>

Question			Answer	Marks	Guidance
1	(b)	(i)	<p>ONE mark for each appropriate primary definer, TWO marks for expansion (MAX SIX marks), e.g.</p> <ul style="list-style-type: none"> • member of the public (1st). This is useful because listeners are also members of the public (1) and an example of this was when Radio 1 featured vox pops with festival goers when reporting on Glastonbury. (1). • A university professor (1st). This is because they have first-hand knowledge of HE (1) so when reporting on the impact of Covid on the university experience a professor was interviewed from St Andrews during the news on the Radio 1 breakfast show (1). • A doctor (1) talking about the spread of an illness. (1) As they would have technical and medical knowledge that could reduce spread of rumours. (1) • Any other valid response. 	6	<p>Any plausible primary definer should be credited, e.g.</p> <ul style="list-style-type: none"> - Expert in field - Professor - Police officer - Judiciary - Doctor - Politician
1	(b)	(ii)	<p>ONE mark for appropriate way to primary definers are reliable, TWO marks for suitable explanation, e.g.</p> <ul style="list-style-type: none"> • One method is cross referencing the research or qualifications of a primary definer. (1). This is to ensure they are telling the truth about their expertise (1) and you go to sites such as Linked In to look up their work or Amazon for book they have written (1). • One method is researching other news reports they have given their opinions on (1). For example, if they are a regular commentator this means their argument is valued (1) and they are a credible source (1). • Any other valid response. 	3	Any plausible way to check reliability should be credited.

Question		Answer	Marks	Guidance
2	(a)	<p>ONE mark for each stock media audio effects library, e.g.</p> <ul style="list-style-type: none"> • Storyblocks.com/audio (1). • BBC Sound Effects (bbcrewind.co.uk) (1). • https://www.gettyimages.co.uk/videos/sound-effects(1) • Any other valid response. 	3	Any correct stock media audio effects library should be credited.
	(b)	<p>ONE mark for advantage of using a stock media library, TWO marks for expansion (MAX SIX marks), e.g.</p> <ul style="list-style-type: none"> • Many of the sound effects in online libraries are 'royalty free' (1st). This means that a radio producer does not have to pay a fee to use the audio (1), which means production costs less money (1). • The sound effects included in the libraries reflect a vast range of genres and purposes (1st). This means that a variety of programmes can be created (1), without the need for foley sound production (1). • Increases time efficiency open (1) by reducing the time needed to be spent creating media clips. (1) This allows people to concentrate on other aspects of the radio production. (1) • Industry standard file formats are used (1) such as (example) (1) which can be imported and used easily (1) • Any other valid response. 	6	Any plausible advantage should be credited.

Question	Answer	Marks	Guidance
3	<p>ONE mark for appropriate source, ONE mark for expansion (MAX SIX marks) e.g.</p> <ul style="list-style-type: none"> • Broadcast law - Wikipedia (1st). This is suitable because it is written using referenced material from the Ofcom codes of practice for radio regulation (1). • TV, radio and on-demand - Ofcom (1st). This is suitable it provides an overview of how the separate broadcast codes also apply to online broadcasts (1). • Broadcasting Regulation of Television and Radio Media - InBrief.co.uk (1st). This is suitable because it is written by legal professionals, who specialise in different subjects such as media law (1). • Any other valid response. 	6	
4	<p>ONE mark for use of social media, TWO marks for suitable expansion e.g.</p> <ul style="list-style-type: none"> • By using presenter's personal Twitter accounts to promote the launch of individual shows. (1st). From my research it is clear that new presenters on Radio 1 Vick Hope and Jordan North (1) promoted their new Drive Time show across their own channels. (1). • Using a YouTube channel promote audio-visual content that was not recorded in the radio studio (1st). This happened on 30/9/21 when Daniel Craig was been interviewed by Greg James about his final role as Bond (1), allowing the public to see an example of the Breakfast Show content (1). 	6	Candidates must reference their research or personal experience for full marks.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Create specific hashtags (1) that can link the different stations together (1) BBC Radio 1 use several different tags to link back to the station (1) • Any other valid response. 		
5	<p>ONE mark for correct use of marketing mix, TWO marks for suitable expansion (MAX SIX marks), e.g.</p> <ul style="list-style-type: none"> • Promotion of the radio show to 16-24 year olds (1st). This means that the chosen channels and content used to advertise the show need to be suitable for the age group (1). For example, Capital FM advertise their flagship show to 16 -24 year old using bus wrapping on college coaches and buses in the city centres to target university students (1). • People are key when advertising the launch (1st). This is because the artists and DJs featuring in the content line up need to be the ones both popular with the demographic and reflect the ethos of upcoming talent (1). For example BBC Radio 1 Extra has a show on at 7pm called New Music hosted by DJ Target, a new music influencer (1). • Interactive social media campaigns (1st) encouraging audience interaction (1) such as using hashtags or photo tagging or sharing a playlist. (1) • Any other valid response. 	6	<p>1st answer must be one area of the marketing mix:</p> <ul style="list-style-type: none"> - Price - Product - Place - Promotion - Physical Evidence - People - Process <p>Read whole of the response and mark to the candidate's best advantage.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>ONE mark for ethical issue, ONE marks for suitable explanation, (MAX FOUR marks) e.g.</p> <ul style="list-style-type: none"> • That all model/contributor release forms have been signed (1), so that anyone featured in live broadcasts has given their consent and understands the implications of content use (1). • To feature a range of diverse DJs as part of the presenting team (1). This is because the station would not be fulfilling the PSB ethos if all cultures were not represented (1). • No discriminatory language/terminology (1) that could offend some of the audience (1) • Any other valid response. 	4	Do not accept legal issues
	(b)	<p>ONE mark for each legal issue, TWO marks for suitable expansion (MAX SIX marks) e.g.</p> <ul style="list-style-type: none"> • Health and Safety at work (1) so that the staff/guests are safe when broadcasting (1) • Copyright issues on recordings (1) need to be cleared before being used (1) • Comments made about people could be considered slander (1) so they need to ensure that nothing is broadcast that could lead to legal issues (1) • Any other valid response. 	6	Candidates must reference their research or personal experience for full marks.
	(c)	<p>ONE mark for advantage, ONE mark for suitable expansion, e.g. (MAX FOUR marks)</p> <ul style="list-style-type: none"> • The need to quickly broadcast unexpected events and national news announcements (1) mean there must be a contingency plan for interrupting schedule when producing radio (1). 	4	<p>Responses must fit the context of the scenario for the question paper.</p> <p>DNA: minimise customer inconvenience/ speeds up recovery from unforeseen event</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Stations need contingency planning in case presenters cannot make it into the studio (1). A back up presenter needs to be quickly available at short notice. (1)• Staff/guests will know what to do (1) if there is an issue in the studio/when recording (1)• If a legal issue with program content is not cleared up before broadcast (1) a replacement segment/music/guest is ready to be used (1)• Any other valid response.		

Question	Answer	Marks	Guidance
7*	<p>Level 4 16-20 marks There is an excellent discussion of four methods used to collect audience feedback that are wholly appropriate and justified and research has been fully considered. 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.</p> <p>Level 3 11-15 marks There is a good discussion of at least three methods used to collect audience feedback that are appropriate and sometimes justified and research has been considered. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 6-10 marks There is a basic understanding of at least two methods used to collect audience feedback that are only partly appropriate. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 1 1-5 marks A limited understanding of methods used to collect audience feedback is demonstrated. Few, if any, of the methods suggested may not be appropriate. There will be some errors of spelling, punctuation and</p> <p>0– no response or no response worthy of credit.</p>	20	<p>A candidate can only gain a level 4 if four plausible methods have been discussed and are appropriate for the brief.</p> <p>Feedback methods may include:</p> <ul style="list-style-type: none"> - Focus groups with diverse members of the demographic - ‘Screen Tests’ of potential content of the live streams and radio broadcasts - Face to face interviews - Social media analysis regarding what people interact /respond to - Analysis of audience response to social media posts by the station and presenters - Online surveys as part of initial market research about how much they know about they are aware about proposed PSB content on the station.

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