

Cambridge Technicals Digital Media

Unit 1: Media products and audiences

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

Mark Scheme for January 2023

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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****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 the scoris messaging system, 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. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:
















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners 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:
- 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 of annotation
	Tick
	Excellent point
	Cross
	Unclear
	Omission mark
	Level 1
	Level 2
	Level 3
	Level 4
	Terminology/Theory
	Use of examples
	Explanation, analysis, argument
	Not relevant to specific question
	Rubric
	Blank page

Question		Answer/Indicative content	Mark	Guidance
Section A				
1	(a)	<p>One mark for each correct interpretation, e.g.</p> <ul style="list-style-type: none"> • Youngest age group of 18–24-year-olds spend more time using Snapchat than any other social media (1) • 25–34-year-olds use Instagram more than they do Facebook (1) • There is little difference between the number of minutes spent using Facebook between the separate age groups between 25 and 55+ (1) 	<p>3</p> <p>2.3 4.2 4.3 5.3</p>	<p>Credit any correct interpretation from the data. Don't necessarily have to include numbers and social media, they just have to have a relevant interpretation.</p>
	(b)	<p>One mark for plausible interpretation, two marks for suitable for explanation, e.g.</p> <ul style="list-style-type: none"> • 18–24-year-olds are digital natives (1). This means that they are more used to using social media apps on complex smartphones (1) that allow them to instantly connect to AV data and the filters that were its USP (1) • Facebook has been around since 2007 (1) meaning that original users who are now in their 30s and 40s continue to use it (1) and are less likely to be interested in apps that their peers don't use regularly (1). • Other suitable response 	<p>3</p> <p>2.3 4.2 4.3 5.3</p>	<p>Credit responses that demonstrate an understanding of the different users of social media - needs of the target audience.</p> <p>Response must link to Q1(a)</p>
2	(a)	<p>One mark each correct interpretation e.g.</p> <ul style="list-style-type: none"> • Snapchat is used the most on average by people whatever activity they are doing (1) • Twitter and Snapchat are used equally by people when they are commuting (1). • People use YouTube nearly half the amount they use Snapchat when they are on the go (1) • Other suitable response 	<p>3</p> <p>2.3 4.2 4.3 5.3</p>	<p>Credit any correct interpretation from the data.</p>

Question		Answer/Indicative content	Mark	Guidance
2	(b)	<p>One mark for correct explanation relating to any percentage of the data, one mark for expansion (max four marks), e.g.</p> <ul style="list-style-type: none"> • YouTube is the lowest (1) because people are moving so don't have space to concentrate on the video (1). • Facebook and Snapchat are used the most (1) because people are likely to be taking pictures and updating status' whilst socialising (1) • Other suitable response 	<p>4</p> <p>2.3 4.2 4.3 5.3</p>	<p>Response does not need to reference an On-the-Go interpretation if one was made in Q2a)</p>
3	(a)	<p>One mark for each correct identification, e.g.</p> <ul style="list-style-type: none"> • A television set is the most popular device that people watch the top 15 programmes on (1). 	<p>1</p> <p>2.3 4.2 5.3</p>	<p>Any plausible and correct interpretations should be credited.</p>
	(b)	<p>One mark for identification, two marks for explanation e.g. (max 6 marks)</p> <ul style="list-style-type: none"> • The narrative of soap operas is family and community orientated (1); they feature characters that a wide range of ages can identify with (1) with content suitable to be shown before the watershed so teenagers are likely to watch with parents before bed (1) • Other suitable response 	<p>6</p> <p>4.2 4.3 5.3</p>	<p>Answers may reference a range of demographic data reflecting the content of soap operas or their understanding of wider scheduling.</p> <p>Watch out for Ant and Dec responses, because this is not a soap opera.</p> <p>Accept gender stereotypes</p>

Question	Answer/Indicative content	Mark	Guidance
4 (a)	<p>One mark for each correct answer (max 4 marks), e.g.</p> <p>Film:</p> <ul style="list-style-type: none"> • Disney (1) • Universal (1) • Warner Bros (1) • Sony (1) <p>Computer games:</p> <ul style="list-style-type: none"> • Rockstar (1) • Nintendo (1) • Ubisoft (1) • Sony (1) <p>Magazines:</p> <ul style="list-style-type: none"> • Bauer (1) • TCO London (1) • Reach PLC (1) • Conde Nast (1) <p>Newspapers:</p> <ul style="list-style-type: none"> • DMG (1) • News UK (1) • Reach PLC (1) • The Guardian Media Group (1) <p>Television:</p> <ul style="list-style-type: none"> • BBC (1) • Channel 4 (1) • ITV Studios (1) • Netflix (1) <p>Radio:</p> <ul style="list-style-type: none"> • Global Media (1) • Bauer Media (1) • Communicorp UK (1) • Wireless Group (1) 	4 1.1	<p>Any answer that references four correct specialist providers should be credited. Examiners should check online if they are unsure if the answer is correct.</p> <p>Do not credit the industry. Only award marks for the providers</p> <p>Don't credit services e.g Youtube</p> <p>Accept "Social Media" as an industry</p>

Question	Answer/Indicative content	Mark	Guidance
	Web: <ul style="list-style-type: none"> • Alphabet (1) • Facebook (1) • Twitter (1) • Amazon (1) • Other suitable response 		
4 (b)	One mark for the way products reflect ownership model, One mark for expansion (max 4 marks), e.g. <ul style="list-style-type: none"> • Characters from Disney films and cartoons are put on merchandise and appear in different media products other than film (1) this is because as a conglomerate they own companies in different types of media (1) • Disney make Marvel spin off TV programmes, such as Agents of Steel (1), these can be made because Marvel is a subsidiary of Disney, so they own the rights to the characters and franchise (1) • Other suitable response 	4 1.1	Answers are likely to feature a range of terms such as vertical and horizontal integration, conglomerate, independent, synergy. Credit 4b) even if 4a) wrong
5 (a)	One mark for each correct production process (max 2 marks), e.g. TV: <ul style="list-style-type: none"> • Use of a studio audience when filming a comedy (1) • Use of presenters in indoor studio and outdoor locations (1) Video games: <ul style="list-style-type: none"> • Creation of concept art when planning (1) • Use of motion capture to get realistic character movement (1) 	2 1.1 3.1	The sector industry should be different than the one discussed in Q4. Any plausible aspect of the production process from planning to post-production should be credited for the chosen industry. If it just says “pre production” for example this is too vague, it should be more specific e.g script writing Do not award for the industry It is incorrect if the industry isn’t different.

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>One mark for correct job role, two marks for suitable expansion, (max 3 marks) e.g.</p> <p>TV:</p> <ul style="list-style-type: none"> • Casting Agent (1st). Works with television companies to find the right actor for a TV drama (1), so that the narrative and lead character in the drama will be believable to the audience (1). <p>Video games:</p> <ul style="list-style-type: none"> • Coder (1st). Codes the variables of character choices in the video game (1), so that the video games will be immersive for the player, such as FPS games (1). 	<p>3</p> <p>1.1</p>	<p>Any plausible job role should be credited for the chosen industry.</p> <p>If the response to Q5a is wrong, but the response for 5b is correct, it must be credited.</p> <p>If the job role is recognisable but not accurate award e.g Graphics Design should be Graphic Designer, but give BOD</p>

Question	Answer/Indicative Content	Marks	Guidance
6	<p>Level 3</p> <p>11-15 Excellent discussion of how denotation and connotation of production techniques create meaning. The examples used from products to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology.</p> <p>Level 2</p> <p>6-10 Good discussion of how denotation and connotation of production techniques create meaning. The examples used from products to support ideas are appropriate and partly justified. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.</p> <p>1-5 Limited discussion of denotation and connotation of production techniques. The examples used from products to support ideas are sometimes appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.</p> <p>0– no response or no response worthy of credit.</p>	<p>15</p> <p>3.1 3.2</p>	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p>Level 3 answers Will include at least two or more theories or key terms relating to meanings, such as about narrative, representation or genre (4-5 marks)</p> <p>Will include at least four examples from a real media product/s with points supported by production techniques (4-5 marks)</p> <p>Will feature a discussion about how the denotation and connotation of production techniques can be used to create meaning (4-5)</p> <p>Level 2 answers Will include at least one or more theories or key terms relating to meanings, such as about narrative, representation or genre (2-3)</p> <p>Will include at least two examples from a real media product/s with points supported by production techniques (2-3 marks)</p> <p>Will feature basic discussion about how the denotation and connotation of production techniques can be used to create meaning (2-3)</p>

Question	Answer/Indicative Content	Marks	Guidance
			<p>Level 1 answers May include at least one piece of terminology, relating to meaning (1 marks)</p> <p>Will include at least one example from a real media product/s with points supported by production techniques (1-2 marks)</p> <p>May feature only limited discussion about how the denotation and connotation of production techniques. May not mention a specific product as part of discussion (1-2)</p>

Question	Answer/Indicative content	Mark	Guidance
7 (a)	One mark for each difference, e.g. <ul style="list-style-type: none"> • Mainstream audiences are larger than niche audiences (1) • Niche audiences enjoy more specialist products (1) • Mainstream audiences like blockbuster products whereas niche don't (1) • Other suitable response 	1 4.1	One word responses should not be credited.
(b)	One mark for identifying a niche product, one mark for suitable expansion about content e.g. <ul style="list-style-type: none"> • Huck Magazine (1) because the house style is basic and non-commercial with limited coverlines on cover (1). • Children of Dead Earth (1) because the videogame uses high end simulation controls similar to those used by NASA pilots (1) • Other suitable response 	4 4.1 4.2 4.3 5.2 5.3	Niche product should be accurate. Examiners should check online if they are unsure if the answer is correct. Niche products are defined as those produced by independent companies or a narrowcast channel. Must name a specific product: Credit <i>Spirited Away</i> as niche Credit <i>Blue Story</i> as niche

Question	Answer/Indicative content	Mark	Guidance
8 (a)	<p>One mark for how pop-up ads relate to convergence, two marks for expansion, e.g.</p> <ul style="list-style-type: none"> • Pop-up adverts are created by the convergence of interactive graphics and internet coding (1). This means a pop-up advert uses multimedia technologies (1) that can be accessed across a range of devices. (1). • Pop-up adverts are a push media form created by converging technology (1). They work by using browser algorithms to target to audiences (1), pushing interactive AV content based on search history (1). • Other suitable response 	<p>3</p> <p>2.2 2.3</p>	<p>Answers that show understanding of the basic principles of technological convergence (technologies coming together to create a new media form or service) should be credited.</p> <p>Answers that define technological convergence and define pop up ads but don't link them are limited to 2 marks</p>
8 (b)	<p>One mark for each correct method of traditional advertising, three marks for an expansion e.g.</p> <ul style="list-style-type: none"> • Outdoor billboards. (1st) These can reach a wide age range of audiences (1) including those may not frequently access digital technology such as the over 70s (1), but they can still see billboards daily such as when they are taking the bus into town (1). • Radio advertising. (1st) There is a captive audience for radio advertising (1) because a large number of people listen to the radio in the car whilst commuting to and from work (1), meaning that a specific locality or known demographic can easily be targeted (1). 	<p>4</p> <p>2.1 2.3 5.2</p>	<p>The method of advertising suggested must still be considered a traditional method of advertising, i.e. it was in existence before the advent of the www</p> <p>If the method is wrong e.g signage, then the explanation cannot be credited</p>

Question	Answer/Indicative content	Mark	Guidance
9	<p>Level 4 16-20 An excellent discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support ideas are wholly appropriate and justified. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3 11-15 A good discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support theoretical ideas are appropriate and sometimes justified. 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 A basic discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support theoretical ideas are mostly appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive.</p> <p>Level 1 1-5 Limited discussion is provided by the candidate about the accuracy of the statement. The examples used from media products and audiences to support ideas are sometimes appropriate.</p>	<p>20</p> <p>1.1 2.3 3.1 3.2 4.3 5.2 6.1 6.2</p>	<p>The guidance for examiners below demonstrates how levels can be achieved by candidates:</p> <p>Level 4 answers Will include at least six or seven theories/key terms with correct names and explanation in relation to self-regulation, media effects and contemporary regulation in the digital age (6-7 marks)</p> <p>Will include at least five or six examples from a real media product/s and/or contemporary case studies. (5-6 marks)</p> <p>Will feature a discussion that makes at least four points about the concepts of media regulation and copyright in the digital age (6-7)</p> <p>Level 3 answers Will include at least three to four theories/key terms with correct names and explanation in relation to self-regulation, media effects and contemporary regulation in the digital age (4-5 marks)</p> <p>Marks split into three areas:</p> <p>T – theory/terms (max 7 marks)</p> <p>E – examples (max 6 marks)</p> <p>A – argument/discussion (max 7 marks)</p> <p>Candidates can pick any products they have studied and will relate to contemporary ideas about copyright law and regulation.</p> <p>Products discussed are likely to be music, video games, films, photographs, logos and brands.</p> <p>Top answers are likely to demonstrate and understanding of relevant regulation and contemporary debates (Livingstone and Lund, Anderson, Cohen, Gauntlett) and choice of theorists is likely to depend on the medium and product chosen.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.</p> <p>0– no response or no response worthy of credit.</p>		<p>Will include at least three examples from a real media product/s and/or contemporary case studies. (5 marks)</p> <p>Will feature a discussion that makes at least three points about the concepts of media regulation and copyright in the digital age. (4-5)</p> <p>Level 2 answers Will include at least one or two theories/key terms with correct names and explanation in relation self-regulation, media effects and contemporary regulation in the digital age (2-3 marks)</p> <p>Will include at least two examples from a real media product/s and/or contemporary case studies. (3-4 marks)</p> <p>Will feature a discussion that makes at least two points about the concepts of media regulation and copyright in the digital age. (2-3)</p> <p>If more than one social media channel is mentioned credit each one identified</p>

Question			Answer/Indicative content	Mark	Guidance
					<p>Level 1 answers Are likely to include only one or two key terms (1-2)</p> <p>Will include at one three examples from a real media product/s and/or contemporary case studies. (1-3 marks)</p> <p>Is likely to not feature any a discussion.</p>

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