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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843−05846, 05875

Unit 1 Summer 2023 series

Contents

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 pleasing to see candidates using contemporary examples of digital media products to show wider understanding of different industry sectors and debates. Section A was answered well with many candidates clearly able to interpret and explain data and show understanding of how audiences consume different products and the role of public service broadcasting in the digital media industry. Section B was, in places, less successful with a high proportion of candidates not able to identify below the line advertising methods or explain the concept of psychographic profiling and how it is used to target audiences.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• had a good grasp of narrative theories, demonstrated the ability to apply them to a text, and supported their points with specific examples • demonstrated the ability to explore the media effects debate and its relevance in the 21st century using relevant theoretical ideas and contemporary examples.	• could not accurately explain media concepts such as psychographic profiling and below the line advertising • found it difficult to separate narrative structure from 'telling the story' • used outdated examples to support points about the media effects debate.

Section A overview

It was pleasing to see that candidates were able to interpret data and engage with key concepts such as how media products meet the requirements of the target audience and how audiences engage with media products.

Question 1 (a)

1   **(a)**   Identify **three** interpretations about the difference in viewing habits for the men's English Premier League football (2020) between male and female viewers.

1...

....

2...

....

3...

....

[3]

Most candidates were able to interpret the data and achieve full marks for this question.

Question 1 (b)

(b)   Explain **one** reason why there is a difference in viewing habits between men and women of the men's English Premier League football (2020).

....

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.... **[3]**

Most candidates were able to get at least 1 mark for identifying that traditionally football is a male dominated sport, while the more successful responses were those which expanded their points into a discussion of gender viewing habits and gender roles. Candidates were able to support their points with examples such as the rise in popularity of women's football, and the increase in reality based shows such as *Love Island*.

Question 2 (a)

2 (a) Identify **three** interpretations about the difference between viewing figures for major sports events (2019) shown on Public Service Broadcasting (PSB) and Non-Public Service Broadcasting (non-PSB).

1..

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2..

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3..

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[3]

Most candidates were able to identify three distinct differences to get full marks. Less successful responses were those that only discussed one type of broadcast.

Question 2 (b)

(b) Explain **two** reasons why there are differences between the viewing figures of PSB and non-PSB major sports events in 2019.

1..

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2..

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....

[4]

Responses to this question demonstrated that most candidates understood the role of the public service broadcaster and why audiences may wish to access the sports programmes identified in the data.

Question 3 (a)

3   (a)   Identify **two** interpretations that can be made about the services that Generation Z audiences find most relevant.

1..

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2..

....

[2]

Candidates were able to provide two correct interpretations about the services Generation Z find most relevant, citing streaming or on demand services as a way of providing two distinct responses.

Question 3 (b)

(b)   Explain **two** reasons why a majority of the BBC Radio services are not relevant to Generation Z audiences.

1..

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....

....

2..

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....

....

[4]

Response to this question demonstrated that most candidates understood why BBC radio services have become less relevant to Generation Z. Many were able to offer explanations such as competition from streaming services such as Spotify and the option to listen on demand as reasons for not using radio services. Other explanations included the content of the radio programmes being aimed at older audiences.

Section B overview

Responses to this section demonstrated that candidates understood key concepts such as narrative theories, media ownership and production techniques and the media effects debate. Less successful responses showed a lack of knowledge about media research organisations, below the line advertising and the purpose of psychographic profiling.

Question 4 (a)

4   (a) Identify the **three** stages of the production process.

1..

2..

3..

[3]

Question 4 (a) was generally answered well with most candidates being able to accurately identify pre-production, production and post-production as the correct three stages of the production process. Less successful responses came from those candidates who used terms such as planning and distribution.

Question 4 (b)

(b) Identify and explain how **one** stage of the production process contributes to the creation of digital media products.

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....

....

....

....

.... **[3]**

Successful responses came from those candidates who were able to identify a stage of production and explain how it contributes to the creation of digital media products. Many discussed the use of storyboards as part of pre-production or adding visual effects as part of post-production. Less successful responses were those which offered over-generalised comment about processes without discussing how they contributed to the creation of products.

Question 5 (a)

5   **(a)**   Identify **four** media industry terms associated with **cross media promotion**.

1..©......

....

2...

....

3...

....

4...

....

[4]

Some candidates struggled with this question. The more successful responses were from candidates who were able to cite terms such as synergy, convergence, horizontal integration and joint ventures. Less successful responses were from candidates who discussed below the line and above the line advertising techniques. A few candidates did not answer this question.

Question 5 (b)

(b)   Identify and explain how **one** media organisation you have studied uses cross media promotion to advertise their products.

Media organisation: ....

....

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....

....

.... **[3]**

Most candidates were able to get a mark for identifying a media organisation, with Disney being the most popular choice. In more successful responses candidates were then able to provide specific examples of how the company used cross media promotion with the most popular being the use of Disney film characters in Disney theme parks and on Disney+. The less successful responses were those which were too generic and did not provide examples which were specific to the organisation selected. Centres are reminded about the importance of embedding exam technique into teaching and learning when discussing case studies and the need to use examples.

Question 5 (c)

(c) Identify **two** advantages of vertical integration.

1..

....

2..

....

[2]

Question 5 (c) was answered well with candidates able to clearly show understanding of vertical integration and its advantages to the company as a way of using personnel and controlling production.

Question 6*

6* Discuss how narrative is constructed in a media product you have studied.

Use examples to support your answer.

....

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....

....

.... **[15]**

Higher performance responses referenced specific narrative theories from Todorov, Levi-Strauss, Barthes and Propp. Case studies such as *Paddington*, *Black Panther* and *Hidden Figures* provided the basis for comprehensive application of theories linked to production techniques such as mise-en-scene elements and how these can be used to identify character and role within the narrative. The less successful responses were those where candidates simply listed elements of the theories without exploring how they are constructed. Other candidates lacked understanding of the theories, with the theoretical concept of narrative mistaken frequently for simply 'how the story is told'. Centres are advised to fully explore how narrative is structured through production techniques, such as camerawork, editing, sound and mise-en-scene to create meaning for the audience.

Misconception

? Stereotype is a term related to representation not narrative.

Question 7 (a)

7 **(a)** Explain how **psychographic profiling** is used to target audiences of media products.

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.... **[3]**

Many candidates did not understand what psychographic profiling is or how it can be used. Many also confused this with demographic profiling linked to age, gender or social grade. Centres are reminded to fully teach the entirety of the specification and all key terms.

OCR support

i The [delivery guide for Unit 1](link) lists key terminology in the specification.

Question 7 (b)

(b) Identify **two** media research organisations that categorise audiences by their social grade.

1..

2..

[2]

Most candidates were able to answer this question successfully, with the most popular responses being BARB and NRS. In less successful responses, some candidates misread the question and provided examples of media organisations such as the BBC or ITV.

Question 8 (a)

8 **(a)** Explain why digital media producers use social media to advertise their products.

Use examples to support your answer.

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.... **[3]**

Question 8 demonstrated candidates' knowledge of social media platforms and the higher scoring candidates were able to identify the fact that using social media as a marketing tool lessened advertising cost, allowed a wider audience reach and enabled producers to easily track engagement with advertising content. It was pleasing to see that candidates were able to provide specific examples of products which had successfully used this method such as *Deadpool*, *Frozen*, *The Hunger Games* and *Paddington 2*.

Question 8 (b)

(b) Identify **one** method of below the line advertising, other than social media.

Explain why this method of advertising is used by media producers.

Method of advertising: ....

....

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....

....

.... **[3]**

Many candidates did not understand what below the line advertising is. For those who were able to answer this question successfully the most popular forms of below the line advertising cited were direct mailing which allows local companies to contact their audience via post, and the distribution of pamphlets.

OCR support

ⓘ Below the line advertising is explained on page 8 of the OCR endorsed Cambridge Technicals Level 3 Digital Media textbook.

Question 9*

9* "The media effects debate is still relevant in the 21st century."

Using your knowledge about the media effects debate and regulation, 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 tests knowledge of LO6 had been well taught by centres. There was evidence of good understanding of regulatory bodies such as PEGI, the BBFC and Ofcom, and it was pleasing to see candidates challenging the premise of the question and exploring the effects of social media and unregulated streaming platforms. There were some well-developed case studies such as *Fortnite*, influencer Andrew Tate and Netflix series such as *Thirteen Reasons Why* and *Squid Games*. Theory was used accurately 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. Some centres are still using texts that date back to the 1990s making it difficult for candidates to link them to points about the relevance of the effects debate and regulation in the 21st century. Overall, it was pleasing to see candidates engaging with theory and media products.

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