

Cambridge **TECHNICALS LEVEL 3**

# ***DIGITAL MEDIA***

Cambridge  
**TECHNICALS**  
**2016**

Combined feedback on the June 2017 exam paper  
(including selected exemplar candidate answers  
and commentary)

Unit 1 – Media products and audiences

Version 1

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# INTRODUCTION

This resource brings together the questions from the June 2017 examined unit (Unit 1), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 6 and 9.

The marking guidance and the examiner’s comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250>

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Digital Media**  
05843/05844/05845/05846/05875

**Unit 1: Media products and audiences**  
**Thursday 18 May 2017 – Morning**

**Time allowed: 2 hours**

You must have:  
• An insert (C361)

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Centre Number: \_\_\_\_\_ Candidate Number: \_\_\_\_\_  
Date of Birth: D D M M Y Y Y Y

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

**FOR EXAMINER USE ONLY**

Question No.	Mark
1	10
2	10
3	14
4	12
5	14
6	12
7	14
8	10
9	20
<b>Total</b>	<b>106</b>

**INFORMATION**

- Refer to the insert provided when answering Questions 1, 2 and 3.
- The total mark for this paper is **106**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **16** pages.

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**Cambridge Technicals**  
**Digital Media**

Unit 1: Media products and Audiences  
Level 3 Cambridge Technical in Digital Media  
05843 - 05846

**Mark Scheme for June 2017**

Oxford Cambridge and RSA Examinations

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**Cambridge Technicals**  
**Digital Media**

Level 3 Cambridge Technical Certificate in Digital Media **05843 - 05844**  
Level 3 Cambridge Technical Diploma in Digital Media **05845 - 05875**

**OCR Report to Centres June 2017**

Oxford Cambridge and RSA Examinations

This insert accompanies the question paper and is relevant to questions 1, 2 and 3.

The insert can be found on Interchange.

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Digital Media**  
05843/05844/05845/05846/05875

**Unit 1: Media products and audiences**

**INSERT**

**Thursday 18 May 2017 – Morning**

**Time allowed: 2 hours**

**INFORMATION FOR LEARNERS**

- Please read fully before completing the question paper.
- The insert is relevant to Questions 1, 2 and 3.
- This document consists of 4 pages. Any blank pages are indicated.

**INSTRUCTIONS TO EXAMS OFFICER/INVIGILATOR**

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## GENERAL EXAMINER COMMENTS ON THE PAPER

Candidates were, in the main, well equipped in terms of understanding media industries with clear examples, and many candidates had used extra paper to expand on points made even for low mark questions. However it was also clear that some centres need to refer more closely to the teaching guidance in both the specification and delivery guide about the importance of guiding students to discuss specific media products when answering questions; whilst candidates demonstrated understanding it was very often without examples. It was again pleasing to see that a number of centres had used both the online resources and the textbook provided by OCR to support the teaching and learning of Unit 1 for candidates. However, there was clear evidence in this session that some centres had over relied on the examples given in the textbook and therefore had unintentionally limited the breadth of more relevant examples that candidates could have referred to. Some centres also need to ensure that theoretical ideas about media production and consumption are taught as a foundation to ensure that candidates could fully access the extended response questions, which in this session asked candidates to discuss how genre conventions were used create meaning (Q6) and the problems of regulatory practice (Q9).

### Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

# Question 1

Answer **all** the questions.

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

**(a) Explain the term 'social grade' in the context of identifying target audiences.**

Two marks for full explanation e.g.:

- Social grade is sometimes called ABC1s, which is based on a household's income (1)
- Media companies use this to target audiences for products and brands (1)

[2]

**(b) Explain **two** interpretations that could be made about the demographics of large TV screen ownership.**

1 Two marks for each interpretation (max four) e.g.:

- Difference in terms of age (1) as middle aged people are likely to have better jobs and therefore have higher disposable income (1)
- Difference in social grades (ABC1) (1) as the higher the social grade the more disposable income (1)

2

[4]

## Mark scheme guidance

Question 1(a) – Candidates may demonstrate understanding by stating the social grade system was originally used by the NRS, but has been appropriated by other organisations that analyse media data. Answers should reference the product/brand/company.

Question 1(b) – Candidates will outline two interpretations. It is likely the candidates will respond with the fact that middle age and those of a higher grade have a greater disposable income and can afford a large screen TV. Candidates may reference specific job roles as examples.

## Examiner comments

The first three questions required candidates to analyse and interpret audience data from BARB and the NRS. In general, candidates had been prepared to analyse research data.

Question 1(a) – This question allowed candidates to demonstrate their wider knowledge and most gained the maximum two marks for their explanation of 'social grade' explaining how producers use it to target different audiences.

Question 1(b) – This question required candidates to look at the BARB data and explain two interpretations about large TV screen ownership; most successfully achieved 4 marks being able to make references to differences in ownership based on age and social grade.

### Question 2

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

(a) Explain what the term 'timeshifting' means.

Two marks for an explanation e.g.:

- People watching programmes on demand (1) instead of at the scheduled time (1)
- TV audiences watching programmes at different times (1) to traditional scheduling models (1).

[2]

(b) Using your own knowledge, explain **three** reasons why the 'timeshifting' of television viewing may be increasing.

1 Two marks for each well stated reason (max six) e.g.:

- Proliferation of other media and online content (1) means that audiences can watch whenever they want (1)
- People are living increasingly busy lives (1) and demand TV means can still watch programmes (1)
- Technology is portable (1) so people can watch TV in places other than at home (1).

2

3

[6]

#### Mark scheme guidance

Question 2(a) – Candidates may reference catch up services such as All 4. If candidates mention repeat in the answer this should also be rewarded.

Question 2(b) – Candidates may reference examples of online streaming or video on demand/catch up services (e.g. BBC iPlayer, All 4) or technologies (e.g. iPad, Kindle Fire) as part of their answer.

#### Examiner comments

Question 2(a) – This question required candidates to explain the term 'timeshifting'. Whilst this specific term was not in the unit, it is expected that wider knowledge that directly relates to the teaching content should be taught. In this case the concept was 'Video On Demand' and 'Catch Up TV' services, such as BBC iPlayer and Netflix, and the question was directly related to the BARB data. Many candidates answered this correctly, but it was evident from those that did not that 'Video on Demand' as a concept had not been taught by some centres.

Question 2(b) – Candidates who successfully or part successfully answered 2a) were able to apply their own wider understanding about why modern audiences use catch up services. The best answers also used audience theory, such as audience fragmentation by Sonia Livingstone, to fully show their knowledge.

## Question 3

**3 Use Fig. 3 in the insert and your own knowledge to answer the following question.**

Explain **two** ways that the data on the NRS infographics might be used or interpreted or applied by magazine and e-zine producers.

- 1 Two marks for each full explanation of how data can be used e.g.:  
 • 73% of adults read magazines (1) so online editions and apps should be produced (1)  
 • 71% of adults consume magazines on a weekly basis other than titles aimed at women (1) so there is still a large market for magazines targeting men or niche interests (1)
- 2 .....
- .....
- .....
- .....
- [4]**

### Mark scheme guidance

Candidates may also comment on why women's magazines are popular, which may reference celebrity content/price compared to more niche publications.

Need to use the data for full two marks.

### Examiner comments

This question required candidates to interpret NRS infographics about the readership of magazines and e-zines. Most candidates were able to successfully repeat statistics from the data as part of their answer in terms of how magazine producers would literally take from the data. More successful answers addressed the 'use' part of the question and made suggestions about how producers could adapt based on gender and frequency of readership.



## Mark scheme guidance

Question 4(a) – Candidates will explain the difference between a conglomerate and independent company. Other examples of conglomerates may include Disney or Viacom, and an independent company might be Warp or Let There Be Light Productions.

Question 4(b) – Candidates may reference large conglomerate such as Viacom, Sony, Disney, News Corp and their specific products.

Question 4(c) – Candidates are likely to give answers such as BBC, Sony, Disney and possibly provide examples of the difference subsidiaries (e.g. BBC Worldwide, BBC Online).

## Examiner comments

Question 4(a) – This question was completed well by most candidates; conglomerate and independent ownership structures and examples had clearly been well taught. Answers by candidates in terms of the identification of both conglomerate and independent companies clearly referenced the delivery guide and textbook (e.g. Sumo Digital, Gabrielle Media, Warp Films).

Question 4(b) – Candidates, again, understood the advantages of being a conglomerate company and referenced key concepts such as horizontal and vertical integration and synergy to demonstrate knowledge.

Question 4(c) – The concept of cross media ownership and was understood and almost all candidates gave correct examples to this question. Some candidates, however, gave names of companies that were not media companies (e.g. McDonald's).

### Question 5

5 Explain how **two** jobs roles in a media sector you have studied contribute to the production phase of a media product or brand.

1 Two marks for each job role with explanation of contribution to the production process e.g.:

- Camera operator (1) will contribute to the filming of a TV programme or feature film at the stage of production (1)
- Script writer (1) will contribute to writing the screenplay at the stage of pre-production when making an audio-visual media product.

2 .....

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[4]

#### Mark scheme guidance

Candidates can pick any media sector they have studied so answers may feature job roles across a variety of mediums including games, film, TV, animation, radio, print and web.

#### Examiner comments

This question asked candidates to demonstrate knowledge about job roles in a media sector they have studied. Many candidates gave the correct answer, however some answers were too limited in content to gain more than two marks. For example, if candidates had given the job role of 'Director' it was not enough to simply put 'directs the film crew' as explanation of their role. Again the best answers referenced specific people and products, for examples explaining that Quentin Tarantino was an 'auteur' and his direction as products such as *Pulp Fiction* became a style and genre in its own right.



**Level 9–12**

**Excellent** understanding of how genre conventions have been used by producers to create meaning within a specific media product is demonstrated. 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.

**Level 5– 8**

**Good** understanding of how genre conventions have been used by producers to create meaning within a specific media product is demonstrated. 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.

**Level 1–4**

**Limited** understanding of how genre conventions have been used by producers to create meaning within a specific media product is demonstrated. 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.

**Level 0**

No response or no response worthy of credit.

**Examiner comments**

The most popular media sectors studied were film and television. However, as noted in the general comments above, there was a lack of engagement with the concept and use of 'genre' within a specific product. If a question asks for a product to be referenced, then this should be clearly identified in the candidate's answer. There was a lack of understanding of how genre conventions were used to create meaning for audiences. The most successful candidates applied the suggested theoretical ideas to their work; for example, candidates that quoted genre theory such as 'genre pleasures' were also able to give specific examples from the text to demonstrate why the film provided visceral pleasures (such as with action and horror films).

## Exemplar Candidate Work

## Question 6 – low level answer

6\* Analyse how genre conventions have been used to create meaning in a media product you have studied.

The media product I have studied is the film 'Jaws'. This film is an ~~action~~ thriller/horror. The use of music in this reflects the genre as it creates suspense. When the shark is about to appear/attack the some music comes on, it is a simple rhythm however they start it off slow then build up suspense as they increase the volume and speed of it until the shark jumps out.

The use of lighting also creates meaning as the light seems to dimmer whenever the shark is around and a negative event happens. The dark is associated with evil so by using lighting in this way it suggests to the audience that something bad is about to happen.

[12]

## Commentary

Whilst the candidate has clearly analysed a media product (Jaws) and understood the question (how genre conventions were used to create meaning) there were not enough examples of genre conventions or techniques used to create meaning in the genre studied (thriller/horror). This is why this is a low level answer. To move this to a medium level answer, the candidate could have displayed their knowledge with a range of ideas about genre (sub genres, familiarity and repetition, genre pleasures) with specific examples from the product to support or challenge these ideas in the chosen medium studied (in this case, film). For the chosen medium these elements would include a discussion of mise-en-scene, camerawork, editing and sound. To move this to a medium level answer the candidate would need to be more specific with terminology (e.g. panning shot, insert shot, cross cutting, use of non-diegetic incidental music). To further show their understanding and to move this to a medium level answer the candidate could have analysed a specific extract from their chosen film (e.g. the full build-up to the shark attack) that would have allowed them to explore how a range of techniques reflected genre conventions and/or ideas about using genre to create meaning.

## Exemplar Candidate Work

## Question 6 – medium level answer

6\* Analyse how genre conventions have been used to create meaning in a media product you have studied.

In the Crime Drama 'Scott and Bailey', the programme shows a series of stereotypical items that would be most recognised as relating to the police force. These include the tape used, crime scenes, police cars, sirens, blood. The use of female lead roles give polysemic ideas on what the programme is trying to show the audience. The use of these typical genre conventions that are recognised as the police by an audience, attract the target audience to the product. For example, the use of blood in a crime drama, suggests death and connotes murder to an audience. The use of a killer in a crime drama, enables an active audience to decode the product and use escapism whilst watching. Stereotypical police conventions including a police car with sirens, instantly shows the audience what the product is about and gives it a niche audience. [12]

## Commentary

The candidate has clearly analysed a media product (Scott and Bailey) and understood the question (how genre conventions were used to create meaning). However, this is a medium level answer because the candidate did not include theoretical ideas about genre to support suggestions made about how genre conventions were used in the TV programme to create meaning. To move this to a high level answer, the candidate could have displayed their knowledge with a range of theoretical ideas about genre (Neale, Branston and Stafford, Altman) with specific examples from the product to support or challenge these theories in the chosen medium studied (in this case, TV). Whilst terminology is present (e.g. connote, polysemy, niche) suggestions would also include a discussion of mise-en-scene, camerawork, editing and sound using correct terminology (e.g. panning shot, insert shot, cross cutting, use of non-diegetic incidental music). To further show their understanding and to move this to a high level answer the candidate could have analysed a specific extract from a specific episode of their chosen TV programme (e.g. the copycat murder unveiling in series 2, episode 3.)

## Exemplar Candidate Work

## Question 6 – high level answer

6\* Analyse how genre conventions have been used to create meaning in a media product you have studied.

Genre is used in film to attract a target audience. Genres such as comedies are often great families to watch because it creates light-hearted and warming emotion when watched.

This is supported by Rick Altman's theory that genre instils 3 different types of pleasure in the audience; emotional pleasure, visceral pleasure and intellectual puzzle. For example, films such as 'Crown Ups' that are a comedy makes audiences feel the emotional pleasure referred to in Altman's theory as comedy films such as 'Crown Ups' are light-hearted and reliable for families to watch and enjoy whereas horror/action films such as 'The Dark Knight' create visceral pleasure (get feelings) and intellectual puzzles for an older audience due to the violence and the threatening scenes in the film.

In conclusion, genre creates meaning in film as it determines the experience the audience has and feels when watching films of different genres.

[12]

## Commentary

This is a high level answer because the candidate has analysed a media product (Grown Ups) and linked it to pleasure of the genre. They have fully shown how conventions can be used to create meaning in relation to specific and correct genre theory (Altman, 1999), applied the theory correctly and backed this up with specific examples from the product to demonstrate full understanding of genre and meaning. For full marks the candidate could discuss another piece of appropriate theory or full and specific examples from an extract from the product (e.g. a scene from either the outlined comedy or the thriller identified).

### Question 7

7 Identify **two** technical conventions used in a media product you have studied that create specific meaning for the audience. Explain how each technical convention creates specific meaning for the audience.

1 Two marks for each technical convention with example e.g.:

- In printed magazines a consistent house style (1) will be used to show the importance of articles (1)
- The quick use of cutting to different camera shots(1) conveys speed of action in films (1)

2 .....

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[4]

#### Mark scheme guidance

Candidates will reference a **specific media product** and therefore a variety of technical conventions will be referred to (e.g. use of a consistent house style is a likely answer for print, variety of camera movements such as a tracking, panning, zoom etc are likely to be referenced for audio-visual).

#### Examiner comments

This question, again, demonstrated that some centres had not encouraged candidates to study a specific product. However some candidates were able to successfully provide technical conventions (such as low key lighting) and explain the intended impact on the audience. Successful candidates references a specific sequence from a film or video game to demonstrate knowledge.

### Question 8

8 (a) Explain **two** ways that social media has been used to advertise a media product or products you have studied. Use examples to support your answer.

1 Three marks per explanation of how social media can be used plus expansion and example e.g.:

- Twitter (1) has been used to promote the *Hunger Games* films (1) by pushing messages about the *Hunger Games* online game (1)
- Pinterest (1) was used by Nike in their Nike Women campaign (1) by posting images of Ellie Goulding in their kit running (1)

2 .....

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[6]

(b) Describe **two** advantages of advertising a digital media product using online technologies. Use examples to illustrate your answer.

1 Two marks for each description of an advantage e.g.:

- Viral nature of social media allows for mass distribution of information (1) such as "Dumb Ways To Die" animation for Australian Health and Safety (1)
- Multimedia distribution is possible across a variety of platforms (1) as used by Coca Cola with the Coca Cola Life product on billboards, digital screens, as well as TV and mobile devices (1)

2 .....

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[4]

#### Mark scheme guidance

Question 8(a) – Candidate answers are likely to include social media channels such as Facebook, Twitter, YouTube, Pinterest, Instagram, Flickr and therefore responses will be wide ranging.

Question 8(b) – These will include specific advantages and candidates may compare against traditional advertising methods to explain these further.

**Examiner comments**

Question 8(a) – Answers to this question demonstrated that centres had taught candidates about social media channels and how specific products had been marketed in innovative ways using social media. Least successful answers referenced products or brands that were not media texts (e.g. KFC).

Question 8(b) – This was well completed by most candidates, and candidates referenced how online technologies had contributed to advertising digital media products. The best answers referenced concepts such as above and below the line advertising and technological convergence. This worked well when candidates were discussing video game and film texts.

## Question 9

- 9\* Discuss the potential problems with regulatory practice in a media sector you have studied. Use examples to support your answer.

[20]

- The answer will feature a specific sector and the regulatory practices and organisation will be identified.
- The candidate will make reference to the media effects debate and theoretical ideas as part of their answer.
- The answer will show consideration of both problems of current regulation in the sector and the effectiveness; reward should be given for building of an argument.
- The answer will feature examples from the media product.

### Mark scheme guidance

Candidates can pick any product they have studied and will look at the regulatory practice.

This answer may not be balanced.

Top answers are likely to demonstrate an understanding of relevant media effects theory and contemporary debate (Mulvey, Cohen, Gauntlett) and choice of theorists is likely to depend on the medium and product chosen.

The answer may reference the history of regulatory bodies and practice in order to support ideas about problems of contemporary practice.

#### Level 4 16–20

An **excellent** understanding of media regulation and related theory is demonstrated for a specific sector. 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.

#### Level 3 11–15

A **good** understanding of media regulation and related theory is demonstrated for a specific sector. The examples used from media products and audiences to support 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.

#### Level 2 6–10

A **basic** understanding of media regulation and related theory is demonstrated for a specific sector. The examples used from media products and audiences to support ideas are **mostly appropriate**. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive.

#### Level 1 1–5

**Limited** understanding of media regulation and related theory is demonstrated for a specific sector. The examples used from media products and audiences 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.

#### Level 0

No response or no response worthy of credit.

## Examiner comments

It was pleasing to see that some centres had taken on board feedback about the importance of teaching the effects debate and regulatory practices across different media sectors. Again, some candidates did not reference examples as per the requirement of the question, limiting marks. The suggested theory such as the passive v. active audience and moral panics was included by some candidates. However many candidates seemed to link this to referencing the Jamie Bulger/Child's Play 3 case and the Bobo Doll experiment which are not contemporary digital media case studies and were clearly not understood with reference to the 'problem' of regulatory practice. Answers, again, that explored a specific product, or products, in relation to regulation demonstrated that candidates were able to fully understand the requirements of the question. Products such as Manhunt, The Dark Knight, Twitter and Facebook were discussed well with relevant examples of press moral panics. Answers whereby the candidates were clearly confused between the requirements for Unit 1 and Unit 2 scored minimal or no marks owing to, for example, SWOT analyses being provided for regulation of film and video games and so centres should ensure candidates fully understand the requirements of each Unit.

## Exemplar Candidate Work

## Question 9 – low level answer

- 9\* Discuss the potential problems with regulatory practice in a media sector you have studied. Use examples to support your answer.

[20]

The media sector I studied was the Dark Knight film. The regulatory guidelines caused controversy amongst some members of the public however this was never carried out and the regulations remained the same. The film was rated a 12a meaning that children under 12 could watch it if accompanied by an adult. A rating of 12a means that any violence must not be dwelled upon, swearing can be used in an appropriate manner but be kept infrequent and sexual references must be kept basic. The Dark Knight met these guidelines and were awarded the correct rating. However parents complained that the film should be a 15 instead based on one of the scenes. In this scene the Joker penetrated a man's face by pushing his head into an upright pencil. Viewers some viewers claimed

you could see the pencil go in however this was not the case. Regulating films at the correct age is extremely important because of the various effects that could come from watching a film at an inappropriate age. There are ~~two~~ different theories that suggest how media can negatively affect us. One theory is called desensitisation. (9\*) This ~~refers~~ suggests how someone can become numb to the effects of violence after an prolonged exposure to violent images/footage. This could lead to someone committing acts of violence because they are so used to it they don't see it as a bad thing anymore. Therefore if a young viewer watches a film that should perhaps be an older rating they can have a negative effect from it. Another theory is the copycat theory where someone copies what they see on screen. Bandura et al did an experiment to prove this theory called the bobo doll experiment. He had adults in one room playing nicely with this doll and then had children watching, then they had a doll and copied this behavior by cuddling and nursing this toy. Then he had the

adults play rough with this toy.  
~~The~~ when it was the  
childrens turn they became  
aggressive with it and showed  
more violence and abuse fo it  
than the adults did. This showed  
the copycat theory. This explains  
why practising regulatory guidelines  
must be correct before entering  
cinemas and shops.

### Commentary

The candidate has discussed a media product (Dark Knight). Some terminology (e.g. copycat, desensitisation) was provided, but old experimentation of the media effects debate was given without offering debate. This is why this is a low level answer. To move this to a medium level answer, the candidate would need to directly show they understood the requirements of the question. In this case it appears that they have tried to tailor the answer to a different question (media effects). They could also move the answer to medium level by referencing some suggested theory about the regulatory practice such as the passive v. active audience and products create moral panics. To move this to a medium level answer the candidate would have needed to use more than one example (pencil scene) from the product to back up any points or suggested ideas about regulatory practice.

The textbook for L3 CT Digital Media and delivery guide for Unit 1 could be accessed to give examples of relevant theory and appropriate texts.

## Exemplar Candidate Work

## Question 9 – medium level answer

- 9\* Discuss the potential problems with regulatory practice in a media sector you have studied. Use examples to support your answer.

~~Ofcom~~ <sup>tack of control</sup> ~~personal views~~ <sup>guage public opinion</sup> ~~difficult to eliminate~~ <sup>range</sup> ~~regulatory~~ [20]

Ofcom is the government approved regulator of the television, radio, and video-on demand sectors. They set and enforce regulatory guidelines using the power given to them by the government. One problem they have is a lack of control over broadcast content. For example, the Channel 4 series 'Benefits Street' received hundreds of Ofcom complaints by the audience after it had aired, saying it vilified benefits claimants or could incite crime. Ofcom launched an investigation into the show but could not find any breach of conduct. As the series had already been broadcast, Ofcom's investigation did not have much of an effect and they were unable to prevent more people watching the show.

Another problem Ofcom faces is that they have to judge whether whether complaints are valid or not, and thus have to discern which are affected by personal opinions of the audience and guage public opinion on certain subjects. ~~The~~ The BBC series 'Doctor Who' received many complaints after it showed an on-screen kiss between two female characters, one alien and one human. Some viewers deemed this unsuitable for children. Ofcom had to decide if these complaints were valid or based on viewers' homophobia. They decided not to proceed with an investigation, but given the number of complaints this may have been ~~meant~~ considered incorrect.

As the number of online streaming services increase, more people in the UK are accessing foreign content. Ofcom has the power to regulate UK based VoD services, but not those based elsewhere. Netflix, an American subscription-based video service recently released a controversial series: '13 reasons why' which was centred around a teen suicide. It included a graphic suicide scene which was criticised as this could lead to a 'contagion effect' (Gould) and ~~in some~~ cause teen viewers to want to commit suicide. This could be seen as dangerous content, but UK regulators (additional space)

9. have no power to prevent teenagers in the UK accessing this content. This could be an issue, as UK viewers may be able to access dangerous content from countries with more relaxed regulations.

As of April 2017, Ofcom became the official regulator for the BBC, replacing the BBC Trust's role. Some viewed this as a good move, as it is difficult for large companies such as the BBC to self-regulate without accusations of corruption. On the other hand, it has massively increased the workload for Ofcom, and is expected to cost millions of pounds. ~~The~~ <sup>The</sup> problem for regulators is that the amount of content they have to regulate increases day by day, making thorough regulation more difficult.

## Commentary

The candidate has clearly discussed a range of appropriate media products for the sector of television (Benefits Street, Doctor Who, 13 Reasons Why), e and understood the question (the possible problems with regulatory practice). Theory, such as Gould, was used to demonstrate understanding of the media effects debate. The candidate has also clearly the guidelines provided by regulatory body Ofcom. To move this to a high level answer, the candidate would have needed to give more specific examples from the TV programmes and statistics to back up ideas about why the programmes were complained about. To do this the candidate could have analysed a specific extract or sequence from the programmes to support points. More terminology relevant to the topic (e.g. desensitisation, hypodermic syringe, moral panics) could have also been used to make it a high level answer.

The Level 3 Cambridge Technicals Digital Media textbook and delivery guide for Unit 1 could be accessed to give examples of relevant theory and appropriate texts.

## Exemplar Candidate Work

## Question 9 – high level answer

- 9\* Discuss the potential problems with regulatory practice in a media sector you have studied. Use examples to support your answer.

[20]

The media effects debate discuss ~~the aftermath~~ <sup>why</sup> of people become are becoming so violent. Many say it is the cause of violent images on TV or violent video games.

PEGI (Pan European Game Institute) regulate video games based on content, eg such as the swearing and bad language, it also ~~are~~ <sup>are</sup> as well as violence, sexual content, drugs usage, discrimination and ~~etc~~ whether it could be played through new media, online. They ~~never~~ <sup>never</sup> ban games. Except Man Hunt 2.

A potential problem that can occur is copy cat behaviour. (Jenkins) The kids or adults that play violent video games ~~are~~ <sup>may</sup> ~~it~~ may likely copy them. For an example, one child killed their best friend and the victims family said that it was because the ~~the~~ killer played Man Hunt, a very violent video game. This incident sparked a 'Moral Panic' with the media (Cohen) and resulted in ~~the banning~~ of Man Hunt 2 not being allowed ~~to~~ by PEGI ~~due~~ <sup>due</sup> to the pressure from the public.

This incident can say that yes, there are problems ~~in~~ <sup>with</sup> regulatory practice because PEGI ~~is~~ <sup>is</sup> said Man Hunt is for age 18+, why were young kids playing it. However, it was later found that the victim was the owner of Man Hunt, not the killer.

GTA (Grand Theft Auto) was regulated as 18 age 18. However 20% of the players are 13 aged, 13-17, below the age limit. This can be seen as deregulation because the parents

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are the ~~only~~ people who can stop their kids. They may allow their kids to play the game because they think the child is mature enough or because children are more media literate so the parents can't stop them.

However, <sup>Potential violence and copycat</sup> ~~the~~ ~~presumption~~ ~~that~~ ~~the~~ behaviour presumes that the audience is passive, and ~~do~~ understand every thing in the same way (Hyperdermic Syringe)

But, many say that games don't make people violence because it is ~~the~~ ~~best~~ way to get their stress out. As well as meet new people, however many <sup>children</sup> ~~are~~ ~~being~~ ~~throughly~~ ~~in~~ ~~danger~~ ~~of~~ ~~being~~ ~~kidnapped~~ ~~or~~ ~~pedophilia~~ ~~it~~ because

Syringe

- Hyperdermic syringe
- 60,000,000
- 
- 
-

9) they are told in the game to go ~~to~~<sup>to</sup> secluded places:

Pokémon Go is a game that has made it easier for these crimes to be done as well as other incidents, walking off a cliff or trespassing. However some players argue that it is good because they exercise and meet new people while playing.

Another factor is that 60 million consoles are sold in the UK alone. Only a few incidents have ~~occurred~~<sup>been</sup> blamed on violent games.

As there are also other factors that make people violent, their environment. There was an incident where a boy shot his father and brother. The child said he was copying GTA, but it was later reported that the father was known for being violent.

To conclude, yes there may be a few potential problems that may happen, but it may not be because of video games. Out of 60 million consoles sold only a few incidents have been. PEGI may need to upgrade their rules to match modern times (web 2.0) because children can access the games online.

## Commentary

The candidate has clearly discussed an appropriate media product (GTA), identified the target audience and regulatory certification (e.g. PEGI) and understood the question (the possible problems with regulatory practice). Suggested theory (e.g. moral panics) was used to demonstrate thorough understanding of the media effects debate. The candidate has also clearly learnt terminology relevant to the topic (e.g. hypodermic syringe). The candidate has also structured the essay to show that they understand that this is a debate question, and this is backed up by statistics (60 million games sold). The candidate also brings wider knowledge of the course (Web 2.0) to expand their argument and conclude ideas. There are detailed examples from the video game to support theoretical ideas or potential problems. The candidate has also demonstrated their wider knowledge of the effects of their specific product on the audience. This is why this is a high level answer.

The for Level 3 Cambridge Technical Digital Media textbook and delivery guide for Unit 1 could be accessed to give examples of relevant theory and appropriate texts.



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