

Cambridge TECHNICALS LEVEL 3

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

Feedback on the January 2018 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 January 2018 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, 7 and 9.

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**

**Tuesday 9 January 2018 – Afternoon**  
Time allowed: 2 hours

You must have:  
• Insert C361

First Name  Last Name

Centre Number  Candidate Number

Date of Birth

**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 answer 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	/8
3	/4
4	/12
5	/4
6	/12
7	/8
8	/8
9	/20
<b>Total</b>	<b>/80</b>

**INFORMATION**

- Refer to the insert provided when answering Questions 1, 2 and 3.
- The total mark for this paper is 80.
- 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 12 pages.

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

Unit 1: Media products and audiences

Level 3 Cambridge Technical Certificate/Diploma in Digital Media  
05843 - 05875

**Mark Scheme for January 2018**

Oxford Cambridge and RSA Examinations

**OCR**  
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**Cambridge Technicals**  
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Level 3 Cambridge Technicals Certificates in Digital Media 05843, 05844  
Level 3 Cambridge Technicals Diplomas in Digital Media 05845, 05846, 05875

**OCR Report to Centres January 2018**

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**

**Tuesday 9 January 2018 – Afternoon**

**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.

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## GENERAL EXAMINER COMMENTS ON THE PAPER

It was again pleasing to see that a number of Centres had used both the online resources and the textbook that accompanies the specification to support the teaching and learning of Unit 1 for candidates. 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 and their conventions when answering questions. In this session it was also evident that basic wider concepts about media industries and ownership were not understood by many candidates, with many instances of incorrect responses. Centres also need to ensure that theoretical ideas about media production, distribution, advertising and marketing and consumption are taught as a foundation to ensure that candidates can fully access all low and medium mark questions. It was pleasing to note, however, that suggested theoretical ideas and key terminology that could support points made in extended response questions was generally used appropriately in both the narrative (Q6) and the media effects debate (Q9) answers.

### 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

Fig. 1

Table from NRS showing readership of a selection of newspapers (Source: NRS, September 2016)

	Adults									
	Total		ABC1		C2DE		15-34		35+	
UNWEIGHTED SAMPLE	27484		15900		11584		6654		20830	
EST. POPULATION 15+ (000s)	52171		28278		23893		16381		35790	
	(000s)	%								
Daily Newspapers - 6 Day AIR										
The Sun	4188	8.0	1329	4.7	2859	12.0	1027	6.3	3161	8.8
Daily Mail	3354	6.4	2082	7.4	1273	5.3	414	2.5	2941	8.2
Daily Mirror/Record	2283	4.4	781	2.8	1502	6.3	342	2.1	1941	5.4
Daily Mirror	1818	3.5	637	2.3	1181	4.9	296	1.8	1522	4.3
Daily Record	484	0.9	148	0.5	336	1.4	54	0.3	431	1.2
The Daily Telegraph	1183	2.3	972	3.4	211	0.9	123	0.8	1060	3.0
The Times	1047	2.0	888	3.1	159	0.7	170	1.0	877	2.5
The Guardian	865	1.7	690	2.4	174	0.7	226	1.4	639	1.8
Daily Express	842	1.6	476	1.7	367	1.5	69	0.4	773	2.2
Daily Star	800	1.5	199	0.7	601	2.5	203	1.2	598	1.7
	541	1.0	391	1.4	150	0.6	79	0.5	462	1.3
Net national dailies	12592	24.1	6551	23.2	6041	25.3	2039	12.4	10553	29.5
Gross national dailies	15124	29.0	7812	27.6	7312	30.6	2660	16.2	12463	34.8

# 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 'demographic data'.

TWO marks for suitable explanation e.g.:  
 • the information about the target audience of media products (1) such as age, gender, ethnicity (1).  
 .....  
 ..... [2]

(b) (i) Explain **two** interpretations that could be made about the target audience of the Daily Express.

1. TWO marks for each suitable interpretation and explanation e.g.:  
 • the majority of Daily Express readers are not young people (1) because the content is not very celebrity orientated (1).  
 .....  
 .....  
 .....  
 ..... [4]

2.....  
 .....  
 .....  
 ..... [4]

(ii) Identify **two** differences in the readerships of The Daily Telegraph and The Guardian.

ONE mark for each difference e.g.:  
 • the Daily Telegraph has a higher ABC1 readership than the Guardian (1)  
 • more young people 15–34 – read the Guardian than the Daily Telegraph (1).  
 .....  
 ..... [2]

(c) Explain the difference between 'readership' and 'circulation'.

TWO marks for suitable expansion of the relationship between readership and circulation e.g.:  
 • Circulation of a print product is the number of copies sold or distributed if the publication is free (1) whereas readership is the total number of people reading each copy or edition of a print product (1).  
 .....  
 ..... [2]

## Mark scheme guidance

### Question 1(a):

Candidates may also utilise the data provided to explain their ideas.

### Question 1(b)(i):

Candidates will think about why the Daily Express appeals to older women. Candidates may explain their answers in comparison to other data given (e.g. compare to the Sun).

### Question 1(b)(ii):

Candidates will use the data to pick two differences between the demographic of the Daily Telegraph and the Guardian.

### Question 1(c):

Candidates may reference ideas such as sharing reading of publications to help define readership.

Candidates may use the term 'consumer' instead of 'reader' but not alternatives such as 'viewer' which are not associated with the publishing industry.

## Examiner comments

The first three questions required candidates to analyse and interpret audience data from NRS and RAJAR. Candidates had been prepared to analyse research data but lacked knowledge about the target audiences of a range of media products.

**Question 1(a)** – This question allowed candidates to demonstrate their wider knowledge for an explanation of the term 'demographic data'. Most candidates were able to secure one mark out of two, but only some candidates successfully linked the term to media products and their target audiences.

**Question 1(b)(i)** – This question required candidates to look at the NRS data and explain two interpretations about the target audience of the Daily Express newspaper; most successfully achieved at least two marks for being able to interpret the data, with some candidates explaining the type of content that, for example, a broad, mixed target audience of social grades A-E might enjoy.

**Question 1(b)(ii)** – This question required candidates to look at the NRS data and identify two differences in the readerships of the Daily Telegraph and The Guardian newspapers; most successfully achieved at least two marks for being able to interpret the data and suggest the main differences between age and number of readers.

**Question 1(c)** – This question required candidates to explain the difference between the terms 'readership' and 'circulation'. Unfortunately many candidates did not know the answer to either, got the definitions the wrong way around or only got one of the definitions correct. Centres are reminded that it is important to teach candidates basic terminology related to the specification.

## Question 2

**Fig. 2**

**Table from NRS showing how a selection of newspapers were accessed by audiences (Source: NRS, September 2016)**

Newsbrands (1)	Net Print, PC and Mobile Total	Total Print	Total PC	Total Mobile
	000s	000s	000s	000s
The Daily Telegraph/telegraph.co.uk	22223	3819	6740	16600
The Guardian/theguardian.com	26197	4037	6972	21839
No Print Publication/independent.co.uk	16940	0	4211	14569
The Times/thetimes.co.uk	5763	4378	662	1487
Daily Mail/dailymail.co.uk	29263	10068	7418	20437
Daily Mirror/mirror.co.uk	24969	5902	4374	19256
Daily Record/dailyrecord.co.uk	4561	1230	588	3650
The Sun/thesun.co.uk	24022	10661	2077	16544
London Evening Standard/standard.co.uk	11012	4986	1530	7069
Metro/metro.co.uk	17639	10582	1517	9374

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

- (a) Explain **one** interpretation that can be made about the way in which print products are accessed by audiences from the data provided.

TWO marks for interpretation and explanation e.g.:

- More people are accessing print products by portable devices (1) owing to the advances in Broadband and wifi access when people are not at home and want a news update (1).

.....

.....

.....[2]

- (b) From your wider knowledge of target audience describe **two** possible reasons why more people might access The Guardian rather than The Sun via a portable device.

Up to FOUR marks for a suitable explanation including an example e.g.:

- More young people read the Guardian (1) and as digital natives are used to accessing media products online (1)
- The Guardian has a higher proportion of ABC1 readers (1) and these people have the money to buy portable, wifi technologies to access media products (1).

.....

.....

.....

.....

.....[4]

## Mark scheme guidance

### Question 2(b):

Candidates should demonstrate knowledge of the differences between young and older audiences and use of technology.

### Examiner comments

**Question 2(a)** – This question required candidates to explain an interpretation from the NRS data reflecting how audiences access print products. Most candidates were able to interpret that more people were using their mobile phones to access some newspapers, but many did not explain it in relation to ease of access of viewing content on the go on portable devices owing to technological convergence.

**Question 2(b)** – Candidates who successfully or partly successfully answered 2a) were able to gain marks by linking the social grade profile of The Guardian and The Sun to the ability to afford a portable device. The best answers also used wider knowledge about the perceived job roles and content of the individual newspapers to support why, for example, a Guardian reader might want to access business information quickly if working in a busy city.



### Question 4

4 (a) Explain **two** advantages of vertical integration, using examples from a media company you have studied to support your answers.

1. FOUR marks for each advantage of vertical integration and suitable use of examples e.g.:  
 • Conglomerate companies such as 21st Century Fox use vertical integration to their advantage to make more profit at the stage of consumption (1) this is because they own companies such as Fox Home Entertainment that produce all the DVDs (1).

2.....  
 .....  
 .....  
 .....

[4]

(b) Explain **two** ways that an independent company you have studied created successful media products. Use examples to support your answer.

1. THREE marks for each explanation with suitable examples of how the independent company produced a successful product e.g.:  
 • Warp Films worked with Film Four as part of a joint venture (1) to produce This Is England. This made the product successful as Film Four and Channel 4 could reach the youth target audience (1) through their established marketing channels online via All 4 and the Film Four channel (1)  
 • This Is England became a successful franchise from film to television (1) owing to the relationship that Warp Films has with local innovative directors such as Shane Meadows (1) who was able to guide production to connect with youth and social issues to engage the target audience (1).

2.....  
 .....  
 .....  
 .....  
 .....

[6]

(c) Identify **two** advantages of using synergy in a media sector that you have studied.

1. ONE mark for each advantage e.g.:  
 • A conglomerate company can maximise success and efficiency of marketing for a specific product using synergy (1)  
 2. • A company can use synergy to cross promote a brand across different media platforms (1).

[2]

## Mark scheme guidance

### Question 4(a):

Candidates will reference a media company they have studied and why vertical integration is advantageous.

Any reference that is made to the way in which producers have the ability to distribute their products or offer a variety of ways for the consumer to access/purchase products (such as theme parks, online services) should be given credit if correct examples are used.

### Question 4(b):

Candidates should reference an independent company and a specific media product as part of the answer.

## Examiner comments

**Question 4(a)** – This question was not done as successfully as similar questions in previous series with answers giving incorrect answers when explaining the advantages of vertical integration. Conglomerate companies that were given were largely correct, but there was a lack of explanation, demonstrating candidates did not understand the term.

**Question 4(b)** – Understanding of independent ownership structures and examples of the products they produce was not as successfully demonstrated as in previous series. Many candidates gave incorrect examples of independent companies (e.g. Disney). Some answers by candidates however did reference companies suggested in the delivery guide and textbook (e.g. Sumo Digital, Gabrielle Media, Warp Films) and had clearly done extra research to understand their products and audiences.

**Question 4(c)** – Some answers demonstrated a lack of understanding about the concept of synergy, with candidates misunderstanding the term or not explaining answers. Again, it is vital that key terminology is taught, with examples.

## Question 5

- 5 Explain how **two** elements of the pre-production process can be used to contribute to the early marketing of a media product you have studied.

- 1 TWO marks for each suitable pre-production element and role in early marketing of a product e.g.: .....
- A storyboard is used at the pre-production stage of a film or TV programme and can be used to market the narrative and characters (1) by being distributed across social media or as an animatic to spark initial interest (1) .....
  - A casting call can be used at the stage of pre-production of a film or TV programme create an early buzz about potential stars (1) who will act to draw in audience and create gossip about the product (1). .....
- 2 .....
- .....
- .....

[4]

**Mark scheme guidance**

Candidates may give a range of products and pre-production elements based on the sector they have studied.

Candidates may also discuss the way in which pre-production activities, such as storyboarding and recording rehearsals with actors, can directly be used as marketing tools across VoD sites such as YouTube.

**Examiner comments**

This was the most incorrectly answered low to mid mark question on the exam paper. Owing to the synoptic links with Unit 2, it was surprising that candidates failed to give examples of pre-production activities that could be used to help market a media product. The most successful answers suggested that activities such as casting, location scouting and storyboarding were relevant pre-production activities that could be used to market a product via social media, with the best answers providing direct examples from real media products (e.g. Deadpool).



## Mark scheme guidance

### Level 3: 9 – 12 marks

**Excellent** understanding of how narrative concepts can be applied to a product within a specific media sector is demonstrated. A wide range of techniques and examples to support narrative concepts will be discussed. 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. There may be few, if any, errors of spelling, punctuation and grammar.

### Level 2: 5 – 9 marks

**Good** understanding of how narrative concepts can be applied to a product within a specific media sector is demonstrated. A range of techniques and examples to support narrative concepts will be discussed. 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: 1 – 4 marks

**Limited** understanding of how narrative concepts can be applied to a product within a specific media sector is demonstrated. The techniques and examples used from products to support ideas are sometimes appropriate. spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.

## Examiner comments

The most popular media sectors studied were film and video games and, as noted in the general comments above, there was more engagement with theoretical concepts than in previous sessions. Candidates chose one or two products and then discussed how the concept of narrative could be applied. The most successful candidates supported the suggested theoretical ideas with specific examples from the products they had studied; for example, candidates that quoted narrative theory such as 'binary opposition' were also able to give specific examples to demonstrate why the film or video games supported the theory and helped audiences to understand and identify with the product. Some excellent answers also challenged the theory, suggesting why the product they had studied could arguably not fit with conventional narrative theory.

## Exemplar Candidate Work

## Question 6 – High level answer

6\* Analyse how the concept of narrative can be applied to a media product you have studied.

Use examples to support your answer.

The narrative theory is the way a story is portrayed in order. This is to give meaning to the audience. A media product I have studied is "The Visit (2015)". This is about a boy (Tyler) and a girl (Becca) who go and visit their grandparents.

Todorov (theorist) came up with the 5-step narrative formula of how stories are portrayed. The ~~first~~ first step is the equilibrium, that is when everything is seen as normal. In "The Visit", Tyler and Becca go and see their grandparents and they move smoothly. The second step is the disruption of the <sup>equilibrium</sup> event. In "The Visit" ~~events are~~ the equilibrium is disrupted as they notice that nana (grandma) is playing hide and seek, but chasing Tyler and Becca like a dog. This denotes that there is something wrong with nana. The third step is the recognition of the event. In "The Visit" Tyler and Becca notice that their grandparent are not their real grandparent, which causes suspicion. The fourth step of Todorov's theory is to try and repair the damage. In "The Visit" [12]

6. Becca and Tyler try to repair the damage by interviewing Nana and asking her why she does not speak to their mum. In this process Nana gets angry as Becca is asking too much questions. The Fifth step is the new equilibrium. In 'The Visit', this is portrayed as Both Becca and Tyler have both killed their grandparents resulting in the new normal. Also, in 'The Visit' Binary opposition is used (Levi-strauss) because the grandparents are seen as the evil abductors and the children as seen as good and innocent. This ~~shows~~ ~~that~~ goes against reality as the grandparents are seen as old, gentle, kind and sometimes forgetful.

### Commentary

The response is a high level answer because recommended theory in relation to narrative/narratology (such as Todorov and Levi Strauss) has been applied to a specific product (The Visit) with examples from the product.

It would have been a full mark answer had the candidate referenced how specific production techniques (mise-en-scene, camerawork, editing and sound) had been used by the producer to create the narrative examples that linked to the theory within the response.

## Questions 7 and 8

**7 Explain two ways that below the line advertising has contributed to the success of a media product you have studied. Use real media products/examples to support your answer.**

1. ONE mark for each method of below the line advertising of a specific product and TWO marks for how it contributed to the success of a product. Max SIX marks e.g.:

- Twitter marketing of franchise films such as Deadpool (1) to individual users who follow 21st Century Fox and the film (1) with production updates, further marketing and release information (1).
- Specialist competitions to individual listeners on the radio (1) for big events such as the Capital FM Christmas Ball (1) that encourage listeners to tune in because it is so lucrative (1).

2. ....  
 .....  
 .....  
 .....  
 .....

[6]

**8 (a) Identify two media research organisations.**

1. ONE mark for each media research organisation e.g.:
- NRS (1)
2. ....
- BARB (1)
  - RAJAR (1)

[2]

**(b) Describe two advantages for media research organisations in using quantitative data.**

Use examples to support your answer.

1. TWO marks for each example of the advantages of quantitative data for media research organisations with supporting example e.g.:
- Quantitative data is used by the NRS so that it can sell ABC1 social grade figures to companies such as Bauer (1) who want to create a press pack in order to encourage companies to advertise their magazines (1).
2. ....
- Data is used by BARB so that popularity of programmes can be measured (1). This is advantageous because it gives television stations a guide to audience preferences and the type of programme that they can make to ensure higher viewing figures (1).

[4]

## Mark scheme guidance

### Question 7:

Below the line methods should be referenced that target the individual. Any above the line method (billboard, trailers, TV adverts) should not be given credit.

Celebrity endorsement if through a below the line method should be awarded credit.

### Question 8(b):

Candidates may look at how media organisations use data they have bought that has been collected by research organisations. If valid advantages are given in the context of the company/sector then the answer should be credited. Such answers may include:

- Quantitative data is used by Bauer Media to create a press pack about their audience demographic for their magazines (1) in order to sell their audiences to advertisers (1).

## Examiner comments

**Question 7** – Understanding of ways in which digital media products can be advertised was not as successfully demonstrated as in previous sessions. Many candidates gave incorrect examples for below the line advertising methods, with many getting confused with above the line methods or not understanding the term. The most successful answers provided direct examples from real media products and the impact it had on creating awareness in the target audience.

**Question 8(a)** – Answers to this question demonstrated candidates had either a good understanding of what a media research organisation does and knew the names of them or they did not understand the difference between a research organisation and a media regulator. Again, candidates need to be taught the purpose and role of media research organisations as part of the production process.

**Question 8(b)** – Even if candidates had answered Q8a) incorrectly, it was pleasing to note that candidates did know the meaning of quantitative data and the benefits of collecting this type of information. The best answers referenced the media research organisations in terms of being able to sell large amounts of data to other companies, or suggested what media companies used the data for in specific sectors.

## Exemplar Candidate Work

## Question 7 – Medium level answer

- 7 Explain two ways that below the line advertising has contributed to the success of a media product you have studied. Use real media products/examples to support your answer.

1. Below the line advertising can contribute to the success of a media product, for example door-to-door communication advertising can give more information to consumers of which they understand better as they have the ability to ask them questions which can help them to make a purchase. For example, Sky broadband door to door sales can convince someone to change their broadband connection.

2. Another below the line advertising could be contacting someone directly via email, this could contribute to a companies success as it could give individuals a reminder about something or it could convince consumers to look on their website which could lead to potential sales. For example Nicola beauty (a beauty salon) could remind a client they have an appointment therefore not missing out on a potential sale.

### Commentary

The response is a medium level answer because the candidate has given two correct examples of below the line advertising (door to door and direct email) and one specific media product (Sky Broadband).

The improvements that would be needed to make this a high level answer are to ensure that the examples given are explained e.g. door to door could have been better explained as a suitable method owing to the face to face discussion with a consumer linking specifically to the product (Sky Broadband). Also the second answer did not reference a real media product or media organisation and this is needed for a high level answer.

## Question 9

9\* “The media effects debate is an outdated concept”. Discuss the statement in relation to a media product you have studied. Use examples to support your answer.

[20]

20 MARKS MAX FROM:

- The answer will feature a specific product and the target audience will be identified.
- The candidate will make reference to the statement presented and debate in relation to examples from the media product.
- Reward should be given for building an argument.
- 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 include contemporary regulation in order to support ideas about media effects in the digital media landscape.
- Use of appropriate terminology should be rewarded; examples include copycat violence, moral panic, desensitisation, hypodermic syringe, active and passive audiences.

### Mark scheme guidance

#### Level 4: 16 – 20 marks

An **excellent** understanding and debate is presented about the concept of media effects in the digital media landscape. 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 marks

A **good** understanding and debate is presented about the concept of media effects in the digital media landscape. 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 marks

A **basic** understanding and debate is presented about the concept of media effects in the digital media landscape. 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 marks

**Limited** understanding and debate is presented about the concept of media effects in the digital media landscape. 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.

## Examiner comments

It was pleasing to see that some Centres had taken on board feedback about the importance of teaching key audience theory and terminology, the media effects debate and examples of products across different media sectors that relate to the topic. 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 most candidates who had understood the question and many candidates demonstrated they could debate the statement giving them opportunity to give their own point of view on the topic. Many candidates again used the Jamie Bulger case, perhaps owing to recent references in the media, but did not know the film or panics about video nasties to put this in context. More contemporary digital products such as the GTA series, Call of Duty, IT and Snapchat were discussed well with relevant examples of up to date press moral panics. Answers whereby the candidates were clearly confused between the term 'media effects debate' with 'special effects' scored minimal or no marks owing to, for example, an analysis of the special effects in Star Wars bearing no relevance to the question.

## Exemplar Candidate Work

## Question 9 – High level answer

- 9\* "The media effects debate is an outdated concept". Discuss the statement in relation to a media product you have studied. Use examples to support your answer.

[20]

~~Plan~~ <sup>the visit?</sup> Yes = Has BBFC to regulate  
 gross + gerbner (B) NO = Focuses on Both passive +  
 Joryn (B) active audience 'childs play 3'  
 Cohen (B) what = academic + social debate  
 Gattlett (B) No = Psychology. Easy access.

The media effects debate is a academic and social ~~dis~~ discussing concerning mainly two theories, active audience theory and passive audience theory.\*

The media effects debate is out of date because now <sup>there are</sup> ~~with~~ has the 3 strict regulatory regulations. ~~the~~ within film that would be <sup>done by</sup> the BBFC. For The film 'The Visit' (2015) ~~it~~ was rated as a 15 in the UK by the BBFC because of violent behaviour, ~~when~~ when Tyler repeatedly hit Pop Pop's head with a fridge door. Also, because the F. word was used <sup>once</sup> together with other curse words ~~more~~ words. & This then keeps ~~f~~ ~~in~~ ~~doesn~~ cinemas from allowing under 15s to ~~watch~~ watch it and <sup>avoids</sup> make parents to not allow

cinema  
London

under children to watch it so they do not take it in passively or (or actively). So people are more protected.

However, with the digital age booming this causes an increase of streaming and therefore pirating. This is then easy access for a child to watch the film 'The Visit' (2015) online. This puts the under 15 year old in danger of desensitisation to violence after seeing Becca stab Nana repeatedly. This falls under "Gerbner and Gross" 'copy cat' behaviour as violence is to when a child feels threatened. Psychologically speaking children pick up on such behaviour and may want to imitate it.

On the other hand, this concept was thought of before the digital age, such as Cohen's <sup>(1970s)</sup> moral panic idea. ~~Due to which~~ Due to the internet there is a vast amount of information that is easily reached to understand that

(9\*) it's all fake and ~~that~~ much research is done on how the audience is affected. Many argue that purely the film itself does not have a great effect on the audience because ~~but~~ maybe ~~with~~ due to violence at home. There was a case study that were a boy killed his father and brother due to a medicine product however, it was later on ~~as~~ revealed that the father was abusive so that could of been the reason for such behaviour.

In conclusion, the media effects debate is not outdated as the passive audience theory does still concern vulnerable audience members such as children as it works like a ~~hypodermic~~ hypodermic syringe. At the same time with increase of social media use there are more discussions of media products such as films which leans more to active audience theory as they may not passively accept it. In the 90s two boys <sup>(about 10 years old)</sup> were responsible for the murder of a 2 year old boy <sup>in part of the cause was after</sup> 'Child's play 3' after the boys watched it, this <sup>shows</sup> proves that the media effects debate is still valid.

\* I will be mainly focusing on the film 'The visit' (2015). A Horror/Thriller and drama as the sub-genre.

## Commentary

The response is a high level answer because recommended theory in relation to the media effects debate (such as active and passive audience theory, hypodermic syringe, moral panic, mean world syndrome (Gerbner and Gross)) has been applied to a specific product (The Visit) with examples from the product to support points made ('banging on Pop Pop's head').

The response is a high level answer because it makes reference to the key terminology and organisations recommended for regulation and media effects (such as desensitisation, copycat violence, BBFC).

It also addresses the specific question by looking at the statement, 'media effects is an outdated concept', and discusses both sides of the argument.

It would have been a full mark answer had the candidate referenced more contemporary case studies where films have been blamed by the mass media for having a negative impact on audiences (such as Dark Knight) rather than citing Child's Play 3 and the Bulger case.



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