



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

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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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Annotations

Annotation	Meaning of annotation
Tick	Tick
Double Tick	Excellent point
Cross	Cross
?	Unclear
^	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
Vertical wavy line	Not relevant to specific question
R	Rubric
Diagonal line/line through	Blank page

Question			Answer/Indicative content	Mark	Guidance
1	a		TWO marks for suitable explanation e.g. <ul style="list-style-type: none"> the information about the target audience of media products (1) such as age, gender, ethnicity (1) 	2	Candidates may also utilise the data provided to explain their ideas.
1	b	i	TWO marks for each suitable interpretation and explanation. e.g. <ul style="list-style-type: none"> the majority of Daily Express readers are not young people (1) because the content is not very celebrity orientated (1). 	4	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).
1	b	ii	ONE mark for each difference. e.g. <ul style="list-style-type: none"> the Daily Telegraph has a higher ABC1 readership than the Guardian (1) more young people 15-34- read the Guardian than the Daily Telegraph 	2	Candidates will use the data to pick two differences between the demographic of the Daily Telegraph and the Guardian.
1	c		TWO marks for suitable expansion of the relationship between readership and circulation. e.g. <ul style="list-style-type: none"> 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	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.

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>TWO marks for interpretation and explanation e.g.</p> <ul style="list-style-type: none"> • 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	
2	b	<p>Up to FOUR marks for a suitable explanation including an example e.g.</p> <ul style="list-style-type: none"> • 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	Candidates should demonstrate knowledge of the differences between young and older audiences and use of technology.
3		<p>Up to FOUR marks for suitable description of difference and possible justification. e.g.</p> <ul style="list-style-type: none"> • Radio 2 has a higher total hours listenership than Radio 1 (1) This is because the content of Radio 2, such as Steve Wright, is aimed at older audiences who are often retired and have more time to listen to the station (1) • Radio 4 Extra has a smaller listenership than the flagship stations of Radio 1 and Radio 2 (1) this is because it is aimed at niche audiences who want to access archive content (1). 	4	

Question		Answer/Indicative content	Mark	Guidance
4	a	<p>FOUR marks for each advantage of vertical integration and suitable use of examples. e.g.</p> <ul style="list-style-type: none"> • 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) 	4	<p>Candidates will reference a media company they have studied and why vertical integration is advantageous.</p> <p>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.</p>
4	b	<p>THREE marks for each explanation with suitable examples of how the independent company produced a successful product e.g.</p> <ul style="list-style-type: none"> • 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). 	6	<p>Candidates should reference an independent company and a specific media product as part of the answer.</p>
4	c	<p>ONE mark for each advantage. e.g.</p> <ul style="list-style-type: none"> • A conglomerate company can maximise success and efficiency of marketing for a specific product using synergy (1). • A company can use synergy to cross promote a brand across different media platforms. (1) 	2	

Question	Answer/Indicative content	Mark	Guidance
5	<p>TWO marks for each suitable pre-production element and role in early marketing of a product</p> <p>e.g.</p> <ul style="list-style-type: none">• 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).	4	<p>Candidates may give a range of products and pre-production elements based on the sector they have studied.</p> <p>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.</p>

Question	Answer/Indicative content	Mark	Guidance
6*	<p>12 MARKS MAX FROM:</p> <p>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.</p> <p>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</p> <p>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.</p> <p>0 – no response or no response worthy of credit.</p>	12	<ul style="list-style-type: none"> • This answer will be an extended response that will discuss how narrative concepts can be applied to a specific product. These will include theory such as binary opposition, creation of enigma, restoration of equilibrium, narrative codes. • A candidate can still achieve full marks if only one narrative theory has been discussed if the production has been successfully applied to the theoretical concept. • Theoretical concepts need to be included for Level 2 and Level 3 answers. • Answer will focus on a specific medium and will look at how narrative creates meaning create wider ideas. • Production techniques and examples will be dependent on medium (e.g. for audio-visual texts it will be expected that terminology such as mise-en-scene, camerawork (including shot types (CU, LS, MS etc., angles, composition and movement), editing techniques (continuity and non-continuity) and sound are used). • The answer may address meaning using semiotic terminology.

Question	Answer/Indicative content	Mark	Guidance
7	<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • 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). 	6	<p>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.</p> <p>Celebrity endorsement if through a below the line method should be awarded credit.</p> <p>Please see left hand column for revised guidance on how marks are split.</p>
8	<p>a</p> <p>ONE mark for each media research organisation.</p> <p>e.g.</p> <ul style="list-style-type: none"> • NRS (1) • BARB (1) • RAJAR (1) 	2	
8	<p>b</p> <p>TWO marks for each example of the advantages of quantitative data for media research organisations with supporting example e.g.</p> <ul style="list-style-type: none"> • 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). • 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	<p>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:</p> <ul style="list-style-type: none"> • 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).

Question	Answer/Indicative content	Mark	Guidance
9*	<p>20 MARKS MAX FROM:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>0 – no response or no response worthy of credit.</p>	20	<ul style="list-style-type: none"> • 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.

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