



Cambridge Technicals Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical in Digital Media
05843 - 05846

Mark Scheme for June 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

All examples of products given must be related to the media industries and not, for example, food chains, motoring or make up.

Question		Answer/Indicative content	Mark	Guidance
Section A				
1	(a)	<p>Three marks for full explanation e.g.</p> <ul style="list-style-type: none"> DAB stands for digital audio broadcasting (1) and means audiences can access a wider range of stations if they have a DAB radio (1). 	2	<p>Candidates may mention the fact that DAB offers audiences the opportunity to access a range or niche stations.</p> <p>Candidates may mention the fact that DAB offers audiences higher quality audio over analogue signal.</p> <p>If a candidate use view/viewership do not allow.</p>
1	(b)	<p>Two marks for each reason. (Max Four). e.g.</p> <ul style="list-style-type: none"> Difference in terms of age (1) as young people now likely to stream music from places online other than radio (1) Difference in technology (1) DTV as a large hardware technology is mainly still fixed in the home and radio is a secondary media on whilst people doing other things at home (1) <p>If Erratum not followed, e.g.</p> <ul style="list-style-type: none"> DTV is different because it has audio-visual and not just sound (1) as young people like watching music videos and following artists as a talking point (1) 	4	<p>Candidates will outline two reasons which are likely to be associated with age, technology, interests.</p> <p>If the Erratum hasn't been followed but the candidates have given reasonable answer then credit should be given.</p>
2	(a)	<p>Three marks for a definition and explanation e.g.</p> <ul style="list-style-type: none"> BARB stands for Broadcast Audience Research Board (1) and the organisation collates viewing figures to let TV channels know how many viewers programmes attract across traditional and online broadcasts (1). 	2	<p>Candidates may reference catch up services such as BBC iPlayer to help explain what BARB do.</p>

Question		Answer/Indicative content	Mark	Guidance
2	(b)	<p>Two marks for each interpretation (max Six) e.g.</p> <ul style="list-style-type: none">ITV1 aimed at mass audiences but BBC2 aimed at a more educated niche audience (1) means that the programmes such as Coronation Street attract lots of audience members through their storylines (1)	6	<p>Candidates are likely to give examples that relate to education, age, gender, interests. Candidates do not have to compare in each answer, to show the difference is enough to get marks.</p> <p>To get the mark for the example aspect the candidate needs to reference data from the sources – use of figures.</p> <p>Credit should be given to candidates using key terminology, such as ‘watershed’ and ‘primetime’ and wider knowledge about audience targeting.</p>

Question		Answer/Indicative content	Mark	Guidance
Section B				
3	(a)	<p>Up to Four marks for a full explanation e.g.</p> <ul style="list-style-type: none"> Independent companies often specialise in one area (1) so entering into a joint venture with a successful larger company for mutual benefit can help adapt into different media.(1). An example of this is Warp Films joining with Channel 4 for this is England (1) to diversify into television (1). 	4	<p>Candidates are likely to use examples to support such as Warp Films working with Channel 4. Can be same company but two different reasons in example. Reward terminology e.g. use of conglomerate, horizontal integration,</p> <p>Reasons for joint ventures are likely to include:</p> <ul style="list-style-type: none"> - Funding - Distribution and marketing - Diversification into different platforms - Personnel
3	(b)	<p>Three marks for each disadvantage with expansion and example e.g.</p> <ul style="list-style-type: none"> Independent companies do not have subsidiaries (1) to promote products so cannot maximise reach without support from a larger company (1) this is why Working Title Films were taken over by Universal (1) 	6	<p>Candidates may reference the difference between how independent companies operate differently from conglomerates.</p> <p>The disadvantage should be clear e.g. if time consuming is given as a disadvantage then what is time consuming? The given answer must also be correct.</p> <p>Example needed to get the full marks.</p>
4		<p>One mark each for the name of each brand owned by a cross media conglomerate (max four marks) e.g. (Bauer own):</p> <ul style="list-style-type: none"> • Kerrang! • Q • Kiss • Hallam FM <p>If two correct from same conglomerate give two. If three correct from same conglomerate give three. If all answers are different give zero.</p>	4	<p>Candidates are likely to give brands from conglomerates such as News Corp and Bauer.</p> <p>Must be from the same company - company/product listed has to have a recognisable logo/identity.</p>

Question		Answer/Indicative content	Mark	Guidance
5		<p>Two marks for each job role with explanation of contribution to the post-production process e.g.</p> <ul style="list-style-type: none"> • Sound editor (1) will contribute to the editing of the layers of diegetic and non-diegetic sound (1) such as in the Walking Dead when sound effects of skin being eaten are enhanced. (1) <p>One mark for correct role, One mark for correct job skills/responsibilities One mark for appropriate example from a product</p>	6	<p>Candidates can pick any media sector they have studied but must reference a specific media product in the answer.</p> <p>If a candidate uses editing software / CGI credit this as an understanding of post-production.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6*		<ul style="list-style-type: none"> • The answer will be dependent on the media sector and the products discussed in class. The answer will provide examples of how mise-en-scene elements contribute to the creation of representation. • Discussions should be focused on how mise-en-scene creates stereotypes of: <ul style="list-style-type: none"> • Character • Gender • Ethnicity • Age • Class • Stereotypes of genre conventions should not be accepted – candidates must answer the specific question. 	12	<ul style="list-style-type: none"> • This answer will be an extended response that will discuss how the micro element of mise-en-scene has been used to create representations. Examples will be dependent on medium (e.g. for audio-visual texts it will be expected that terminology such as props, costume, location will be used. Similarly in print text it is expected that terms such as house style, colour scheme, layout are used. • Top answers are likely to use representation theory (Mulvey, McConnell, Hebdige, Williamson and 	<p>9-12 Excellent understanding of how elements of mise-en-scene have been used by producers to contribute to the creation of stereotypes 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.</p> <p>5-8 Good understanding of how elements of mise-en-scene have been used by producers to contribute to the creation of stereotypes is demonstrated. The examples used from products to</p>

Question			Answer/Indicative Content	Marks	Guidance	
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					newer digital theories such as Shirky and Jenkins).	<p>support ideas are appropriate and partly justified. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.</p> <p>1-4 Limited understanding of how elements of mise-en-scene have been used by producers to contribute to the creation of stereotypes. 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.</p> <p>0– no response or no response worthy of credit.</p>

Question		Answer/Indicative content	Mark	Guidance
7		<p>One mark for each method of feedback with example (max four marks) e.g.</p> <ul style="list-style-type: none"> • Twitter to gain audience feedback on the new Walking Dead Season 8 (1) • Facebook to see how many likes Emma Watson got when they announced she was playing Belle in live action Beauty and the Beast (1) • Press Tours to gain popular feedback (1) such as the Avengers cast on Graham Norton (1). 	4	<p>Candidates must give a feedback method and named example of a media product to gain one mark.</p> <p>Different social media channels are allowed as long as there is a different example of a media product discussed.</p> <p>If candidates have mentioned methods of critic feedback this is acceptable.</p>
8	(a)	<p>Two marks per explanation of how viral marketing contributed to marketing a specific product (max four marks)</p> <ul style="list-style-type: none"> • Suicide Squad trailer was released on Youtube (1) and this was linked and shared by fans of the DC comics and acted as a talking point (1) 	4	<p>Candidate answers are likely to include social media channels such YouTube, Pinterest, Instagram, Flickr and therefore responses will be wide ranging.</p>
8	(b)	<p>Two marks for each advantage (max six marks) e.g.</p> <ul style="list-style-type: none"> • Targeted competitions on Facebook based on algorithms (1) specifically reach audience members who are fans of a product (1) such as the competition tickets for the line up on the Kerrang stage at V Fest because a user liked the Kerrang brand. (1) • Email mailshots are sent out to those who have subscribed (1) so the information sent is reaching a captive audience to spark early interest in a product (1) such as Now TV sending out Game of Thrones personality quiz to promote Season 7. 	6	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
9*		<ul style="list-style-type: none"> The answer will show consideration of the media effects debate in sector/s discussed and the purpose of regulatory bodies; reward should be given for building of an argument. Regulatory bodies discussed will include IPSO, PEGI, BBFC, ASA, OFCOM. The answer will feature a specific sector/s, issues surrounding contemporary regulation and related case studies. The candidate will make reference to theoretical ideas as part of their answer. The answer will feature contemporary examples from media products. If the candidate's argument is mainly debate but limited in examples they can still reach Level 3 if they show understanding and knowledge. 	20	<ul style="list-style-type: none"> Candidates can pick any products they have studied and will look at the media effects debate in relation to regulation. This answer may not be balanced. Top answers are likely to demonstrate and understanding of relevant media effects theory and contemporary debate about regulation (Mulvey, Anderson, Cohen, Gauntlett, Shirky). Choice of theorists is likely to depend on the medium and product chosen. The answer may reference the history of the effects debate and regulation in order to support ideas about problems of contemporary practice. 	<p>Level 4 16-20 An excellent debate is provided by the candidate about 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.</p> <p>Level 3 11-15 A good debate is provided by the candidate about media regulation and related theory. 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 A basic debate is provided by the candidate about media regulation and related theory. The examples used from media products and audiences to support ideas are mostly appropriate. There are likely to be some errors of</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>spelling and grammar some of which may be noticeable and intrusive.</p> <p>Level 1 1-5 Limited debate is provided by the candidate about media regulation on audiences. The examples used from media products and audiences to support ideas are sometimes appropriate.</p> <p>There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.</p> <p>0– no response or no response worthy of credit.</p>

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