OCR
Oxford Cambridge and RSA

Cambridge Technicals Level 3

Digital Media

05843-05846 & 05875

Unit 1 Media Products and Audiences

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful

- main areas where students may need additional support and some reflection

- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**

- Link to **grade boundaries**

- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the OCR website. If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/

Grade boundaries

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https://www.cpdhub.ocr.org.uk

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Unit 1 Media Products and Audiences

1.   General Comments:

It was again pleasing to see that many centres had made use of the resources provided by OCR to support the teaching and learning of Unit 1 for candidates. Some centres would benefit from exploring a greater range of examples of real media products and case studies in order for candidates to be fully prepared to answer questions that require them to use examples to support their points. In this session it was also apparent that general concepts about different methods of media advertising and marketing were not understood by all candidates, resulting in incorrect responses. It was noted that candidates in general needed more preparation to answer the extended response question that focused on stereotypes (Q6). It was pleasing to note that the suggested theoretical ideas and key terminology that could support points made in the second extended response question were used appropriately and successfully by candidates for the media effects debate (Q9) question.

2.   Comments on Individual Questions:

Question No. 1

The first two questions in Section A required candidates to analyse and interpret audience data from RAJAR and use their own knowledge to answer questions.

1a) This question allowed candidates to demonstrate their wider knowledge through explanation of the term 'DAB'. Many candidates were not able to correctly identify that the acronym meant Digital Audio Broadcasting despite this being a key new media and digital method of distribution. However, candidates who were successful in identifying what DAB was were able to correctly identify an advantage of the technology.

1b) In the main candidates were able to successfully link their discussion to the age of the target audience and portability of smart devices.

Question No. 2

The second two questions in Section A required candidates to analyse and interpret audience data from BARB and use their own knowledge to answer questions.

2a) This question asked candidates to demonstrate their wider knowledge to identify the acronym BARB and explain what the organisation does. Many candidates were able to correctly identify that BARB is the Broadcaster's Audience Research Board and that they collect audience data about the viewers of television programmes. Some candidates that could not identify the acronym were still able to successfully explain what the organisation does.

2b) This question required candidates to explain three interpretations about the differences in the data between viewers of ITV and BBC2. In the main candidates had been well prepared for this type of question showing their understanding of social grade, age and gender of the audiences of the two channels.

Question No. 3

3a) This question was answered successfully by the majority of candidates who had clearly been prepared well in terms of understanding key terminology. The question asked for candidates to explain why independent companies enter into joint ventures. The best answers gave examples of independent companies who had worked with larger institutions as part of a joint venture, such as Warp Film and Sumo Digital.

3b) Understanding of the difference between independent and conglomerate ownership structures was demonstrated by the majority of candidates who were able to discuss the disadvantages of being an independent company. Many candidates compared independent companies they had studied to conglomerates such as Disney and 21st Century Fox. Candidates need to ensure they include examples of digital media institutions when required.

Question No. 4

4) Most candidates were able to identify four brands that included names of popular digital media products, from cross media conglomerates such as Sony and Disney.

Question No. 5

5) This question required candidates to identify two post-production job roles and explain how each role contributed to the success of a media product that they had studied. The question was answered with varied success; some candidates incorrectly answered the question with pre-production job roles such as scriptwriting and costume designer and some responses did not gain full marks owing to a lack of examples of media products. The best answers successfully discussed the role of the editor, special effects specialist or sound editor and their impact on franchises such as *Star Wars* and *The Avengers*.

Question No 6.

6) This extended response question required candidates to discuss how mise-en-scene elements contributed to the production of stereotypes in a digital media product they had studied. Some candidates did not address mise-en-scene elements, writing about camerawork and sound instead. Others did not discuss stereotypes in relation to representations of age, gender, class or race. Some candidates discussed genre conventions, which did not allow them to address the focus of the question. However, there were examples of excellent answers that gained full marks, with the best responses discussing media products such as *12 Years a Slave* and *Grand Theft Auto* and including analysis of the construction of stereotypes of race and gender. Suggested theory, such as Mulvey, Berger and Hall, was used accurately and fluently to support points made in the most successful answers.

Question No. 7

7) This question required candidates to identify four methods of audience feedback for specific media products studied. To get marks for this question candidates needed to refer to examples of specific media products. There were some excellent examples of creative methods used by producers to gain audience feedback for contemporary media products.

Question No. 8

8a) Answers to this question demonstrated candidates had either a good understanding of what viral marketing was or they did not understand the term. Again, candidates need to ensure they provide examples of media products when required by the question to do so. Some candidates had clearly been encouraged to explore a range of digital media, with the best answers discussing how the use of social media, such as *Snapchat* and *Twitter*, contributed to viral marketing and fully discussed examples in relation to popular media products such as *Deadpool 2*.

8b) This question required candidates to explain the advantages of below the line advertising methods for specific products. Some candidates unfortunately confused above and below the line advertising methods. Other answers only listed below the line methods with no examples of specific products studied. The best answers referenced correct below the line advertising methods for products the candidates had specifically engaged with themselves and considered how they were personally targeted.

Question No. 9

9. It was pleasing to see that some centres had continued to take on board feedback about the importance of teaching key audience and media effects and regulation theory and terminology. The nature of the question encouraged debate about the issue of media regulation, this allowed candidates to gain marks even if there was limited debate because they were able to argue their own point of view, which was very pleasing to see. Again, in order to fully access the assessment criteria candidates need to ensure they provide examples of specific media products to support their discussion as required by the question. The suggested theoretical approaches such as the passive v. active audience and moral panics were included by many candidates who had clearly learnt about media regulation of specific products. Most candidates were also able to discuss regulatory bodies correctly, showing they had engaged with the content of the specification. Unfortunately, some candidates again used the Jamie Bulger case, citing it, as 'proof' films need to be regulated. Other older media products that were discussed included *Pulp Fiction* and *A Clockwork Orange* which did not allow candidates to address the contemporary focus of the question. Successful answers included an analysis of more contemporary digital products such as *Fortnite*, *Twitter* and streaming services such as *Netflix* and *Amazon Prime* and were clearly chosen by candidates so that they could fully debate the question with specific reference to 'the digital age'. Answers where little or no reference was made to contemporary media products limited marks. Centres should ensure that candidates are taught the theoretical concepts using up-to-date examples.

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