CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

Unit 6 January 2019 series

Version 1

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Unit 6 series overview

Centres had used both the online resources provided by OCR and the endorsed textbook to support the teaching and learning of Unit 6 for candidates. In this series, there was a noticeable increase in the understanding and application of key concepts including Wikinomics, imperialism, social media sales funnel and social media aggregation. Candidates were mostly clear about the requirements of the unit, particularly the practical application of the examination.

Section A overview

It was clear that centres have been encouraging candidates to develop an awareness about globalisation rather than simply applying the concept in its most basic sense of reaching global audiences. Answers in Section A also suggested that centres have encouraged candidates to apply synoptic knowledge from Unit 1 and Unit 2 in terms of using social media and digital technologies to plan, produce and market products. There was also an increase in candidates using examples of real social media marketing campaigns for a variety of products to support answers, meaning that the full breadth of marks could be credited.

Question 1(a)

1 (a) Identify **three** advantages for a prosumer when using a photo sharing app to promote a new film they have made.

1...

2...

3...

[3]

Question 1(b)

(b) Explain **one** way that a digital pinboard app can be used to generate ideas for the production of a new digital media product.

....

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....[3]

Q1(a) tested candidates' knowledge of the concept of the prosumer. Most candidates were able to understand the benefits of a photo-sharing app including gaining feedback and building a following. Many also cited Instagram as an example. However, some candidates did not link their ideas to the requirements of the question in terms of using a photo-sharing app to promote a film and therefore their responses could not be credited.

Q1(b) similarly tested candidates' knowledge about different types of apps, in this case the usefulness of a digital pinboard app in helping to generate ideas. The broader nature of this question allowed candidates to access at least one mark. However, the most successful answers made valid points about colour scheme, house style and using the app to get inspiration. Many answers also demonstrated their knowledge of apps and cited Pinterest as an example of a photo-sharing app.

Question 1(c)

(c) Explain **two** ways that online technologies have had an impact on how digital games are produced and distributed.

Use examples to support your answer.

1..

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2..

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[4]

This question tested candidates' knowledge of how online technologies have had an impact on production and distribution. The best answers referenced Wikinomics and the Long Tail theory to support points made. Some candidates cited the benefits of cheap software such as GameMaker that enables younger audiences to learn how to produce simple video games. E-commerce sites such as Amazon were discussed with reference to the ease of distribution, and Steam was discussed by many candidates as a simple way to avoid even shopping for physical games online. There were also good examples of games that have been downloaded many times via Steam, such as Grand Theft Auto V. Mobile apps were also seen as a major development in the distribution of games.

Question 2(a)

2   (a) Identify **one** way that social media has had an impact on the process of applying for jobs.

....**[1]**

Question 2(b)

(b) Describe **two** advantages of using project development tools in the workplace to plan the production of a new digital media product.

Use examples to support your answer.

1..

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2..

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[4]

For Q2(a) Most candidates were able to identify how social media has affected the process of applying for jobs, referencing either the ability that employers now have to 'look up' applicants or how CVs can be distributed to apply for many jobs at once. The LinkedIn app was also given as an example of the way people can network and crowd source.

Q2(b) tested candidates' knowledge of project development tools. The most successful answers referenced examples such as Apollo to discuss how products could be planned across temporal and spatial boundaries. Less successful responses relied on pre-production knowledge from Unit 2, discussing the suitability of mindmaps or moodboards. Centres are reminded to teach the breadth of online technologies and social media tools that can be used for planning and production, encouraging candidates to interact with real examples of these.

Question 3(a)

3   (a)   Explain **two** ways that cultural censorship can impact on the distribution of digital media products.

Use examples to support your answer.

1..

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....

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2..

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[4]

This question was answered extremely well by many candidates, and it was pleasing to see understanding that censorship in countries such as China, North Korea and Iran had an impact on products that were and were not accessible. The best answers also discussed heavily regulated examples of social media in countries such as China, including Weibo and WeChat.

Question 3(b)

(b)   Identify **three** advantages of globalisation with reference to the production of digital media products.

1..

2..

3..

[3]

This question tested candidates' knowledge of globalisation. The best answers gave examples of products and used key terminology such as audience reach, crowdfunding and crowdsourcing. Less successful answers lacked a discussion of any digital media product or were vague, one word answers.

Question 4

4   Identify **two** ways social media can contribute to anti-social behaviour.

1 ....

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2 ....

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[2]

Most candidates were clearly able to provide examples of anti-social behaviour such as trolling and cyber-bullying. Some candidates showed understanding of how copycat crimes could be committed owing to content shown on social media.

Question 5

5   Describe how news providers can use **two** different social media channels to distribute a breaking news report.

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[6]

This question was answered extremely well, with most candidates gaining at least 4-6 marks. Candidates had clearly been prepped on how news distribution is now synonymous with the capabilities of social media distribution. Terms such as citizen journalism would also indicate synopticity with both Unit 1 and the optional Unit 7. Clear and correct examples from news institutions such as the BBC and Vice were cited.

Section B overview

This series saw a pleasing increase in the number of candidates allocated Level 5 or 6 for Section B. It is clear centres are taking on board feedback about the necessity of understanding the process of creating a blended marketing campaign using a variety of key social media channels.

Question 6

> Avatar Games is a small animation company that specialises in educational digital games.
>
> Avatar Games have been commissioned by a local medical surgery, 'Live Well Centre', to create a digital app game called 'Eat Neat!' that educates 14 to 19 years olds on healthy eating. 'Live Well Centre' want to sell the game to colleges. The production window for the game is three months from January until the end of March, with an advertising campaign for the game from April until the beginning of September. This is to ensure that colleges, students and their parents have an awareness of the game.
>
> 'Live Well Centre' have requested a full campaign using social media, a website and online tools to promote the game, which will also chart the production of the game to gain interest.
>
> The local swimming pool, 'Splash', have expressed an interest in sponsoring the game.

6*   Develop a marketing campaign that will generate interest for the 'Eat Neat!' game, which includes the use of social media channels.

In your campaign, you must include the following aspects:

- Main online and social media channels that will target your audience
- Ideas for creative content
- Gaining feedback and evaluating responses from the audience.

You should justify your choices and decisions made.

[30]

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....

This question required candidates to develop ideas for a marketing campaign in response to the unseen brief to promote the launch of the 'Eat Neat!' app. The app for the 'Live Well Centre' was also sponsored by the 'Splash' local swimming pool. Candidates had to develop creative and appropriate activities and content that could be advertised via different social media channels. In this series, there were some excellent responses that demonstrated a clear understanding that content had to be appropriate for the primary target audience of 14-19 year olds and the secondary target audience of parents. Instagram was cited as an excellent way of reaching both audiences, and targeted tweets and links to parents against a specific timeframe were deemed a good way to keep interest before the launch. Specific hashtags were also given by candidates as responses to demonstrate engagement with the brief, such as #eatneat. The

best answers included using filters as promotion, with filters and characters for different vegetables available for the audience to engage with in the app; a notable example from one candidate was the creation of a broccoli inspired character called 'Brocco' that would go on adventures to learn about healthy eating. There was clear evidence that some centres had prepared candidates well with key terminology such as social network aggregation, campaign objectives, Web 2.0, and blended marketing approaches included in responses. Creative ways that Splash could get involved included use of competitions, free swimming sessions and notifications of these distributed via tweets. It was also pleasing to note that candidates had been prepared for detailing key campaign milestones, production schedules and legal and ethical elements of campaign activities even though they were not specifically required to discuss these on this occasion. Less successful answers lacked explanation of how feedback from audiences or information about reach of marketing content could be gathered. However, overall it was extremely pleasing to see clear advances in the application of key content and terminology for this section of the paper.

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