

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# ***DIGITAL MEDIA***

---



## **Unit 2 January 2019 series**

Version 1

## Contents

Introduction .....	3
Unit 2 series overview .....	4
Section A overview.....	5
Question 1(a) .....	5
Question 1(b) .....	5
Question 2 .....	6
Question 3(a) .....	7
Question 3(b) .....	8
Question 4.....	8
Question 5 .....	9
Question 6 .....	10
Section B overview.....	11
Question 7 .....	11
Question 8 .....	12
Question 9 .....	12

## 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 2 series overview

Centres had used the online resources provided by OCR to support the teaching and learning of Unit 2. Candidates were mostly clear about the requirements of the unit, understanding that they were working to a brief, and were prepared in the main for the vocational case study nature of the exam. However, in this session candidates displayed varied success when answering questions about secondary research methods (Q2) and collaborative pre-production methods (Q5). Answers varied in degree of length for responses, and again the majority of candidates did not require extra answer sheets as found in Unit 1.





### Question 3(a)

3 (a) Identify and explain **two** ethical issues that you will need to consider due to BassTime Radio's target audience.

1.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

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

[6]

Responses to this question were interesting and perceptive; many candidates used their personal knowledge of the grime genre and linked to ethical issues such as the negative representation of women in grime and the inappropriate language in some of the songs. The best answers brought in synoptic learning from Unit 1 and discussed potential moral panics that may occur if ethical issues were not addressed thoroughly during pre-production. Answers that could not be credited were those that confused ethical issues with legal issues, with some candidates incorrectly discussing issues of copyright in their responses.







## Section B overview

In this series, candidates were clear that they are required to justify their ideas through annotations and links to the brief in order to reach the top marks in the questions that test the production of planning documents. However, centres should be reminded that the features of a wide range of documents should be studied so that candidates can provide responses that address the question and the set brief. Candidates were not always clear about the specific elements needed to create the documents required in this series, for example, awareness of the difference between a wireframe and visualisation diagram. Answers to the extended response question showed an overall improvement in the quality of evaluation.

### Question 7

- 7 You have been asked by Simon to provide a wireframe of the home page for the new website, so he can see if there is any room for him to put video content recorded at gigs.

In the space provided, draw a wireframe of the website homepage, considering Simon's requirements.

Marks will be awarded for:

- Content
- Fitness for purpose
- Use of annotations to justify your decisions.

[9]

This question required candidates to draw a wireframe for the home page of the website. The most successful responses demonstrated clear understanding by candidates of layout conventions of websites and the specific features that separate wireframes from visualisation diagrams, such as the use of placeholders. Some candidates were not prepared specifically to draw a wireframe and instead drew a visualisation diagram. Whilst these were credited for the benefit of the candidates, centres should ensure candidates are familiar with all the required pre-production documents in LO4. Successful answers were clear wireframes that were annotated; less successful responses were those that had no annotation to explain decisions.

## Question 8

- 8 At the start of the project you were asked by Claude to give him a step by step production plan, so he could make himself available in the weeks that you had finished the drafting of the re-branding to provide feedback.

In the space provided, create a production schedule outlining the order of the activities you will need to undertake, with timescales and milestone tasks, for the rebranding of the BassTime Radio website.

Marks will be awarded for

- Content
- Layout
- Fitness for purpose.

[9]

This required candidates to create a production plan for the re-branding of the BassTime Radio website. Good responses from candidates demonstrated clear understanding of layout conventions of a production schedule, suitable activities for the planning of the website, a link to the role of key personnel and milestones and timescales. However, it was evident that a number of candidates were not prepared sufficiently to draw a production plan either in a suitable format that would be fit for purpose or that showed an understanding of the activities needed to plan and create a website. Successful answers were clear production schedules that were broken down into the weeks specified in the brief, the key activities required and annotations to explain why milestones had been chosen.

## Question 9

- 9\* The rebranding will require feedback on the initial ideas you have had for the logo, social media icons and website.

Evaluate the effectiveness of using audience research to develop the product as part of the pre-production and planning process. You should refer to the content from the set brief to support your answer.

[18]

This extended response question tests candidates' ability to evaluate an aspect of the planning and pre-production process. It was pleasing to see that some centres had prepared candidates well in understanding that audience research is an essential pre-production method, and both the practice as a whole as well as individual methods, such as focus groups, were evaluated in relation to the set brief. The best answers demonstrated clear understanding of the limitations of using audience research, such as interviews limiting the breadth of response and questionnaires being a difficult way to target the specific age group. In addition, such responses also placed importance on other methods of planning and pre-production needed for the particular brief, such as drawing wireframes and team meetings. Less successful answers did not discuss the limitations of audience research or suggest any other planning activities that would be required to re-brand the website for BassTime Radio.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review 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.



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

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



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

[www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

#### OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

OCR acknowledges the use of the following content:  
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:  
[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

#### Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Support Centre

#### Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

