

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 6 January 2023 series

Contents

Introduction	3
Unit 6 series overview	4
Section A overview.....	5
Question 1 (a)	5
Question 1 (b)	5
Question 2 (a)	6
Question 2 (b)	6
Question 3 (a)	7
Question 3 (b).....	7
Question 4	8
Question 5	9
Section B overview.....	10
Question 6*	10
Copyright information	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 and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 6 series overview

There was a notable increase in understanding and application of key concepts including the benefits of globalisation, methods of funding, and how social media can be used to promote live events. Responses to Section B were generally creative, with ideas supported by real examples and demonstrating a good grasp of the importance of the social media sales funnel as a means of developing a social media campaign.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • had revised social media campaigns and made full use of the social media sales funnel model to structure their responses for Question 6 • demonstrated understanding of how social media platforms can be used to promote products and events • had a good understanding of how online production tools can be used for ideas generation and collaboration • supported their ideas with relevant examples of real media products. 	<ul style="list-style-type: none"> • did not make use of the social media sales funnel model to structure their responses for Question 6 • did not show understanding of the ways in which online tools can be used for collaborative projects • did not use key terms to support points to demonstrate knowledge • did not develop their responses to show wider understanding.

Section A overview

In this series it was clear that candidates were able to draw on a wide variety of social media campaigns and examples to support their ideas and contextualise their understanding. It was noted that candidates had revised social media channels and their impact on both audiences and producers. They also demonstrated a good understanding of crowdfunding methods and platforms, and the impact of cultural censorship. Centres should continue to explore the impacts of globalisation on the world of media industry and production.

Question 1 (a)

1 (a) Identify **three** ways that social media can be used to advertise video games.

- 1
- 2
- 3

[3]

Question 1 (a) was generally answered well with most candidates being able to provide examples of ways in which social media could be used to advertise video games. Candidates who only identified specific social media channels without suggesting ways they could be used were not addressing the question and so could not be awarded a mark.

Question 1 (b)

(b) Explain **one** reason that industries choose to advertise video games using social media.

-
-
-
-
-
-

[3]

Many candidates were able to explain why industries used social media to advertise video games, with the most successful responses demonstrating understanding of the links between social media and target audience.

Question 3 (a)

3 (a) Identify **two** potential problems that you might experience when using social media in China.

1

2

[2]

Generally well answered, with most candidates using censorship and referencing China's state-owned media to demonstrate understanding.

Question 3 (b)

(b) Explain how globalisation can be a benefit to media producers.

Use an example of a real media product to support your answer.

.....

.....

.....

.....

.....

.....

.....

[4]

Most candidates were able to identify advantages of globalisation such as increased audience reach, international crowdsourcing and maximising profit. They were able to support their ideas with relevant examples. Less successful responses, such as "using social media to reach audiences" or use of an example without explanation of how the example linked to the question, were not considered in-depth enough to award a mark.

Question 4

4 Identify and explain how **two** online tools can be used to plan the production of a digital media product.

Use examples to support your answer.

1

.....

.....

.....

.....

.....

2

.....

.....

.....

[4]

Many candidates were able to correctly identify online tools which can be used to manage productions and explain how they would be used. The best answers discussed how different tools, such as Monday.com, Asana, Microsoft Teams and Google Drive allowed producers to chart meetings, send documents securely and have face to face meetings without being in the same time zone. Less successful responses were those which cited specific features such as Excel or PowerPoint rather than the online tool.

Section B overview

This series continued to show an increase in the number of candidates reaching the top mark bands. Campaign objectives are increasingly referred to in order to structure responses.

Question 6*

JetStar TV are an independent television production company based in the UK. The company is working with a major commercial broadcaster, CNV3, to promote the launch of their new historical drama programme 'Far from Greendale Valley'.

The programme is set in the mid-1800s and focuses on the struggles of a working-class family, the Johnsons. One of the lead characters, 19-year-old Harry Johnson, is played by famous actor Justin Reynolds.

The programme will be aired before the watershed and features a variety of characters to appeal to different age groups. CNV3 have already secured sponsorship from global e-commerce retailer 'Tribal'. JetStar TV and CNV3 are starting the marketing campaign 6 months before the launch.

6* Develop a social media campaign that will promote the launch of the 'Far from Greendale Valley' TV programme.

In your campaign, you must include the following aspects:

- Content plans
- Channels used to reach a variety of audiences
- Timescale, milestones, and review dates

You should justify your decisions.

[30]

Question 6 required learners to develop a social media marketing campaign for the fictional television programme "Far from Greendale Valley".

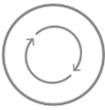
There were many creative responses which demonstrated an understanding of the role of social media channels and their specific audiences, with candidates citing the use of Facebook, Instagram and TikTok as methods of attracting a wide spectrum of audiences. Several candidates used the social media sales funnel to structure their campaign enabling them to show their understanding of timescales and key milestones. The lead actor's fame and the e-commerce clothing retailer "Tribal" were used extensively as part of the campaign content, with some excellent responses linking the accounts of the actor with sponsor competitions, opportunities to meet the actor and behind the scenes videos. Successful answers were creative in terms of thinking about content that could be used across different social media channels at different times of the campaign with themed TikTok and Snapchat filters and memes being cited as methods of encouraging prosumer engagement with the campaign. Other creative ideas included linking up with schools to promote the historical aspect of the show to younger audiences and inviting audiences to dress up like characters in the show and then posting these images on social media accounts.

Although the question was focused on a social media campaign, it was good to see candidates demonstrating wider knowledge and understanding of marketing campaigns through blended marketing activities such as using QR codes on posters linking to specific social media platforms and actors making appearances on popular TV chat shows. To show understanding about the day to day engagement that social media marketing campaigns can have with audiences, candidates created specific hashtags such as #greendalevalley; #wereneverfar; #johnsonsvally; #jetstarTV.

There was clear evidence that centres had prepared candidates well, with some candidates using examples from existing media campaigns to justify their decisions and content ideas. Once again, it was excellent to see that those key terms such as social media aggregation, sales funnel, 'driving to the sweet spot', folksonomy, SEO and building credibility were being used extensively.

Less successful responses gave generic responses or lacked creative ideas, tending to use the same suggestions for content across all social media platforms and offering very generalised responses which discussed why they would use social media platforms but not how.

Assessment for learning



Key terms for Section B are found in both the textbook and the delivery guide for Unit 6 to support students' understanding of how to create and develop the stages of a social media campaign.

[Cambridge Technicals in Digital Media Delivery Guide for Unit 6](#)

Copyright information

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

Supporting you

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2023 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.