

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 1 January 2024 series

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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 [Teach Cambridge](#).

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Unit 1 series overview

It was pleasing to see candidates engaging with digital media issues and showing understanding of audience engagement with digital media texts.

In Section A many candidates were able to explain data effectively and show understanding of why television is still an important way of accessing news in the digital age. In Section B, while many candidates displayed a strong understanding of demographic profiling and primary research sources, some were less confident in explaining technological convergence and articulating how different technologies merge and interact within digital media advertising.

Examiners noted that some candidates would have benefited from more confidence with exam techniques in order to avoid misunderstanding or misreading questions which can jeopardise marks. Centres are reminded about the importance of embedding exam technique into teaching and learning.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • interpreted the data well • had good knowledge of conglomerates and public service broadcasting • had a good grasp of representation and demonstrated the ability to explore aspects of representation in their chosen media products • demonstrated the ability to debate the concept of regulation in relation to the internet with relevant theoretical ideas and contemporary examples • showed good understanding of the role of television in the digital age and the effect of the pandemic on media consumption. 	<ul style="list-style-type: none"> • found it difficult to explore the concept of representation in media products • were unable to explain how technological convergence worked within digital advertising • used sweeping statements such as 'massively popular' when discussing conglomerates or public service ownership • did not show understanding of different ownership models • were unable to identify a product made by a public service broadcaster.

Section A overview

Responses to this session demonstrated that candidates were able to draw on their LO4 and LO5 learning by discussing demographic profiles of audiences and being able to interpret and evaluate research data.

Question 1 (a)

1

(a) Identify **three** interpretations that can be made about type of devices used by global gamers in 2020.

1

2

3

[3]

Most candidates were able to interpret the data and achieve full marks for this question. The most common misconception in places was that tablets had the lowest share of the market, when in fact Browser PC Games were the lowest.

Question 1 (b)

(b) Explain **one** reason that could account for the percentage of global gamers using PCs in 2020.

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.....
.....
..... [3]

Examiners noted that many candidates chose to discuss the impact of Covid and lockdown in relation to global gamers using PCs. Some discussed the percentage being a low number due to these devices being expensive while others explained that the percentage was low as mobiles, consoles and tablets are more accessible and portable. Many candidates were able to get at least 2 marks for this question.

Question 3 (a)

3

(a) Identify **two** interpretations that can be made about how UK audiences consume news.

1

2

[2]

Most candidates answered this by stating that 'most consumed news via TV compared to newspapers which was the least'. A few responses mentioned that 'most people preferred news media that was visual' which wasn't credited as it was too vague.

Question 3 (b)

(b) Explain **two** reasons why television is still used to access news in the digital age.

1

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2

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[4]

Question 3 was answered well. Candidates used their LO4 and LO5 learning to good effect here, as they could explain how different demographics, habits and lifestyle related to use of television. For example, 'the news is on when people come home from work which is why we still use TV to watch the news'. Candidates showed awareness of age demographics and modern trends. Screen size was also mentioned a lot in terms of preferring television. It was pleasing to see use of terms such as 'digital immigrants' and 'digital natives'.

Section B overview

Responses to Section B showed candidates understood key concepts such as regulation and the media effects debate and were able to explore aspects of representation in a variety of media products. Less successful responses showed a lack of knowledge about public service broadcasting, technological convergence, and the commercial objectives of conglomerates.

For the extended response questions (Questions 6 and 9) examiners noted that outdated case studies are restricting the ability of candidates to develop answers. Centres are advised to use contemporary case studies which will allow students to explore and debate the role of emerging technologies as part of the regulation and effects debate.

Question 4 (a)

4

(a) Identify **three** commercial objectives of a conglomerate company.

1

2

3

[3]

Most candidates discussed profit, increasing audience and LO1 ownership terms (cross media ownership, subsidiaries, horizontal and/or vertical integration) for this question. Only responses specific to a conglomerate were credited, not those that were too general and applied to all types of ownership.

Question 7 (a)

7

(a) Explain how **demographic profiling** is used by media producers.

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..... [2]

This was answered well, with many candidates able to provide a definition of demographic profiling and how it is used. Many responses explained why demographic profiling is beneficial (profit was the popular answer) but not which methods producers use as part of demographic profiling.

Question 7 (b)

(b) Identify **three** primary methods that media organisations can use to conduct audience research.

1

2

3 [3]

Most candidates were able to successfully list three primary methods. The most common were surveys, questionnaires, interviews, and focus groups. A few responses given weren't relevant such as PEST analysis and SWOT analysis.

Question 8 (a)

8

(a) Explain how **technological convergence** relates to digital advertising.

Use examples to support your answer.

.....

.....

.....

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.....

.....

..... [3]

Successful candidates were able to demonstrate an understanding that technological convergence refers to the coming together of technologies, online tracking and interactivity into one device. They then linked this to how multifunctional devices ease the process of digital advertising to audiences, with Disney and Marvel being popular examples. Less successful candidates didn't define technological convergence correctly and instead defined synergy by stating technological convergence is cross-promotion of a brand.

OCR support



Technological convergence as a key term is explained on pages 9 and 10 of the [Digital Media Level 3 OCR endorsed textbook](#).

Question 9*

9* 'Media regulators have no control over media that is accessible on the internet.'

Using your knowledge about the media effects debate and media regulation, discuss the accuracy of this statement.

Use examples to support your answer.

[20]

Candidates were well-prepared for the requirements for the extended response question that tests knowledge of LO6. Relevant regulators mentioned include PEGI, BBFC, ASA and Ofcom. It was pleasing to see candidates challenging the premise of the question and exploring the problems associated with regulation of the internet. Most could effectively debate for and against media regulators having no control over media that is accessed on the internet, with some very thoughtful debate about the growing role of AI and the internet. Google Incognito and Safe Search mode were used as examples in relation to regulation of young people accessing non-age appropriate content.

Successful case studies included: the Momo Challenge and the Blue Whale Challenge as examples of social media trends; Marcus Rashford and Bukayo Saka and racial abuse on Twitter, and a JD advert banned by the ASA as examples of how regulators can and do have control. There were some well-developed case studies such as Molly Russell and Instagram, and Andrew Tate as arguments for lack of control. Candidates found it challenging to link case studies such as *GTA 5*, *Doom*, and *Child's Play 3* to a question regarding regulation and the internet.

Theory was used correctly by many candidates; Cohen, Gauntlett, Gross and Gerbner and Packard were referenced and applied well. Popular choices included passive and active audiences, moral panics, the hypodermic needle model, cultivation theory, and desensitisation. Some candidates tried to bring in representation theorists such as Laura Mulvey but were not always successful in linking these to a debate about regulation and the internet.

Some common misconceptions from candidates included referencing PamCo, BARB and RAJAR as regulators. Some centres are still using very dated case studies, such as such as Jamie Bulger and *Childs Play 3* from 1993. Using such a dated case study disadvantages candidates, making it difficult for them to make links to points about the relevance of the effects debate in a digital age, and internet regulation in the 21st Century. Centres are advised to develop more contemporary case studies which will allow learners to explore and debate the role of new and emerging technologies as part of the regulation and effects debate.

Contemporary case studies

Centres are strongly advised to use contemporary case studies and explore contemporary digital media products. The use of dated media products as case studies disadvantages candidates as it limits their ability to engage with issues in contemporary digital media.

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