

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

DIGITAL MEDIA

05843–05846, 05875

Unit 6 January 2021 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 OCR.

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Unit 6 series overview

It was pleasing to see that centres have continued to use the online resources provided by OCR, the endorsed textbook and contemporary examples of well-chosen social media campaigns to support the teaching and learning of Unit 6 for candidates. The best answers clearly demonstrated that candidates understand key concepts such as folksonomy, electronic agora, the global village and the cultural effects of social media. Many responses to Section B were creative and well planned, with a marked improvement in the understanding of key milestones of campaigns and how the social media sales funnel can be used to structure a campaign.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Used clear and relevant examples from social media channels, campaigns and digital media products. • Used key terminology, as outlined in the specification to explain and support answers. • Had a clear awareness of the structure of a social media campaign and its key milestones. 	<ul style="list-style-type: none"> • Did not use examples from real social media channels, campaigns or digital media products. • Did not understand the primary users of different social media channels. • Did not have an awareness of content that would make a social media campaign successful.

Section A overview

Answers in Section A suggested that centres have encouraged candidates to expand on synoptic knowledge from Unit 1 and Unit 2 to make sure that key terms such as synergy, crowdsourcing, crowdfunding and conglomerates, were once again being included in answers. There was clear evidence that candidates could use examples of real social media marketing campaigns for a variety of products to support answers.

Question 1 (a)

- 1 (a) Online collaboration is one of the key reasons that media professionals use social media channels.

Identify **three other** reasons that media professionals use social media channels.

1.....
2.....
3.....

[3]

Most candidates answered this question correctly, with many given the full 3 marks. Correct responses included discussions of audience reach, promotion and research.

Question 1 (b)

- (b) Explain why **one** of the reasons outlined in 1 (a) is beneficial for media professionals. Use examples to support your answer.

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.....[3]

It was encouraging that candidates were able to use real social media campaigns in their explanations. For example, candidates that discussed audience reach were able to identify the effectiveness of EA Sports social media marketing for FIFA, and how specific influencers such as Kayla Itsines widened their profiles.

Question 2

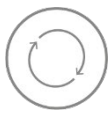
- 2 Identify and explain **two** examples of how social media tools have allowed media professionals to collaborate. Use examples to support your answer.

[6]

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2.....
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Many candidates were able to correctly identify how the features of social media channels such as Instagram, LinkedIn, Twitter and Facebook offered users direct messaging and live stream services for collaboration with good examples from reality TV, pop artists and influencers. Some candidates incorrectly identified project management tools as social media tools. For example, Apollo and Trello were cited as social media tools used for collaboration. While these have apps, they are not social media tools and so could not be credited. Candidates should be encouraged to fully explore the differences between online project management tools and social media channels.

	AfL	Centres should make sure that candidates look at the differences between the specific features of both social media channels and online project management tools. This can be done using real case studies. For example, centres could look at a contemporary social media campaign that promotes a digital media product, identifying how a range of popular channels were used differently to achieve this. They could then look at why and how online project tools could not meet the primary objective of promotion for the same product.
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Question 3

- 3 Identify **one** online technology that allows media producers to manage a project. Explain how this online technology is useful when managing a project.

Online technology:

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..... [3]

Almost all candidates were able to correctly identify project management software. Candidates were able to explain how such tools had features including built-in production schedules, reminders and VOIP so that producers could keep on track of managing a project. Good examples with explanations included Monday.com and Asana.

Question 4 (a)

- 4 (a) Identify **two** ways that social media channels can be used to source media personnel for the production of a TV programme.

1.....

2.....

[2]

Most candidates answered this question correctly and achieved the full 2 marks. Correct responses included targeted searches on TV production groups on social media using hashtags, recommendations from employers at TV stations where personnel had worked previously and the use of online video portfolios. Channels such as LinkedIn were often cited. Less successful responses did not consider the full question stem.

Question 4 (b)

- (b) Explain **one** advantage of using social media to source personnel for the production of a TV programme.

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.....[3]

Most candidates were able to give explanations using real social media tools and names of TV production companies. For example, candidates that discussed how the BBC asks for showreels to be sent across social media or how ITV and Channel 4 have their own LinkedIn accounts were more successful than generic answers that did not consider the question stem in full.

Question 5

5 Identify and explain **two** negative cultural effects that are thought to be caused by using social media channels.

1.....
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2.....
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[4]

This question was answered very well by the majority of candidates. Negative cultural effects cited by candidates including trolling, cyberbullying, creating moral panics, lack of freedom of expression in countries where the state controls and limits social media content and body dysmorphia.

Question 6

6 Identify **two** social media channels that have been used by **one** radio station in different ways. Explain why each channel was used by the radio station.

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2.....
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[6]

There was a marked improvement in the question requiring candidates to show their understanding of how digital media providers use social media. Successful answers included in-depth discussions about how radio stations such as Capital FM and BBC Radio 1 use social media channels to engage and interact with their audiences. Twitter, Instagram, Snapchat and TikTok were often referenced with good examples of how they were used by presenters such as Roman Kemp and Greg James.

Section B overview

This series continued to show an increase in the number of candidates achieving Level 5 or above in Section B, and it was clear that the saturated marketing campaigns for takeaway apps such as Just Eat and Uber Eats during lockdown had provided candidates with creative advertising strategies that they successfully applied to the case study.

Question 7*

'GoEatNow' is a new app-based takeaway delivery service. The app will allow customers to search a range of takeaway outlets and restaurants to find and order a meal.

The USP of the 'GoEatNow' service is that all meal options cost less than £20, including delivery. The primary target audience is 16-30-year-old students and young professionals.

The clothing brand 'Straight Talk Fashion' is sponsoring the 'GoEatNow' app and their brand should be included in the campaign. Star chef, Nathan Dean, who won the national TV competition 'Britain's Best Takeaway', is endorsing the 'GoEatNow' service.

'GoEatNow' wants the campaign to run for six months before the launch of the app. Social media accounts for Facebook, Twitter, Snapchat and Instagram have been set up.

- 7*** Develop a blended marketing campaign that will promote the launch of the 'GoEatNow' customer app.

In your campaign, you must include the following aspects:

- promoting the key objectives of the campaign using creative content
- main online and social media channels that will promote the app to the target audience
- key milestones and deadlines for the campaign.

You should justify your choices and decisions made.

[30]

Candidates had to develop creative and appropriate activities to promote the new takeaway app 'GoEatNow' to students and young professionals, with the USP being that all food was priced at £20 or less. The key star for endorsement was celebrity chef Nathan Dean and his inclusion in the marketing campaign allowed candidates to show their understanding of sponsorship and cross-promotion initiatives often used in social media marketing campaigns.

In this series, there were some excellent responses that clearly referenced the activities seen on Just Eat and Uber Eats social media, and there were good ideas about how to link the social media accounts with those of Nathan Dean in order to engage audiences. Fun competitions such as receiving a year's free takeaways and choreographing a GoEatNow dance on TikTok that would win a cash prize were included in successful responses. Discussions of the differences in the way that Facebook and Instagram could be used to target the two ends of the age demographic demonstrated a clear understanding of the primary users for each channel.

An improvement in this session was the understanding of what the key milestones of a social media campaign are, and how to meet and measure these. Successful answers also created production schedules as part of their answer and then discussed this within their responses. Once again, it was extremely encouraging to see that key terms such as social media aggregation, sales funnel, 'driving to the sweet spot', 'folksonomy' and building credibility being used extensively. To show understanding about the day to day engagement that social media marketing campaigns can have with audiences specific hashtags such as #goeatnowyay, #nathandeandancecomp and #betterthanjusteat were also suggested. There was clear evidence that centres had prepared candidates well with structuring their answers, with many candidates using skills of comprehension to identify key campaign objectives at the start. Some centres had also encouraged candidates to discuss the pre-campaign processes, such as hiring personnel and setting up project management tools. While this is absolutely within the remit of the specification, candidates need to be prepared to answer the specifics of the question in order to have sufficient time to complete their full response.

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