

Examiners' Report/ Lead Examiner Feedback

June 2014

NQF BTEC Level 1/Level 2 Firsts in
Creative Digital Media Production

Unit 1: Digital Media Sectors and
Audiences (21526E)

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General Comments from Exam

This is the first series of examined papers for this unit and it is pleasing to note that it provided a wide distribution of marks amongst learners. In the main, learners were able to respond effectively to items that were set at all levels with very few unable to answer Level 1 questions.

On the whole the use of scenarios within question items did not confound the learners' responses with many being able to use the information to inform their answers.

It was clear in some cases where centres had or had not covered certain aspects of the specification (theories in particular). It is vital that the learners cover the entire content from the unit in order to be able to fully respond to the examination for each series.

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	17	24	31	38

Question 1

Within this item learners were asked to give an example of a digital audio product. Many learners confused this with a digital audio device (such as MP3 player) or format (such as DVD). The learners who were able to give examples of products as defined in the specification received marks for this item.

0 mark example:

1 Give **one** example of a digital audio product.

MP3 player (iPod)

One mark example:

1 Give **one** example of a digital audio product.

Podcast

Question 2

For this multiple-choice question the overwhelming majority of learners were able to choose correctly that a Music Video was a digital TV product and that a Poster, Website, or E-Newspaper were not.

Question 3

With this question learners were required to give a production task associated with a TV drama. Most learners were able to define tasks within the production stage of the process but there were many who gave examples of pre-production tasks such as planning, casting, scriptwriting and some who gave examples from the distribution stage such as advertising and promotion.

0 mark example:

3 Give **one** example of a production task involved in producing a TV drama.

Production task would be planning and getting actors

One mark example:

3 Give **one** example of a production task involved in producing a TV drama.

Filming

Question 4

This multiple choice item required learners to choose the post production-task from the four responses. Most were able to choose the correct answer of Editing recorded materials from an interview over Recording interviews (a production task), Researching materials for an interview or Drawing a storyboard (both pre-production tasks).

Question 5

In this multiple choice item the majority of learners were able to correctly choose the correct answer of Filming scenes as **not** a pre-production activity over the three incorrect responses of Undertaking research, Writing a script and Planning logistics.

Question 6 (a)

All Question 6 items were written around a scenario of a new video game being produced and aimed at an under-18 audience.

Within this question learners were required to give two platforms that could be used to distribute the video game. Many learners confused distribution with promotion and gave examples of how the game could be marketed (through a radio campaign, for example) and not platforms for distribution (digital download, DVD etc.).

One mark example:

- 6 Use this scenario to answer questions 6(a), 6(b) and 6(c).

RockingGames, a games production company, has produced a new computer game that it intends to distribute to an audience of under 18s. The company wants to work with other digital media sectors to create products for a campaign to promote the game to the target audience.

- (a) RockingGames would like to distribute its game to a wide audience of under 18s.

Give **two** platforms that could be used to **distribute** the game.

(2)

- 1 Online
- 2 radio

Two mark example:

- (a) RockingGames would like to distribute its game to a wide audience of under 18s.

Give **two** platforms that could be used to **distribute** the game.

(2)

- 1 Online Game
- 2 Ps3 (Play Station 3 game)

Question 6 (b)

This question required learners to give two ways that the TV Industry might help promote the game. Many learners were able to identify the use of trailers or advertisements as a method but only the stronger learners were able to give two separate ways that could be used to promote the game (such as interviews with the producers or reviews of the game on magazine shows appropriate to the audience).

One mark example:

(b) Give **two** ways in which the TV industry might work with RockingGames on the promotional campaign for the game.

(2)

- Game Trailer to promote the game
- Television adverts

Two mark example:

(b) Give **two** ways in which the TV industry might work with RockingGames on the promotional campaign for the game.

(2)

TV adverts
TV programs reviewing the game

Question 7

This item required learners to explain how users might interact with a media product using a tablet. Many responses were unable to fully explain how the tablet would allow for interaction (editing existing videos, posting photos on a social media site etc.). Learners received two marks if they were able to fully explain how the tablet features could allow an interaction.

One mark example:

7 Explain **one** way in which a tablet allows the user to interact with a media product.

The touch screen allows you to control how you view the image or app

Two mark example:

7 Explain **one** way in which a tablet allows the user to interact with a media product.

The tablet allows the user to interact by letting them have options with the things they want to do, they can also make in game purchases if they want to adapt the game to they're desired way.

(Total for Question 7 = 2 marks)

Question 8

This item was only responded to successfully by a small proportion of learners. There were clearly centres that had not fully covered the Uses and Gratifications theory from the unit specification. Many learners mistook this theory for the Hypodermic Needle model and were unable to provide examples. Pass learners typically were able to give two examples or provide one example explained fully. Distinction learners received between three and four marks for giving two examples and fully explaining either or both.

Two mark example:

8 Explain **two** characteristics of the 'uses/gratification' model of audience theory.

This explains the uses of the product made to the audience for example if you are watching a documentary you can find lots of uses from it as it is designed to give you information.

Three mark example:

8 Explain **two** characteristics of the 'uses/gratification' model of audience theory.

The uses and gratification theory is used in programmes for the audience theory such as using 'Surveillance' 'personal' 'Identification' 'escapism' these are things to do with shows which the audience can relate, identify, enjoy and feel. This is a model audience theory.

Question 9

In the main learners were mostly able to give two examples of individual media consumption other than listening to the radio. A small number of learners were only able to give one or no examples and in some cases repeated the radio example given in the question.

One mark example:

9 Listening to radio is an example of media where the audience can be individual consumers.

Give **two** other examples of media that can be consumed in this way.

- 1 By internet
- 2 By car radio.

Two mark example:

9 Listening to radio is an example of media where the audience can be individual consumers.

Give **two** other examples of media that can be consumed in this way.

- 1 Watching TV alone
- 2 Playing Videogames offline/Single Player

Question 10

For this one mark item, learners had either been able to recall the correct name of the regulator or did not have this knowledge.

0 mark example:

10 Name the regulatory body responsible for maintaining standards in advertising.

.....
Pcc

One mark example:

10 Name the regulatory body responsible for maintaining standards in advertising.

.....
Advertising standards authority (ASA)

Question 11

Again, the vast majority of learners were able to understand the term demographic and were able to give an example of one. In some cases learners had confused the term with the process of collecting research information.

0 mark example:

11 Give **one** example of an audience demographic.

.....
A group audiences opinion-view on something

One mark example:

11 Give **one** example of an audience demographic.

.....
Gender group

Question 12

This item required learners to explain the importance of audience research to media producers. In some cases learners were able to describe the process and receive one mark.

Stronger learners were able to explain the impact of the audience research on the product (for example, explaining how the feedback from the audience could make a product more fit for purpose).

One mark example:

12 Producers use audience research when planning the production of digital media products.

Explain **one** advantage of using audience research.

you can find out the opinions and views.

Two mark example:

12 Producers use audience research when planning the production of digital media products.

Explain **one** advantage of using audience research.

The production company can use audience research to create a product appropriate for a much wider range of ~~prod~~ audiences.

Question 13

The majority of learners were able to give the meaning of primary audience for this question. In a number of cases learners had confused the term primary with primary research or the primary age children as an audience group.

0 mark example:

13 What is meant by primary audience?

First audience, most important audience.

(Total for Question 13 = 1 mark)

One mark example:

13 What is meant by primary audience?

The audience the content is intended for.

Question 14

This question required learners to outline two patterns of consumer behaviour. This was generally poorly answered by learners with a high proportion not understanding the term patterns of behaviour.

Pass level learners were able to perhaps identify genre choices as a pattern of behaviour. There were few more sophisticated responses that explained about the format and timings of media consumption.

One mark example:

14 Outline **two** patterns of consumer behaviour used by media producers.

Market research - ~~by~~ ie buying DVDs - games,
what types etc.
what ~~sort~~ sorts of stuff they watch and
enjoy or dislike. - questionnaires

Two mark example:

14 Outline **two** patterns of consumer behaviour used by media producers.

Media Producers use cookies off of consumer's
computer's to see what they were previously
looking at and to see what they enjoy buying/
looking at. Consumers also use questionnaires
to make ~~the~~ sense of the people who are viewing
(Total for Question 14 = 2 marks)
their product

Question 15 (a)

This item was generally well answered with the vast majority of learners being able to identify an example of secondary research from the scenario given. A few responses incorrectly gave primary research methods from the scenario such as meeting with the local history society members.

0 mark example:

(a) Identify **one** example of the secondary research John undertakes.

(1)

members of the local history society.

One mark example:

(a) Identify **one** example of the secondary research John undertakes.

(1)

Internet research

Question 15 (b)

This item was again generally well responded to. Mostly, learners were able to identify a qualitative research method. In a small number of cases learners were confusing qualitative with primary as a research type.

0 mark example:

(b) Identify **one** example of the qualitative research John undertakes.

That his research is primary research (1)

One mark example:

(b) Identify **one** example of the qualitative research John undertakes.

Arranging a meeting with the manager (1)

Question 15 (c)

This multiple-choice item proved the most challenging item of this type in the paper. The question required the candidate to select an inappropriate research method (that was not in the scenario). Many learners were able to select that Market Research for a production of this type was inappropriate although in a number of cases learners opted for one of the distractors (Research exiting products, Prepare a questionnaire or Pay a visit to the site) all of which would have been appropriate given the scenario.

Question 15 (d)

This was the first long answer (8 mark) question in the paper. Many learners responded well to this item giving a number of examples why it was important for researchers to use Primary research methods.

Many learners were able to talk about the fact that primary methods could be specifically tailored to the researcher's needs, would be current, would be reliable and targeted to the audience.

Fewer learners were able to give both sides of the argument i.e. That Primary methods were much more expensive and time consuming and that the scope of the research (or size of data set) was limited to the resources available to the researcher.

Four mark example:

(d) Discuss why it is important for a researcher to use primary research methods.

(8)

it is important for a researcher to use primary research so that he or she knows that it is 100 percent accurate and up to date. For example if a researcher decided to use a book to do market research for a particular product, the information could be ~~wrong~~ out of date and totally useless as research because it would not represent the current market, and if he used that in his final report, he would be ~~is~~ telling the company he is working for to use techniques for their product that the audience would not react to in the same way as when the information was originally released, and thus their product would suffer as a result. However if he went out and did his own research it would be up to date and accurate, and would help his employers to create a product that would appeal to its target audience.

Six mark example:

(d) Discuss why it is important for a researcher to use primary research methods.

(8)

It is important for a researcher to use primary ~~research~~ research methods. This is ~~because~~ ^{because} primary research is more reliable ~~than~~ ^{than} secondary ~~research~~ ^{research}. Where ~~secondary~~ secondary research ~~is a lot~~ ^{is a lot} easier to obtain, primary research is reliable in the way that it is straight from a source without being changed. For example, getting pictures from the internet is quicker and easier however, if the pictures were ~~being~~ taken by the researcher himself, they would be more reliable. ~~and~~ another example is that ~~if~~ ~~the~~ by asking the local history society about the history of a building, you are more likely to receive reliable and useful information than if you search it on the internet.

Question 16 (a)

This item asked learners to interpret audience data from the graph as required in the unit specification. Most learners were able to use the scales and figures on the chart to reach the correct answer of 400,000 or double although many were confused by the fact that the figures were presented in thousands and some said the difference was 400.

0 mark example:

(a) By how much do the USA box office audience figures exceed the UK box office audience figures for the Horror genre?

(1)

200,000

One mark example:

- (a) By how much do the USA box office audience figures exceed the UK box office audience figures for the Horror genre?

(1)

400,000

Question 16 (b)

This item required learners to explain two reasons why the box office figures from the US were higher than that in the UK. The vast majority of responses were able to identify the fact that the US had a larger population and so a higher potential audience. Far fewer were able to identify a second reason and explain it (such as the fact that most movies are produced in the US so more attractive to a home audience). In a number of cases learners wrongly assumed that the earlier release dates in the US would increase box office sales month on month. Others were incorrect in the assumption that there was more piracy (illegal downloads etc.) in the UK.

Two mark example:

- (b) Explain **two** reasons why the overall figures for box office audience figures in the USA are higher than those in the UK.

(4)

because there more people in the usa
also alot more people like film. thats where
most of the big films are made

Four mark example:

- (b) Explain **two** reasons why the overall figures for box office audience figures in the USA are higher than those in the UK.

(4)

1) The USA has a higher population than the UK and the higher the population, the "higher" the "chance" of having a "larger target audiences".

2) Since USA is bigger, USA is where most movies are made and are distributed around the world. Of course people ~~will~~ ~~could~~ living in the USA will want to watch movies created in their country although "some" movies were created elsewhere.

(Total for Question 16 = 5 marks)

Question 17

Within this 8 mark item the learners were required to discuss the stylistic codes that might be used in a given scenario (a promotional campaign for an e-magazine aimed at teenagers).

A number of learners failed to discuss stylistic codes in very much detail at all and instead gave examples of the content of the e-magazine (what types of stories and features it could carry). Many learners were able to give some basic examples of stylistic codes that could be used such as bright colours or a bold font to make the title stand out.

In a few cases the strongest learners were able to explain and justify why their choices of stylistic codes would be appropriate to the given scenario (how it would attract the audience and give them a sense of identification with the product).

Four mark example:

Discuss how the producers might use stylistic codes in the campaign to create meaning for the target audience of the e-magazine 'Your Times, Your World'.

They will use bright colours and bold writing to interest the audience into seeing the e-magazine, and then they will have short stories that would interest the reader e.g. teenagers. Because they don't want to read loads and loads, then they will have more pictures than words because they are teenagers or below they are viewed as very lazy and just want short stories with pics.

They will use stories that interest the audience like for example gossip (celebs) for the teenage girls and they won't use boring stories like in a newspaper.

They will probably have a celeb on the front cover because that will catch their eyes, for example see your favourite celeb on front to see what they have been upto.

Seven mark example:

Discuss how the producers might use stylistic codes in the campaign to create meaning for the target audience of the e-magazine 'Your Times, Your World'.

The producers could stir the mise-en-scene in ~~the~~ promotional campaign to reflect what their e-magazine is all about. For example in a television advert or promotion poster, they could dress up actors or use backdrops that older people would find socially unacceptable. This could include actors wearing extremers revealing clothing, whilst being shown to be at a rave or illegal party. Or they could show a group of younger people taking over a building run by older people. These scenes would hammer home to the target audience that this product is for them, the young people in society and that it will include content tailored to them.

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