T Level Technical Qualification in Media, Broadcast and Production

Core Examination

Mark Scheme

Media, Broadcast and Production Core Exam

General Marking Guidance

- All students must receive the same treatment. Examiners must mark the first student in exactly the same way as they mark the last.
- Marking grids should be applied positively. Students must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the student's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a student's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1) Mark scheme rubric

A mark scheme rubric instructs an examiner as to how each mark is awarded.

2) Example responses

These demonstrate the type of acceptable responses that a student might provide and where each mark is awarded.

3) Additional marking guidance

This informs examiners about any parameters which should be applied e.g. 'accept any other appropriate responses.'

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Students must be credited for any appropriate response. Should candidates provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess students' work holistically. They consist of two parts:

1. **Indicative content**
   Indicative content reflects content-related points that a student might make but is not an exhaustive list. Nor is it a model answer. Students may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any appropriate response.
2. **Levels-based descriptors**
   Each level is made up of a number of traits which when combined articulate the quality of response that a student needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

- Examiners should take a 'best fit' approach to determining the mark.
- Examiners should first make a holistic judgement on which level most closely matches the student's response. Students will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (e.g. weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
    - marks will be awarded at the top of that level if the student has evidenced each of the descriptor traits securely.
    - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Section A

Question Number	Answer:	Mark
1	Award **one** mark for the correct response: • A – Customer relationship management software	1

Question Number	Answer:	Mark
2	Award **one** mark for a correct definition of the term 'specialised target market': • niche social groups (1) • a group of people with specialist/non-mainstream interests/needs (1) Accept any other appropriate responses.	1

Question Number	Answer:	Mark
3	Award **one** mark for each correctly given demographic that media practitioners should consider to support the diverse needs and interests of audiences up to a maximum of **two** marks, from: • culture (1) • career (1) • religion (1) • race (1) • family size (1) • disposable income (1) • interests and leisure time (1) • disability and impairment (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
4	Award **one** mark for each correctly given dilemma a company may face when developing a product in the creative industries up to a maximum of **two** marks, from: • compromising on quality (1) • providing/giving misleading information (1) • conducting unethical market research (1) • plagiarising the work of others (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
5	Award **one** mark for a correct benefit to the financing of a media product through a co-production between producers from different countries (1) and **one** mark for a justification for that benefit (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • The financial risks for each producer are reduced (1) because the cost of producing the media product can be spread among the producers (1) • The producers can access more sources of finance (1) because they can apply for funding from each country (1) • The producers could benefit from financial incentives in different countries (1) because the media product may be considered a national project of each country (1) Accept any other appropriate responses	2

Question Number	Answer:	Mark
6	Award **one** mark for a correct way that violating regulatory standards on cultural appropriation can negatively impact on a media practitioner (1) and **one** mark for a justification for that way (1), up to a maximum of **four** marks. Marking points may be reversed/given in any order. • It can impact the media practitioner financially (1) because they may [lose income/sponsorship if there is a negative audience reaction] / [receive a fine from a regulatory body] (1) • It can damage the media practitioner's reputation (1) because they will be associated with exploitation/misrepresentation/stereotyping/profiteering/ causing offence (1) Accept any other appropriate responses.	4

Question Number	Answer:	Mark
7	Award **one** mark for a correct benefit to media practitioners of the Copyright, Designs and Patents Act 1988 (1) and **one** mark for a justification for that benefit (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Media practitioners' original work cannot be stolen/exploited by others (1) because the Act protects the creator's intellectual property rights (1) • Media practitioners have control over the way their original work is used (1) because the Act dictates that work subject to copyright cannot be used without permission (1) • Media practitioners can claim royalties/fees from anyone who reproduces their original work (1) because the Act gives practitioners exclusive rights to sell or license their work (1) • Media practitioners can earn money/receive compensation from anyone who uses their original work (1) because the Act establishes a simple process for licensing/distributing creative work (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
8	Award **one** mark for a correct way a media practitioner can use their market knowledge to support a client to develop a new media product (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. - They can develop a more distinctive/original media product (1) because they can use their understanding of competitors' products/the marketplace (1) - They can provide the client with insights into what makes an effective media product (in this context) (1) because they can use their understanding of comparable media products (in this field) (1) - They can develop ideas that will meet audience needs/preferences (1) because they can use their understanding of current trends (1) - They can develop the media product in a way that gives them a greater chance of commercial success (1) because they can use their understanding of potential areas for growth in this field/market (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
9	Award **one** mark for a correct way a media practitioner can establish that the work of an author is a valid research source (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • The author's expertise can be verified (1) because the source includes the author's credentials (1) • The author appears to be a trusted authority in this field/context (1) because the author has other publications on this topic (1) • The accuracy of the research can be verified (1) because the author includes citations for the sources they use (1) • The author's background/the context of the research is known (1) because affiliations are included in the source (1) • The author's expertise can be corroborated (1) because comparing/contrasting with other sources identifies consistent research findings (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
10	Award **one** mark for a correct way critical responses to a media product can be used by media practitioners (1) and **one** mark for a justification for that way (1), up to a maximum of **four** marks. Marking points may be reversed/given in any order. - It could be used to determine the success of the media product (1) because a positive/negative critical response will generate positive/negative word of mouth (1) - It could be used to inform future creative developments (1) because the producers can identify aspects of the media product that should/should not be incorporated into future products based on the critical response (1) - It could be used to make improvements to an existing product (1) because the media product could be refined based on the critical response from audiences/experts (1) - It could be used to make comparisons to similar products (1) because critical responses draw positive/negative comparisons with other products from the same producer/genre/market (1) - It could be used to attract future endorsements/sponsorships (1) because people want to be associated with media practitioners that have had a positive critical response (1) - It could be used to generate income (1) because quotes from positive critical responses can be used to market the product (1) Accept any other appropriate responses.	4

Question Number	Indicative content:	Mark

11	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below.
	
	The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses.
	
	• Psychographics (the psychological and cognitive attributes) reveal the beliefs, values and goals of audiences and help media practitioners understand the diverse needs of their potential audience.
	• It helps to understand how audiences think and therefore allows media practitioners to create more personalised campaigns and targeted media products.
	• Psychographic profiling (e.g. user profiles/personas) is a unique description of attitudes, habits and interests held by an individual/group. A collection of values and behaviours that helps media practitioners:
	   o build empathy with audiences
	   o understand what will make them act
	   o learn where to reach them.
	• It can improve communication with audiences, as media practitioners understand them better.
	• It can help media practitioners identify and anticipate emerging trends/audience aspirations/motivations before they become mainstream.
	• Psychographics is subjective data and, therefore, highly variable in its usefulness.
	• Psychographics is not a reliable predictor of audience needs because individuals are unique, and psychographics oversimplifies individuality by grouping people together and making generalisations about those groups of individuals.
	• It is reliant on considerable audience research, which can be expensive and time-consuming.
	• Psychographic data can be misunderstood by media practitioners, as it is qualitative data, leading media
		9

| | | practitioners to make incorrect assumptions about audiences. This is why qualitative data is best combined with quantitative data.

• Audience needs are constantly evolving and therefore psychographics only provide a snapshot of audience needs at that moment in time, which may become outdated very quickly. This means media practitioners must continually update/refresh psychographic profiles to ensure they remain relevant/accurate. | |

Guidance on the application of marking traits		
The second trait (AO1b) carries twice as much weight as the first trait (AO3a): • A01b – 6 marks • A03a - 3 marks		
Level	**Mark**	**Descriptor**
	0	No rewardable material
Level 1	1-3	• Demonstrates a basic analysis of the issue/situation by superficially breaking down the different aspects into component parts with limited consideration of how they interrelate (AO3a) • Demonstrates basic understanding that is partially relevant to the question but which may only consider one point of view (AO1b)
Level 2	4-6	• Demonstrates a good analysis of the issue/situation by breaking down the different aspects into component parts and some consideration of how they interrelate, but not always in a sustained way (AO3a) • Demonstrates good understanding that is relevant to the question and considers different points of view, but not always in a balanced way (AO1b).
Level 3	7-9	• Demonstrates a thorough analysis of the issue/situation by comprehensively breaking down the different aspects into their component parts and considering how they interrelate, in a sustained way (AO3a) • Demonstrates comprehensive understanding that is consistently relevant to the question and considers different points of view in a balanced way (AO1b)

Question Number	Indicative content:	Mark
12	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. - It provides an opportunity to increase their exposure/visibility, as links and posts are likely to be shared with others. - It's a valuable opportunity to showcase/demonstrate their passion and skills to others, including potential employers. - It helps to establish their expertise by sharing knowledge, e.g. contributing to articles and speaking at events. - It can raise their profile, e.g. by sharing unique insights drawn from personal experiences. - It's a cost-effective way to self-market because the main cost of creating a vlog/blog, contributing to articles and speaking at events, is the time that needs to be invested. - Finding opportunities to contribute to reputable industry content providers and events, which would enhance a media practitioner's reputation in the industry, can be extremely challenging. - It's difficult for media practitioners to find sufficient time to create quality content for a podcast, blog, vlog and social media platforms. - It's difficult to ensure that personal experiences and knowledge are heard and/or seen by other industry professionals and, consequently, professional visibility increased. - Negative/critical comments could be made on a blog/vlog/social media, which would be counter-productive to their career ambitions, and media practitioners may feel	9

| | the need to respond positively to such comments to limit the potential reputational damage caused.
• Grabbing and retaining the user's attention through a podcast/blog/vlog/social media is difficult because of the large amount of other content competing for attention. | |

Guidance on the application of marking traits		
The second trait (AO1b) carries twice as much weight as the first trait (AO3a): • A01b – 6 marks • A03a - 3 marks		
Level	**Mark**	**Descriptor**
	0	No rewardable material
Level 1	1-3	• Demonstrates a basic analysis of the issue/situation by superficially breaking down the different aspects into component parts with limited consideration of how they interrelate (AO3a) • Demonstrates basic understanding that is partially relevant to the question but which may only consider one point of view (AO1b)
Level 2	4-6	• Demonstrates a good analysis of the issue/situation by breaking down the different aspects into component parts and some consideration of how they interrelate, but not always in a sustained way (AO3a) • Demonstrates good understanding that is relevant to the question and considers different points of view, but not always in a balanced way (AO1b).
Level 3	7-9	• Demonstrates a thorough analysis of the issue/situation by comprehensively breaking down the different aspects into their component parts and considering how they interrelate, in a sustained way (AO3a) • Demonstrates comprehensive understanding that is consistently relevant to the question and considers different points of view in a balanced way (AO1b)

Question Number	Answer:	Mark
13	Award **one** mark for the correct response: **D** – Reporting bugs	1

Question Number	Answer:	Mark
14	Award **one** mark for each correctly given feature of the Data Protection Act 2018 that governs the use of data/information up to a maximum of **two** marks, from: • data must be used fairly/lawfully/transparently (1) • data must be used for specified/explicit purposes (1) • data must not be kept for any longer than required (1) • data must be accurate/up to date (1) • data must be handled in a secure way (1) • requires consent for data to be stored (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
15	Award **one** mark for each correctly given form of bias that media practitioners should consider when working in the creative industries up to a maximum of **two** marks, from: • author/proprietary bias (1) • confirmation bias (1) • selection bias (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
16	Award **one** mark for a correct way a media practitioner could make a reasonable adjustment to a media product, performance or event to support users with impaired hearing (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Add closed captions (CC)/subtitles for the deaf and hard of hearing (SDH) (1) because they provide the viewer with information about all the different audio in the media product (1) • Add subtitles (1) because they provide information about the dialogue in a media product (1) • Include a signed performance (1) because users who understand sign language will be provided with information about what is said and heard in the media product/performance/event (1) • Include a captioned performance (1) because users will be provided with information about the dialogue/audio in the performance/event (1) • Include a hearing loop/induction loop system (1) because users with hearing aids will be provided with improved audio clarity (1) • Providing headset broadcasts (1) because users are provided with speech enhancements (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
17	Award **one** mark for a correct way an inappropriate workplace culture is a barrier to greater diversity in the creative industries (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order.	2

| | • Non-inclusive views/behaviours (1) because it prevents new voices/perspectives being heard (1)
 • Non-inclusive practices (1) because it hinders collaboration/prevents some practitioners being valued/feeling they belong (1)
 • Lack of organisational policies/frameworks (1) because it hinders diverse recruitment/training/promotion (1)

 Accept any other appropriate responses. | |

Question Number	Answer:	Mark
18	Award **one** mark for a correct drawback of using primary research methods (1) and **one** mark for a justification for that drawback (1), up to a maximum of **four** marks. Marking points may be reversed/given in any order. • The results cannot be compared with other research sources (1) because primary research findings are unique (1) • Outcomes can be biased (1) because the sample may not be representative (1) • Outcomes can be invalid (1) because participants provide inaccurate/irrelevant responses (1) • Primary research is time consuming (1) because of the time involved in designing, conducting, and analysing outcomes (1) Accept any other appropriate responses.	4

Question Number	Answer:	Mark
19	Award **one** mark for an appropriate way the vulnerable adult can be protected by the producers following ethical practice when filming an interview (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. - The vulnerable person can be given advanced warning of the questions that will be asked (1) because this will help them [prepare / reduce the risk of them becoming distressed / decide if they wish to take part] (1) - The vulnerable person can have a dedicated person/chaperone to liaise with during the filming of the interview (1) because this will reduce the risk of the interviewer missing cues that they are becoming distressed (1). Accept any other appropriate responses. **Do not accept** generic responses that are not applied to the context of the scenario, such as: - The contributor can be allocated ongoing support after the documentary is broadcast (1) because this will reduce the risk of potential harm from negative audience reactions to the documentary (1)	2

Question Number	Answer:	Mark
20a	Award **one** mark for a correct effect of using first-person point of view on the way a story is told in a media product (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • A first-person point of view can help to communicate the thoughts/feelings of a character in the story (1) because the viewer/reader/user sees events from that character's perspective (1) • A first-person point of view can help to create an intimate story (1) because the story is told from a personal perspective (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
20b	Award **one** mark for a correct effect of using third-person point of view on the way a story is told in a media product (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • A third person point of view can help create a feeling of distance between the story and the viewer/reader/user (1) because events are seen from the perspective of an onlooker/observer (1) • A third person point of view can put the viewer/reader/user in a position of authority (1) because they are made aware of everything that happens in the story (1) Accept any other appropriate responses.	2

Question Number	Indicative content:	Mark
21	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. • Digital project management software can be used to organise, plan, and allocate resources for any kind of project, including complex projects. • It allows project managers to assign tasks and responsibilities, set deadlines, create timelines, and track project progress. Real-time reports of progress mean project managers can make timely decisions that support media practitioners to complete projects on time and on budget. • Team members can collaborate faster and remotely as it automates communication and updates all the parties involved in the project. Automated notifications and reminders also support collaboration. • It helps to streamline project planning and scheduling. It allows users to identify and track critical tasks. It also makes it easier to monitor costs. • It helps establish clear goals because it provides detailed project plans that include objectives, tasks, resources, and timelines. This promotes accountability and prevents roadblocks because risks and issues can be identified before they become a problem. • Project managers can check the availability of resources, such as equipment and people, and assign them to specific tasks quickly, which improves resource management. • However, the costs could outweigh the benefits because of ongoing maintenance costs and upgrades.	9

	• Digital project management software can also be overly complex and if it is not easily customisable, it may not meet the needs of every creative media project. • There are also security considerations because unless security measures and user access controls are sufficiently robust, sensitive data could be compromised. • It may also foster a reactive, rather than proactive, workforce because the media practitioners may rely too heavily on the digital project management software.	

Guidance on the application of marking traits		
The second trait (AO1b) carries twice as much weight as the first trait (AO3a): • A01b – 6 marks • A03a - 3 marks		
Level	**Mark**	**Descriptor**
	0	No rewardable material
Level 1	1-3	• Demonstrates a basic analysis of the issue/situation by superficially breaking down the different aspects into component parts with limited consideration of how they interrelate (AO3a) • Demonstrates basic understanding that is partially relevant to the question but which may only consider one point of view (AO1b)
Level 2	4-6	• Demonstrates a good analysis of the issue/situation by breaking down the different aspects into component parts and some consideration of how they interrelate, but not always in a sustained way (AO3a) • Demonstrates good understanding that is relevant to the question and considers different points of view, but not always in a balanced way (AO1b).
Level 3	7-9	• Demonstrates a thorough analysis of the issue/situation by comprehensively breaking down the different aspects into their component parts and considering how they interrelate, in a sustained way (AO3a) • Demonstrates comprehensive understanding that is consistently relevant to the question and considers different points of view in a balanced way (AO1b)

Question Number	Indicative content:	Mark
22	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Diegetic sound** Diegetic sound is the most important sound because the audience must hear the news report on the radio at the same time as the character to empathise with the character. Sound from the car radio could be used to convey the happiness and nostalgia the character is feeling in the first part of the scene, for example an older upbeat song. Familiar sounds from outside the car could be used to emphasise the character is at ease in this environment, such as the local accent, other characters laughing and joking, sound of a busker. The character's dialogue could also convey the different moods, for example singing along to an upbeat song and then uttering words of dismay at the bad news. Sound effects could also convey the changing mood, for example comfortable sounds at the beginning of the scene, such as an indicator and the car accelerating, which change to harsh sounds to foreshadow/reflect the change in tone, such as screeching brakes or a police siren. **Non-diegetic sound** Not as important as diegetic sound. However, music not heard by the character could be used to emphasise the change in mood, for example a sombre soundtrack/music overlay.	12

Sound effects outside the world of the scene could also be used to convey different moods, such as exaggerated sounds of joy and despair.

Atmospherics

Not as important as diegetic sound and non-diegetic sound but can be used to influence the emotional response of the audience, for example the sound of a busy town centre creates a sense of place for the audience.

Conclusion

Diegetic sound is the most important contextual sound, as it conveys most meaning to the audience relating to the different moods in the scene. This is because the audience share the emotions of the character through the use of diegetic sound.

Non-diegetic sound can help to convey the different moods in the scene but as it is not heard by the character, it is best used to support the emotion conveyed using diegetic sound.

Atmospherics may be least important but can still be used to add realism to the scene and help establish the context of the scene for the audience.

Guidance on the application of marking traits		
The second trait (AO2) carries twice as much weight as the first trait (AO3a) and the third trait (AO3b): • A02 – 6 marks, • A03a - 3 marks, • AO3b - 3 marks		
Level	**Mark**	**Descriptor**
	0	No rewardable material
Level 1	1-4	• Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into component parts (AO3a) • Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question (AO2) • Demonstrates a basic assessment which partially considers different factors and their relative importance, leading to a conclusion which is superficial or unsupported (AO3b).
Level 2	5-8	• Demonstrates a good analysis of the situation by breaking down the different aspects into component parts (AO3a) • Demonstrates good application of knowledge and understanding that is relevant to the context of the question (AO2). • Demonstrates a good assessment which considers different factors and their relative importance, leading to a conclusion which is partially supported (AO3b).
Level 3	9-12	• Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts (AO3a) • Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question (AO2). • Demonstrates a thorough assessment which comprehensively considers different factors and their relative importance, leading to a conclusion which is well supported (AO3b).

Section C

Question Number	Answer:	Mark
23	Award **one** mark for a correctly given purpose of the Independent Press Standards Organisation (IPSO) from: • to protect the public (1) • to uphold standards of journalism/high editorial standards (1) • to protect freedom of expression (1). Accept any other appropriate responses.	1

Question Number	Answer:	Mark
24	Award **two** marks for a correctly given state benefit supported by National Insurance (NI) contributions, from: • jobseeker's allowance (1) • parental leave (1) • bereavement support payment (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
25	Award **one** mark for each correctly given responsibility of the project leadership role up to a maximum of **two** marks, from: • manages the project from concept to close (1) • communicates tasks to the wider production team (1) • manages the budget (1) • manages/plans resources (1) • communicates with client/commissioner (1) • initiates project evaluation/closure (1). Accept any other appropriate responses.	2

Question Number	Answer:	Mark
26	Award **one** mark for a correct benefit to a media practitioner of using a non-disclosure agreement (NDA) (1) and **one** mark for a justification for that benefit (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • An NDA ensures confidentiality (1) because it prevents the idea from being shared with competitors/third parties (1) • It protects the media practitioners' idea/concept (1) because anyone who signs the NDA has agreed to not share the concept with others (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
27	Award **one** mark for a correct drawback of working as a freelancer in the creative industries (1) and **one** mark for a justification for that drawback (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • There is a lack of security (1) because you do not get holiday pay/sick pay/company benefits (1) • Work/income is irregular/inconsistent (1) because demand for your services will vary (1) • You must take responsibility for every aspect of the business (1) because you cannot share responsibilities with others/co-workers (1) • You must invest (your own money) in equipment/software/professional development (1) because it is important to stay up to date/relevant/broaden your work opportunities (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
28	Award **one** mark for a correct way that conducting audience research can benefit a media product/event (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • It influences the creative process of development (1) because it provides information on areas of success/areas that require improvement (1) • It helps determine the commercial opportunities available (1) because it provides insights into the audience's motivations (1) • It helps determine the commercial viability (1) because it provides information on the size/profile of the audience (1) • It highlights existing and emerging trends of consumption/generates feedback on initial ideas and proposals (1) because it provides information on audience preferences (1) • It provides insight into cultural sensitivities/allows correct identification of a specific target market (1) because responses from difference types of audience can be evaluated (1) • It supports efficient spending/budgeting (1) because it indicates if the product/event should be recommissioned/amended/cancelled (1) Accept any other appropriate responses.	4

Question Number	Answer:	Mark
29	Award **one** mark for a correct way the Defamation Act 2013 protects freedom of expression (1) and **one** mark for a justification for that way (1), up to a maximum of **two** marks. Marking points may be reversed/given in any order. • Media practitioners can state the truth (1) because statements that are 'substantially true' are allowed under the Act (1) • Media practitioners can state their views (1) because 'honest opinions' are allowed under the Act (1) • Media practitioners are less likely to face a trivial defamation claim (1) because the Act states it is not defamation unless it causes 'serious harm' to someone's reputation (1) Accept any other appropriate responses.	2

Question Number	Answer:	Mark
30	Award **one** mark for an appropriate benefit to Rzar of using cloud-based technology to store and distribute video content to subscribers (1) and **one** mark for a justification for that benefit (1), up to a maximum of **four** marks. Marking points may be reversed/given in any order. • Rzar can offer real-time video streaming (with low latency) (1) because cloud-based encoding services use high performance hardware/networks to encode video in real-time (near real-time) (1) • Razr can deliver large scale video streaming without any disruptions (1) because it can dynamically allocate computing resources based on demand/distribute load across multiple servers/process multiple files at the same time (1) • Rzar can deliver different/smaller/lower quality/higher quality versions of the same video (1) because cloud-based technology provides a video transcoding service (1) Accept any other appropriate responses. **Do not accept** generic responses that are not applied to the context of the scenario or focus on the benefit to subscribers, such as: • Cloud-based technology provides a more efficient video encoding service (to compress video/to ensure compatibility across different devices, browsers, and operating systems) (1) because it supports a comprehensive range of video formats and codecs/remains up to date with emerging formats and standards (1) • It enables more collaborative working (1) because cloud-based technology enables Rzar's employees to view and share information easily and securely (1)	4

	• Subscribers can stream video from cloud storage anytime (1) because cloud-based technology provides a cloud media player/cloud-based media server (1)	

Question Number	Indicative content:	Mark
31	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. • Sponsorship is used to support, advise, or help fund media production and events. The funding from sponsors will allow the media company/event organiser to focus on the quality of the product/event. The benefit to the sponsor is access to a specific audience to promote their goods and services. • Corporate sponsorship is a partnership, the media company/event organiser will only want to partner with a sponsor whose corporate identity aligns with the message of the media product/event and vice versa. Sponsorship is more socially responsible than many other forms of marketing and because the sponsor is aligning themselves with the media product or event, they are invested in the success of the media product/event. • It is in the interests of both parties to work together to make the media product or event a success because a successful media product/event will have a larger audience generating more profit for the media company/event organiser and allowing the sponsor to reach more people. • The sponsor is not gifting the money and they will want to see a return on their investment. The sponsor will want to reach a specific audience. They will sponsor media product or events aimed at the same audience they market their products to. Therefore, the media company/event organiser must be able to define its target audience. The media product/event has to offer something of value to the sponsor.	9

- Paying to place their products in the media product/event, or providing complementary usage, gives the sponsor's products exposure to the media product's/event's audience. This can also add realism to a media product, for example the characters in a media product can use brands that people have seen and may use themselves.

- Sponsors can enhance the credibility of a media product/event by raising its profile and helping it to stand out from the competition.

- Branded content and brand collaboration are other ways a sponsor can promote its brand through a media product/event. However, sponsorship could be seen as one long commercial if not handled sensitively by the media production company/event organiser.

- It also takes a considerable amount of time to find and organise a sponsorship deal due to the negotiating involved.

- The role of the sponsor should be non-creative. Although some sponsors may try to influence the content/tone of the media product/event, it's important the media practitioners retain the cultural integrity of the media product/event.

Guidance on the application of marking traits		
The second trait (AO1b) carries twice as much weight as the first trait (AO3a): • A01b – 6 marks • A03a - 3 marks		
Level	**Mark**	**Descriptor**
	0	No rewardable material
Level 1	1-3	• Demonstrates a basic analysis of the issue/situation by superficially breaking down the different aspects into component parts with limited consideration of how they interrelate (AO3a) • Demonstrates basic understanding that is partially relevant to the question but which may only consider one point of view (AO1b)
Level 2	4-6	• Demonstrates a good analysis of the issue/situation by breaking down the different aspects into component parts and some consideration of how they interrelate, but not always in a sustained way (AO3a) • Demonstrates good understanding that is relevant to the question and considers different points of view, but not always in a balanced way (AO1b).
Level 3	7-9	• Demonstrates a thorough analysis of the issue/situation by comprehensively breaking down the different aspects into their component parts and considering how they interrelate, in a sustained way (AO3a) • Demonstrates comprehensive understanding that is consistently relevant to the question and considers different points of view in a balanced way (AO1b)

Question Number	Indicative content:	Mark
32	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below.	12

The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses.

Potential benefits of using AI when editing the promotional video

- AI can translate content into multiple languages quickly and accurately, enabling the holiday company to distribute their content to audiences in different countries
- AI can generate subtitles for the deaf and hard of hearing quickly and accurately, enabling the holiday company to make their promotional video more accessible
- AI takes time consuming processes away from the media practitioner, which it can do automatically and quickly, such as automatic reframing between video clips shot in different aspect ratios
- AI does not have a huge cost implication, which keeps the production costs of the promotional video low
- AI can analyse all content frame by frame and identify objects to add appropriate tags, this results in all content relevant to the holiday company's promotional video, regardless of size, becoming easily discoverable when editing
- AI provides quick logging/organisation of content which makes it easier when editing, such as content relevant to different holiday destinations
- sentiment analysis can be used for finding and retrieving all content that expresses a certain emotion or sentiment, such as the excitement of being on holiday
- AI can perform people/facial recognition for identifying specific people to use in the promotional video, such as one of the company's holiday reps.

Potential drawbacks of using AI when editing the promotional video

- AI cannot generate new ideas or solutions, such as an innovative approach to the promotional video
- AI cannot look at the brief from different angles and make new connections between unrelated ideas to build an original promotional video

- content/scripts written by AI lacks human emotion, such as a relatable voiceover for the promotional video
- there are increased security and ownership risks, as any information entered into an AI tool could be made available to anyone who uses the same tool, such as one of the holiday company's competitors, and source code entered could become the property of the AI company
- AI may use clips for the promotional video that belong to someone else, which could create copyright challenges for the holiday company because it can be difficult to determine ownership of the clips
- The use of AI can reinforce existing stereotypes, such as the stereotypical holiday goers to specific destinations, because AI is trained on existing data that may contain algorithmic biases and prejudices
- search engines may devalue AI generated content, which would make it harder for the holiday company's promotional video to reach a wide audience.

Conclusions

The most effective use of AI is to assist in the editing process, for example by researching, proofreading, and translating language.

However, AI still lacks true creativity and understanding of the target audience for the promotional video, which means it still requires human vetting. Human involvement remains key in the process of editing the video, such as determining the creative vision and writing the copy.

Guidance on the application of marking traits

The second trait (AO2) carries twice as much weight as the first trait (AO3a) and the third trait (AO3b):

- A02 – 6 marks,
- A03a - 3 marks,
- AO3b - 3 marks

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	• Demonstrates a basic analysis of the situation by superficially breaking down the different aspects into component parts with limited consideration of how they interrelate (AO3a) • Demonstrates basic application of knowledge and understanding that is partially relevant to the context of the question and may consider only one side of the context (AO2) • Demonstrates a basic evaluation which partially considers different factors and competing points, leading to a conclusion which is superficial or unsupported (AO3b).
Level 2	5-8	• Demonstrates a good analysis of the situation by breaking down the different aspects into component parts and considering how they interrelate, but not always in a sustained way (AO3a) • Demonstrates good application of knowledge and understanding that is relevant to the context of the question and considers both sides of the context (AO2). • Demonstrates a good evaluation which considers different factors and competing points, leading to a conclusion which is partially supported (AO3b).
Level 3	9-12	• Demonstrates a thorough analysis of the situation by comprehensively breaking down the different aspects into their component parts and considering how they interrelate, in a sustained way (AO3a) • Demonstrates comprehensive application of knowledge and understanding that is consistently relevant to the context of the question and consider both sides of the context in a balanced way (AO2). • Demonstrates a thorough evaluation which comprehensively considers different factors and competing points, leading to a conclusion which is well supported (AO3b).