

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

DIGITAL MEDIA



05897, 05898, 05899

2019 series

Version 1

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Outcomes. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

General overview

This was the first time this qualification has been offered for assessment. Candidates were mostly clear about the requirements of the units they were taking and were given assignment briefs which allowed them to demonstrate a full skillset and a wide variety of media production techniques.

Centres had clearly embraced the digital nature of this specification through website production, digital magazines and portfolios, motion graphics and animated videos.

Centres were fulfilling their Meaningful Employer Involvement (MEI) requirements by inviting industrial practitioners to deliver a range of masterclasses, and visiting institutions such as the BBFC, Leavesden Studios and the BBC.

As this is the first year of the qualification it is not possible to offer a detailed treatment of the experiences of centres and candidates for each unit. The sections below offer guidance in relation to common misconceptions and identify good practice and ways to develop future delivery.

Note for Centres

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an extra re-sit has been allowed, so candidates can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

Common misconceptions

Students are allowed to work in groups and production teams, but it is important for moderation that they show their individual contribution to all aspects of the production and therefore should produce their own documentation. This can be done through each candidate producing their own paperwork such as storyboards and treatments based on the idea decided by the group. When making a video, candidates could be given the responsibility for one part of the video, e.g. the first 30 seconds. They should then produce all the relevant supporting documentation related to their contribution. They could be recorded filming the shots by other members of the team, and then take the responsibility for editing their allocated section. Candidates could then record this by logging individual contributions to filming and editing through annotated screen shots with the candidate explaining what they are doing and how this relates to the grading criteria. Detailed supporting witness statements from the assessor and even other candidates could also be used as supporting evidence of individual contributions.

Avoiding potential malpractice

Candidates should be encouraged to provide a bibliography each time they use secondary research sources.

Teachers should try to avoid overuse of guidance templates by candidates, unless they are those specifically provided by OCR, and encourage more individual freedom of choice when setting tasks and assignment briefs.

Check the OCR website regularly for updates to the units and specification to make sure that the most up to date versions are being delivered.

Helpful resources

The OCR website is continually being updated and there are now delivery guides for the units, and production documentation templates available for candidates and centres to use. These can be found here:

<https://www.ocr.org.uk/qualifications/cambridge-technical/digital-media-2016-suite/planning-and-teaching/>

Additional comments

Centres were well prepared for moderation and uploaded their grades to Interchange in good time. All portfolios sampled were accurately assessed, and well organised. URS forms accurately identified candidate evidence.

There was good evidence of internal standardisation which was fully documented, offering supportive feedback.

For future development centres are encouraged to develop assignment briefs which mimic industry practice and allow candidates to develop individual creativity in their responses. Centres could also consider developing assignment briefs in conjunction with external clients taking advantage of the MEI requirements of the specification and enabling candidates to produce commercially viable final products.

As this is a new specification, it is regularly being updated. Centres are advised to check the OCR website regularly for specification updates before delivering units to make sure they are aware of any extra assessment requirements.

When researching for unit tasks, please provide detailed bibliographies. This includes using found images in production work. If using music in production work, it is advisable to use copyright free resources.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

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