

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Moderators' report*

# ***DIGITAL MEDIA***



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**05843–05846, 05875**

## **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.

### Note to Centres

There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a candidate that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.

### Sector Update

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have two 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.

## General overview

The qualification is now in its third year and the number of centres offering the qualification continues to grow. Centres report that their candidates find the units stimulating and engaging and the qualification offers a good opportunity to deepen their understanding of the digital media sector.

There are five qualifications within the Level 3 Cambridge Technicals 2016 Suite in Digital Media. Certificate = 180 GLH/equivalent to 1 AS Level. Extended Certificate = 360 GLH/equivalent to 1 A Level. Foundation Diploma = 540 GLH/equivalent to 1.5 A Levels. Diploma = 720 GLH/equivalent to 2 A Levels. Extended Diploma = 1080 GLH/equivalent to 3 A Levels.

Centres are reminded of the two key documents for the Cambridge Technicals Level 3 in Digital Media:

- The Centre Handbook which is the main reference point for course leaders and tutors (there is one version for the Certificate qualifications and one for the Diploma qualifications)
- The Admin Guide which is the main reference point for administering entries and maintaining quality assurance structures across the centre. This is a set of webpages on the Exams Officer section of the OCR website.

In addition, a guide to the Command Verbs has been published by OCR. It is strongly recommended that both assessors and candidates familiarise themselves with the contents of this document.

Each unit specification contains an 'Assessment Guidance' section – it is important to note carefully the statements in this section, especially any requirements including 'must' as such instructions are mandatory. It is strongly recommended that both assessors and candidates familiarise themselves with the 'Assessment Guidance' section in each internally assessed unit specification and that the 'Assessment Guidance' is incorporated into centre devised assignments.

The qualifications are being delivered in a variety of different formats dependent on their size. Centres have varied significantly in the way they structure the qualification in terms of when they teach examined units and how much time is allowed for moderated units and which units they have selected in the second year of the course.

Many centres successfully integrate moderated units to create a project based assessment; the most popular integration is Unit 03 Create a media product and Unit 21 Plan and deliver a pitch for a media product. For Unit 21 candidates are demonstrating their confidence in their presenting skills; good practice has been seen where candidates are annotating their experience of presenting their pitch to an audience. Many candidates demonstrate the evidence of presenting their pitch through a video or oral recording of the pitch; centres should include a recording of the pitch for Unit 21. Candidates are generally demonstrating a thorough approach to research and pre-planning. Good practice is demonstrated with examples using video evidence and links to research sites. Many centres deliver Unit 23 Create a personal media profile in year two and candidates repurpose the media products from their other taught and assessed units as evidence of their personal media profile. Candidates see this unit as a method of creating an online show reel of their digital media skills which some centres reported that candidates have used as an entry into higher education and/or employment.

Most centres continue to successfully use the model assignments provided by OCR but are becoming more proactive in tailoring the methods of assessments to suit their candidates' needs and to meet the local centre environment. In a few instances centres have made model assignment modifications that could potentially result in excessive guidance being given to candidates. Centres are reminded that the tasks in the assignment must not instruct candidates how to complete a task or provide evidence/writing frames. Centres can use OCR's assignment checking service (available via the Assessment section of the qualification website) to have their own assignments checked by OCR Subject Experts. Candidates who do not possess the understanding required to complete the assignment tasks can be deemed 'not

ready' to complete the assignment and may be given additional time to learn the issues covered by the unit's teaching content.

Most centres are using the relevant paperwork well to provide candidates with detailed feedback, to record assessors' decisions, to illustrate where the candidate evidence can be located and to evidence internal standardisation. Centres are reminded that the Unit Recording Sheets (URS) must be completed with relevant candidate feedback and that the location column on the URS must signpost the Visiting Moderator to the evidence by which each assessment criteria has been given by the assessor. Some centres do not use the evidence location column on the URS. In some centres, candidates were not always encouraged to present their work in an easy to follow and logical manner, consequently evidence was difficult to find. Centres should be encouraged to use subheadings or digital file names against learning outcomes and or P, M and D criteria for ease of navigation.

Visiting moderators have seen some really creative, innovative and interesting pieces of digital media work across all units, showing that assessors and candidates have really come on board with the applied nature of this qualification, giving candidates valuable experiences for their future while allowing them to build on their digital media portfolio work. Centres were generally adaptive in their use of evidence and produced some innovative formats given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals. This included some centres that used blogs to provide online links to work. Centres are not required to present candidate work in hard copy format; with this in mind if a centre is presenting candidate work digitally it must be clearly separated per unit and identifiable per learning outcome and/or assessment criteria. The delivery of optional units reflected the diverse nature of centres. Evidence for specific learning outcomes continues to be imaginative and relevant with an increasing amount of centres using digital, video, annotated photographic and annotated screenshot approaches for capturing key developmental moments, often initiated and recorded by candidates themselves thus increasing their ownership of their work.

Mandatory units performed well with a wide range of evidence reflective of the centre and candidates' digital media product choices. Candidates created a variety of different media products for Unit 03 Create a media product, such media products included short film trailers, music videos, podcasts, magazines, posters, audio books, comics, short films, promotional videos and radio programmes.

Meaningful Employer Involvement (MEI) evidence is highly commendable in some centres where the centre is proactive in bringing in industry speakers for interactive workshops along with many centres working alongside local businesses on a number of 'live' projects. However some centres are less proactive and were not able to demonstrate MEI centre plans to the Visiting Moderator. Evidence of MEI is a requirement for the following qualifications:

05845 OCR Level 3 Cambridge Technical Foundation Diploma in Digital Media,

05846 OCR Level 3 Cambridge Technical Diploma in Digital Media and

05875 OCR Level 3 Cambridge Technical Extended Diploma in Digital Media.

Further details including the MEI centre plan can be found on

<https://www.ocr.org.uk/qualifications/cambridge-technicals/digital-media-2016-suite/planning-and-teaching/#level-3>

Visiting Moderators have reported there are usually a number of improvements to be made after the initial moderation visit, however after feedback to the centre, it is noted that centres use the advice given and generally take action to improve and move forward with confidence for the second visit.

## Most common causes of centres not passing

Candidates' proposals for Unit 03 often demonstrate understanding of legal issues by evidencing a range of research on 'media regulations and copyright law'. Such evidence is good and can be relevant, however candidates are encouraged to make sure their research and evidence on 'legal issues' are legal issues relevant to the media product candidates are creating for Unit 03. Most commonly candidates do not demonstrate evidence for 'ethical issues'. Relevant legal and ethical issues must be evidenced for Unit 03; such evidence can be included in the candidates' proposal for the media product they are going to create.

## Common misconceptions

Some centres do not demonstrate evidence of internal standardisation. As per the centre handbook evidence of internal standardisation is required and should be made available to the Visiting Moderator during the visiting moderation. Centres can use their own internal standardisation processes and templates, centres can also avail of the OCR internal standardisation guidance and templates which are available on the qualification website.

In a number of submissions the centre assessor has not always understood what is required for the distinction criterion, this is particularly evident in Unit 03. Candidates often produced a general review of the pre-production and production process and have not analysed how post-production techniques and processes that they used created meaning in the media product. This must include reference to meeting the requirements of the client brief and proposal created for LO1. This must also include the specific post-production tools used to create meaning supported with examples (annotated screen shots, screen recording, recorded/written discussions) from the media product.

## Helpful resources

There are a range of resources available on the qualification website; such resources include model assignments, delivery guides, lesson elements, project delivery approaches, teaching activities, teacher guides, resource lists, MEI centre plan, URS for each unit and templates for internal standardisation.

Candidate exemplars for Unit 03, Unit 21, and Unit 07 are also available on the qualification website and Interchange.

Centre assessors are encouraged to visit the OCR Professional Development site for a range of face to face and webinar training events. Upcoming training for 2019-20 includes 'Getting to know the specification for Cambridge Technicals (2016) Level 3 in Digital Media' and 'Understanding the Assessment of Internal units: Making the Grade in Cambridge Technicals (2016) Level 3 in Digital Media'.

## Additional comments

On a whole Visiting Moderators have reported that centre communication is strong and during the visiting moderation centres are well organised. Centres are encouraged to upload grades to Interchange at least one to two weeks before the scheduled visiting moderation. A Visiting Moderator cannot continue with a visit if centre grades are not uploaded to Interchange at least one week before the scheduled visiting moderation. Centres should check all grades for any anomalies before submitting the grades to Interchange. Centres are encouraged to continue to communicate with their visiting moderator on any centre updates including staff changes and advanced notice on rescheduling a visiting moderation. Centres are encouraged to schedule their two visiting moderation visits with their allocated Visiting Moderator at the beginning of an academic year, this will allow for careful planning and avoid late visiting moderations especially for centres that have final year UCAS candidates. Centres should share previous visiting moderation reports with the entire teaching and assessment team including new members of staff.

## 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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Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

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Telephone 02476 851509

Facsimile 02476 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

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