

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

DIGITAL MEDIA

05897, 05898, 05899

Summer 2023 series

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Introduction

Our moderators' 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.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

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If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

The qualification is now in its fifth 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 three qualifications within the Level 2 Cambridge Technicals 2016 in Digital Media.

05897 OCR Level 2 Cambridge Technical Award in Digital Media – 90 GLH.

05898 OCR Level 2 Cambridge Technical Certificate in Digital Media – 180 GLH.

05899 OCR Level 2 Cambridge Technical Diploma in Digital Media – 360 GLH.

Centres are reminded of the two key documents for the Cambridge Technicals Level 2 in Digital Media:

- the [qualification handbook](#) which is the main reference point for course leaders and tutors
- the [Cambridge Technicals Administration section](#) of the website which provides guidance on administering entries and maintaining quality assurance structures across the centre.

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 carefully note the statements in this section, especially any requirements including 'must' and 'should'. 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, with centres embracing the digital aspect of the specification through website production, digital magazines and portfolios, motion graphics and animated videos.

Centres are not required to present candidate work in hard copy format; and this year centres have used some very effective ways to present evidence. Centres have encouraged more digital presentation through blogs, web pages and video presentations, alongside Q&A sessions to provide evidence for specific learning outcomes, enabling students to gain a range of transferable skills.

Centres have been successful in using the model assignments provided by OCR but are now becoming more proactive in tailoring the methods of assessments to suit their candidates' needs and to meet the local centre environment. Those centres who are new to the specification have made good use of OCR's [assignment checking service](#) to have their own assignments checked by OCR subject experts.

Meaningful Employer Involvement (MEI) is required for:

05898 OCR Level 2 Cambridge Technical Certificate in Digital Media – 180 GLH.

05899 OCR Level 2 Cambridge Technical Diploma in Digital Media – 360 GLH.

Further details on MEI can be found [on the website](#) and in the qualification handbook. The [centre plan](#) can be found on Teach Cambridge.

Most centres are using the relevant paperwork well to provide candidates with 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 feedback explaining why the candidate has achieved the criteria, and that the location column on the URS must signpost the visiting moderator to the evidence by which each assessment criteria have been awarded by the assessor.

Following the lifting of pandemic restrictions, this year centres have had the option of either face to face moderation visits or virtual visits using Microsoft Teams and the OCR Secure Exchange platform. Feedback from centre representatives is positive about the choice of virtual or face to face visits with centres commenting on how good it is to get back to face to face. While those selecting virtual visits comment on the convenience of being able to upload the evidence and carry on with teaching while the moderation is taking place.

Candidate performance overview

Candidate performance for this specification has continued to be one of steady achievement with more candidates gaining the higher grades than in previous years. This has been realised through thorough research and annotation, well developed planning and clear documentation of production and post-production processes. Visiting moderators reported that end products were highly creative, demonstrating strong production and editing skills. Candidates who followed the i.e. content for the unit specification and evidenced this in their portfolios were able to produce substantial evidence which fully met the assessment criteria.

Centres have worked hard to help those candidates who struggle to express themselves on paper to present their evidence in other ways. Visiting moderators saw some very effective instances of both audio and visual recorded question and answer sessions, allowing candidates to demonstrate their knowledge and understanding through verbal rather than written evidence supported by detailed observation records and witness statements.

Centres are reminded that while integrating units is good practice, candidates must produce separate evidence related to the assessment requirements of each specific unit to be awarded the grade.

Most common causes of candidates not passing moderation

The most common causes for centres not passing moderation are mainly due to a misinterpretation of the requirements rather than the quality of the evidence submitted.

Visiting moderators regularly report seeing examples of candidates not fully completing all elements of Pass criteria, especially pre-production planning, documenting aspects of production or not providing evidence of post-production activity such as candidates not documenting the setting up of equipment or providing edit decision lists.

Occasionally the planning work does not contain enough detail, or candidates have worked in groups but have not submitted their own planning documentation.

Common misconceptions

Some centres do not demonstrate evidence of internal standardisation. While centres report that they have discussed candidates' work with colleagues, they do not document the process. As per the centre handbook, evidence of internal standardisation is required and should be made available to the visiting moderator during the moderation. Centres can use their own internal standardisation processes and templates; centres can also use the OCR internal standardisation guidance and templates which are available on [Teach Cambridge](#).

A further misconception related to the identification of assessors and submission of claims on Interchange. Several centres only identified the course leader as the assessor, but when it came to moderation the visiting moderators noted that there were other assessors who had not been named. This occurred most often when claims were entered onto Interchange by exams officers and not the centre assessors. Centres are encouraged to make sure that all assessors should be identified on the Interchange claim. Centres are also reminded of the need to press Submit not Save when entering grades onto Interchange to make sure the claim gets sent to the visiting moderator.

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.

While integration of units is allowed, centres are reminded of the need to make sure that the evidence for each unit is presented separately to prevent instances of 'double counting'.

Additional comments

On the whole visiting moderators have reported that centres communicate well with moderators, but that in some cases there is a lack of response to introductory emails. 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 moderation visits with their allocated moderator at the beginning of an academic year, this will allow for careful planning and avoid late moderations.

Other areas of good practice which have been noted are comprehensive portfolio organisation and clear signposting of where grading criteria had been met supported by detailed unit recording sheet comments. It has been noted by visiting moderators that centres are getting more used to encouraging candidates to evidence the i.e. content where required, ensuring that evidence is substantial.

Centres should upload grades to Interchange at least two weeks before the scheduled visiting moderation, and make sure for a virtual visit that the sample evidence is available at least five days before the scheduled moderation.

Centres should check all grades for any anomalies before submitting them to Interchange.

Centres should share previous visiting moderation reports with the entire teaching and assessment team including new members of staff.

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

OCR support

There is a range of resources available on [Teach Cambridge](#). Such resources include model assignments, delivery guides, MEI centre plan, URS for each unit and templates for internal standardisation.

Centres may find the [Visiting moderation](#) guidance useful when planning their moderation visit.

Comments on individual units

Unit 3 – Digital media industry – products and audiences

The focus of this unit is the investigation of various digital media industry sectors through the different types of products they produce. Practical understanding is demonstrated by planning, sourcing, and editing assets in the creation of a prototype of a digital media product. Candidates must then present the prototype to an identified focus group to gain feedback. This year the video game industry has featured heavily in the evidence presented for LO1 and LO2. When creating prototypes, client briefs allowed candidates to provide promotional materials for their town or college, the most popular of which were websites. Good use of wireframes and visualisation diagrams, supported by relevant sourcing of assets, led to some very creative products.

The most common cause for not passing this unit was lack of video or audio evidence of presentations, little or no feedback in response to the audience for P7, and very limited explanations of how they applied their own skills and techniques for P8.

Unit 5 – Creating digital media products

The aim of this unit is for candidates to develop their practical production skills by planning and creating an original digital media product. Websites were again popular choices for this unit, but visiting moderators also saw some very creative interactive PowerPoints, as well as creative trailers for horror films. Briefs ranged from creating a website to promote the local city of culture; creating a trailer for a new horror film to be shown on social media; or promoting a healthy eating culture in the school. On the whole candidates proved themselves to be very capable when it came to creating sample planning materials and using these to produce technically skilled products.

Most common causes of not passing this unit were not providing evidence of production and post-production and not explaining which export format was most appropriate for the production.

Unit 10 – Developing digital media portfolios

The aim of this unit is to offer the candidates the opportunity to explore job roles in the digital media industry and to prepare a digital media portfolio to showcase their work for prospective employers. The most popular method of doing this was by using either Wix.com or a blog platform. Visiting moderators reported seeing some well-designed and creative portfolios supported by detailed research into jobs and career opportunities. Although most candidates showcased the work they had done on their course, others used this as an opportunity to include production work which they had done in their own time, enabling them to demonstrate their creativity and originality.

The most common cause for not passing this unit was describing strengths and weaknesses but not explaining why the elements they had described were strengths and the benefits they bring and/or explaining why those elements were weaknesses, and not suggesting how they would improve the work.

Candidates also struggled to discuss how any transferrable skills they have can be applied to chosen digital media job roles. Centres should work with candidates to help them understand what transferable skills they have and how these skills can be used.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

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Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

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