

guide to controlled assessment

Version 3 April 2011



GCSE Media Studies

J526 – Full Course

This guide is designed to accompany the specification for teaching from September 2009. This guide contains the following support:

Summary of Controlled Assessment Units

Teacher's guidance on how to plan
Controlled Assessment

Teacher guidance on task marking

Guidance on downloading tasks

Frequently asked questions

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1 Introduction

1.1 What Is Controlled Assessment?

Controlled Assessment is a new form of internal assessment. Following a coursework review by QCA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

1.2 What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations*. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

2 Summary of the Controlled Assessment Units

Unit B321: The Individual Media Studies Portfolio

This is a Controlled Assessment unit, internally assessed and externally moderated and is worth 30% of the full GCSE. Students produce an individual portfolio containing an analytical assignment, a production exercise and a planning and evaluation exercise, and are being tested on their knowledge and understanding of media language and representation. Centres can develop their own titles of study but must choose a topic area from a set list.

The work in this unit is to be carried out by the student individually. Group work is not allowed within this unit.

The student's individual media portfolio for this unit consists of three elements:

- An analytical assignment – worth 60 marks,
- A practical production exercise – worth 40 marks,
- A commentary on the production exercise (research & planning + evaluation) – worth 20 marks.

Further details and guidance on these tasks can be found in the following OCR resources:

- The main GCSE Media Studies (J526) specification in section 3.1 – Unit B321: The Individual Media Studies Portfolio; and
- The GCSE Media Studies (J526) Teacher's Handbook in section B321 – Individual Media Studies Portfolio – Controlled Assessment.

Unit B324: Production Portfolio in Media Studies

B324 is a Controlled Assessment unit, internally assessed and externally moderated, and is worth 30% of the overall GCSE. Students will be assessed on their skills of research, planning and construction, as they put together a practical production that they then evaluate.

This Unit requires students to develop and apply significant production skills in a media context. It is an opportunity for students to display initiative and creativity, solving problems as they go. The products students generate in this unit are expected to demonstrate real production values, and can often be used in other contexts as well.

All student work should embody a sense of Audience – who is the media text produced for, and how it may be interpreted.

This Unit can *either* be individual work, *or* can be undertaken as group work. If it is taken as group work then there is a maximum group size of five, and clear responsibilities / roles for each student involved need to be worked out. This does not mean that each student has to have an exclusive role (eg director, photographer, sub-editor etc) that no-one else does; indeed it would be wise from many points of view if students took on a variety of roles at different times, demonstrating skills as they did so. It does, however, mean that an individual student's contribution has to be clear and recognisable and thereby can be assessed. All students contributing to a piece of work may not always achieve the same mark.

The student's individual production portfolio for this unit consists of three elements:

- A Production Log – individual evidence of research, planning, dates/events, individual student record – worth 30 marks;
- The Production – one of the twelve on offer, can be a group product – worth 60 marks;
- An Evaluation – produced individually under supervised conditions – worth 30 marks.

The actual product selected **must** be from one of the twelve briefs offered by OCR in the GCSE Media Studies (J526) specification in section 3.3 – Unit B324: Production Portfolio in Media Studies. The choice of media format will be influenced by a variety of factors including: time, interest, facilities, strengths, training as well as other choices made elsewhere in the course delivery. Centres must bear in mind the requirement in the Specification that a minimum of **three media** formats must be studied during the course overall – to include one print and one audio/visual.

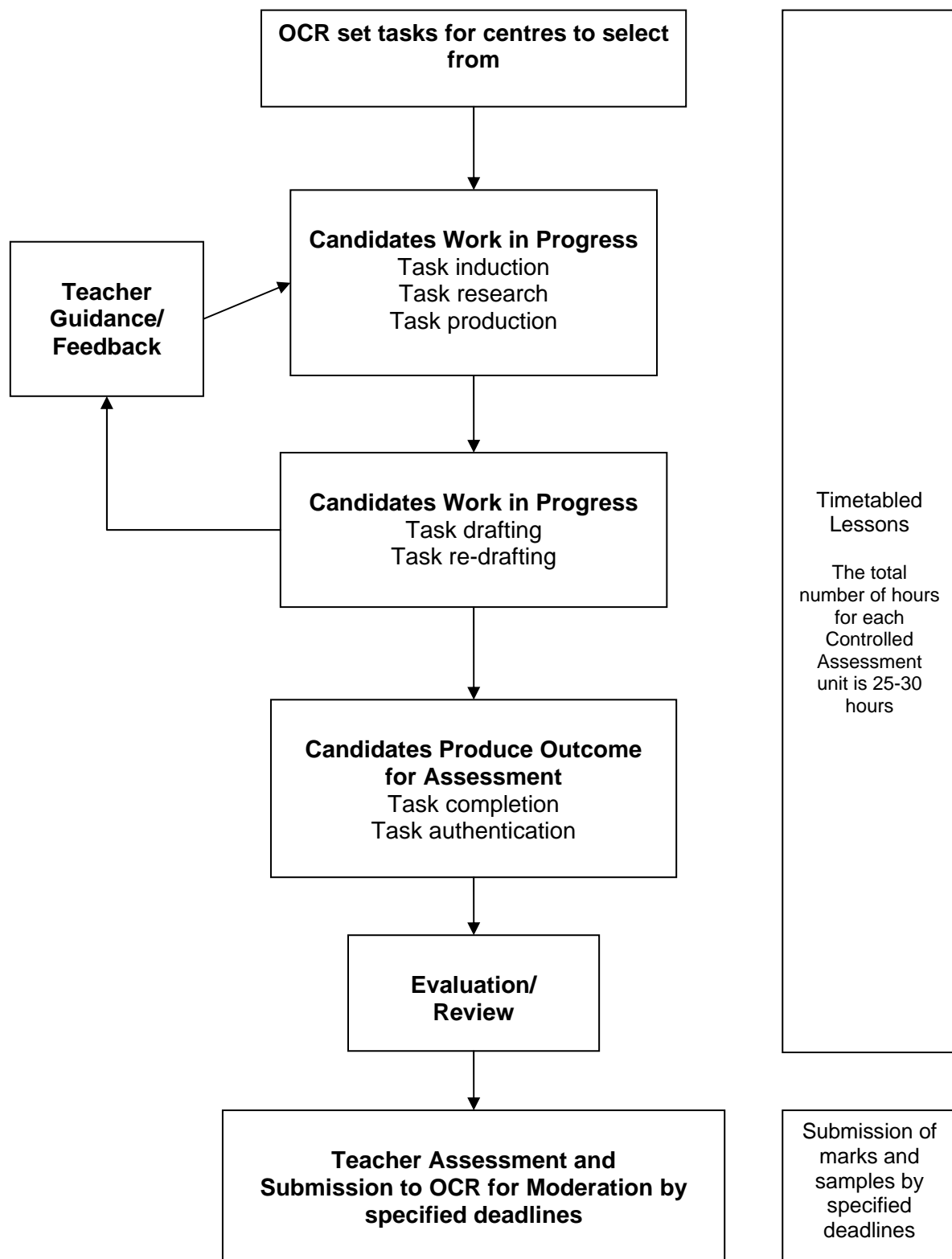
The availability of resources and expertise for advice is a major consideration in this Unit. (See below) There are also some observations on suitable equipment, hardware and software and approaches included in the section on Resources.

Further details and guidance on these tasks can be found in the following OCR resources:

- The main GCSE Media Studies (J526) specification in section 3.3 – Unit B324: Production Portfolio in Media Studies; and
- The GCSE Media Studies (J526) Teacher’s Handbook in section B324 – Production Portfolio – Controlled Assessment.

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment Delivery Flow Chart



3.2 Guidance on the release of Controlled Assessment tasks to candidates

3.2.1 Choice of Controlled Assessment task

OCR will assume a high level in relation to the setting of tasks in Media Studies. A number of Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

Centres can choose one from a number of tasks offered by OCR. In Unit B321 these exemplar tasks can be used with a minimum amount of adaptation or centres can select their own. These tasks may also be set within overarching scenarios and briefs more relevant to centres' own environment and targeted at their particular cohorts of candidates. In Unit B324 centres can choose from one of twelve set briefs. The briefs in this unit cannot be amended by centres.

Controlled Assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For some units this may allow for little to be adapted other than cosmetic details, eg the specific soap operas chosen for a task. For other units the medium in which the candidates are working may be a matter of choice. Each Controlled Assessment task will include a section that briefly specifies the type and degree of adaptation that is appropriate.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June – 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Unit B321: The Individual Media Studies Portfolio

There are a variety of ways this Unit could be operated by centres (the following list is by no means exhaustive):

- suspending other Media activities for a period of time to concentrate on this Unit
- allocating a fixed time each week for a period of time for this Unit
- focusing some students on assessed Unit work while others do other activities.

The method of delivery used depends on staffing, facilities and resources within a centre. It is however essential for students to be provided with adequate resources, and supported through their use of them. It is expected that the assessment work for an individual unit should take approximately 25 – 30 hours, and therefore the time allocation within the course should reflect that (Centres also need to factor in preparation time in addition to this).

The start of a Controlled Assessment Unit is an important time for students. They should be encouraged to see it as an exciting opportunity to take the initiative, within the prescribed parameters, and be able then to demonstrate their own personal insights and creativity. That way they can take ownership of their own learning and generate successful achievement.

It is helpful if there are written instructions and guide sheets produced to which students can refer as they progress through the assignment. There will inevitably be some variation in the rate at which students move through the work.

As this Unit has three distinct components, it is perhaps wise to consider the organisation of the working schedule within the allocated time. After the induction period, the primary assignment is the comparative analysis; as it informs the other components, it would therefore be seen as the natural first step for students. There has been some success in making work on the production component contingent upon completing the analysis, although individual Centres/students may vary. The production component always takes longer than imagined, and this is probably best tackled with the final research and planning log, running alongside. The evaluation needs to be completed at the end under supervised conditions.

The requirement for two media to be covered within the portfolio as a whole is perhaps most effectively met by the student completing the analytical assignment as necessary, and then the production exercise could be complementary but utilising a different media format.

Unit B324: Production Portfolio in Media Studies

There are a variety of ways this Unit could be operated by centres (again, the following list is by no means exhaustive):

- suspending other Media activities for a period of time to concentrate on this Unit
- allocating a fixed time each week for a period of time for this Unit
- focusing some students on assessed Unit work while others do other activities.

The method of delivery really depends on staffing, facilities and resources. It is, however, essential for the students to be provided adequate resources, and supported through their use of them. It is expected that the assessment work for an individual unit should take approximately 25 – 30 hours (again, Centres also need to factor in preparation time in addition to this), and therefore the time allocation within the course should reflect that.

One of the big decisions for a Centre to make is how much choice over set briefs to allow to students. In some senses it might seem easier to limit the choice and make them all do the same thing. However, the downside to that approach is that it may not be as effective at motivating all the students, and they will all need the same facility at the same time. On the other hand, choice means greater motivation and enthusiasm, and spreads the resources load, but is demanding on teacher background and experience, possibly leading to some teacher wear and tear.

The start of a Controlled Assessment Unit is an important time for students. They should be encouraged to see it as an exciting opportunity to take the initiative, within the prescribed parameters, and be able then to demonstrate their own personal insights and creativity. That way they can take ownership of their own learning and generate successful achievement.

Apart from the production itself, students are expected to produce a personal portfolio, which is a log of the research, and planning they have done. It will include drafts and early versions of the final product. The evaluation is carried out after the production work is completed under supervised conditions. It should be seen as an opportunity for the students to reflect constructively on their own work in the light of the initial brief, research on similar media texts, conventions of the form and audience feedback. It is often helpful for them to consider what they are pleased with, what they are dissatisfied with, and what they would change if they repeated the task.

There are considerations for each of the major areas as follows; however, it is worth noting that OCR does not endorse any particular products and those included in the following list are merely recommendations and not an exhaustive list. Software and technical equipment that can produce comparable results to those listed are equally as valid.

Print – Briefs 1-4

Students produce a print product as if they are in the Media industry so they need access to Desk Top Publishing (DTP) as opposed to a word processor. QuarkXPress and Adobe InDesign are the obvious choices. They need to include some original photography. Today that means digital cameras and appropriate software; the industry standard for image manipulation is Adobe PhotoShop. There is also a 'light' version, PhotoShop Elements that will allow students to achieve most things. If they are working in a group, then the set briefs indicate that each student needs to be able to take on responsibility for a specific part. They will either need access to a high quality printer, or if the Centre is making submissions through the OCR Repository, they can export to PDF format. If producing a billboard (Brief 3), it should be recognised that the shape of a billboard is not A4/A3 in landscape; it is more elongated; in some ways this is a design restriction, but in others it can be seen as an opportunity. 40cm x 20cm works well for students, although there are more variations depending on research and use – check out <http://www.oaa.org.uk>

Video – Briefs 5-7

Students have the opportunity to explore moving image production in three very different contexts. Music videos are always popular, and in a production sense are edited differently as the soundtrack is laid down first (the reverse of the usual situation). All the images are then placed by insert editing. There is opportunity for a wide variety of approaches with music video – it can all be style, almost slideshow; they can have a strong narrative and tell a story; some may have clips of miming to the soundtrack (watch for lip-synch issues here); animation can also be successful.

The Television and Film Briefs should only be seen as extracts from something bigger. It is a clear case of more does not necessarily mean better, and there will always be students who want to re-make Star Wars. For moderators it is always refreshing to see some variation from the diet of Horror material that many students seem to have been weaned on. (See FAQs.) Students will need access to digital video cameras with tripods, sometimes boom or clip microphones, and computer based editing software such as iMovie, Final Cut Express or Adobe Premiere.

Audio – Briefs 8-9

Students have the opportunity to produce a radio extract from one of two different types of programming. Each is significantly speech based as opposed to music based. They will need a variety of microphones and a way of recording digitally because it will be easier to edit later. USB microphones enable digital sound recording directly into a computer, even directly into the editing programme. iPods are good for this if there is a need to record on location. There are powerful audio editing packages such as Logic which can be used, but one simple practical approach is to use video editing software and ignore the picture (leave the screen black). The advantages of this approach include a wealth of available sound effects and easy export later to a format like QuickTime.

Websites – Briefs 10-11

Creating web pages often appeals to students, who often see themselves as expert, primarily because they are familiar with web use. There are some issues to watch out for. There are a number of programmes that can help with production – QuarkXPress, Adobe Dreamweaver and iWeb are examples. There is no need for students on this course to need to write HTML themselves. The major programmes allow linkage of web pages to print and thus meet industry demand for print/web co-ordination. It is wise initially to set up a digital folder into which all the website materials will be placed – confining preparation to a single folder means later that there is less chance of links being disrupted. All the website components – images, text etc should be placed here after research and planning, ready for assembly into the active web pages. Uniquely in media production the producer does not have control over how the audience will receive the product, or what technology it will be seen on. As a rule of thumb, if it takes longer than 3 seconds for a page to appear, the assumption is that customers will be lost. Three aspects deserve special consideration because students may not appreciate how important their management is: fonts, colour and images.

Fonts – these are in fact very limited on the web. Any varied or ‘interesting’ text needs to be changed into an image format (right clicking on names and logos on actual webpages will reveal that they are not in fact editable text). PhotoShop will allow creation of the ‘look’ of text and then allow export to JPG, or preferably GIF format.

Colour – is also limited on websites – so-called ‘websafe’ colours can be exhibited on most computers, and will usually be identified by a web creation programme.

Images – need to be prepared by compressing them so that they will download quickly for the user. PhotoShop is ideal for this purpose. There is a consequence for quality in compressing images heavily – observe the effect of trying to expand and print the results of a Google image search. Thumbnails are widely used for this reason. If a better quality is being offered, it will be a user choice, take longer to download and cost more.

When the students have assembled their websites and tested the links, the next stage is to prepare it for assessment. The entire folder can fit easily on a disk – they must ensure that the Index/home page is easy to identify for the moderator. It is possible to upload the site so that it can be seen on the web; in which case the working URL needs to be supplied to the moderator. However, there have been issues previously with post submission changes to websites by unknown authors, so for assessment purposes the disk is also needed.

Cross Media – Brief 12

This brief allows a pick and mix approach to media production work (whilst sticking to the task of producing a promotional package for release of a new album). Students can work in a variety of the media forms identified in the other briefs. The advice for them applies to this. It is expected that the scale of the work entailed should be similar to the other briefs, although the choice of media utilised will influence how many products there are.

3.3 Guidance on research/data collection

(a) **Authenticity control:** Candidates will complete all work for assessment under informal teacher supervision except as outlined below. For GCSE in Media Studies, most work for assessment would be under informal teacher supervision; for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Media Studies, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is 25–30 hours as specified within the unit. Tasks will be set within a broader learning programme, which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, filming, etc. But it is likely that using or applying this material will be undertaken under some teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where group work is prescribed such as in Unit B324, it is vital to be able to identify the individual contribution, by using a log, supplemented by perhaps other evidence such as peer assessment, teacher witness statements.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units basic workplace equipment will be adequate; however, for specific units the use of specialist equipment and software will be required to enable the candidate to achieve fully.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide model answers or portfolios or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used; if this the case it will be clearly identified within the particular unit.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

3.4.2 Controlled Assessment security

It is the responsibility of the centre to ensure that candidates' work is stored securely. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to OCR Quality and Standards Division detailing the circumstances, the candidates concerned and any action taken.

Candidates' work for all completed Controlled Assessment tasks must be stored securely and should be available for moderation. It is suggested that work is not destroyed until after the last date for Enquiries about Results following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

3.4.3 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title
 - task title

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix E of the Specification.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For this subject OCR will provide a list of tasks for you to select from. In Unit B321 the topics are set. Each topic is accompanied by appropriate exemplar tasks that centres might submit for their portfolio. There is an element of flexibility within these and centres are encouraged to develop their own.

In Unit B324 one of the twelve briefs must be completed. The briefs in this unit cannot be amended by centres.

4.2 Task taking

4.2.1 What can I do in relation to research, drafting and re-drafting?

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your portfolio. You should provide a plan of action to the teacher which can be discussed. Your teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all candidates work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

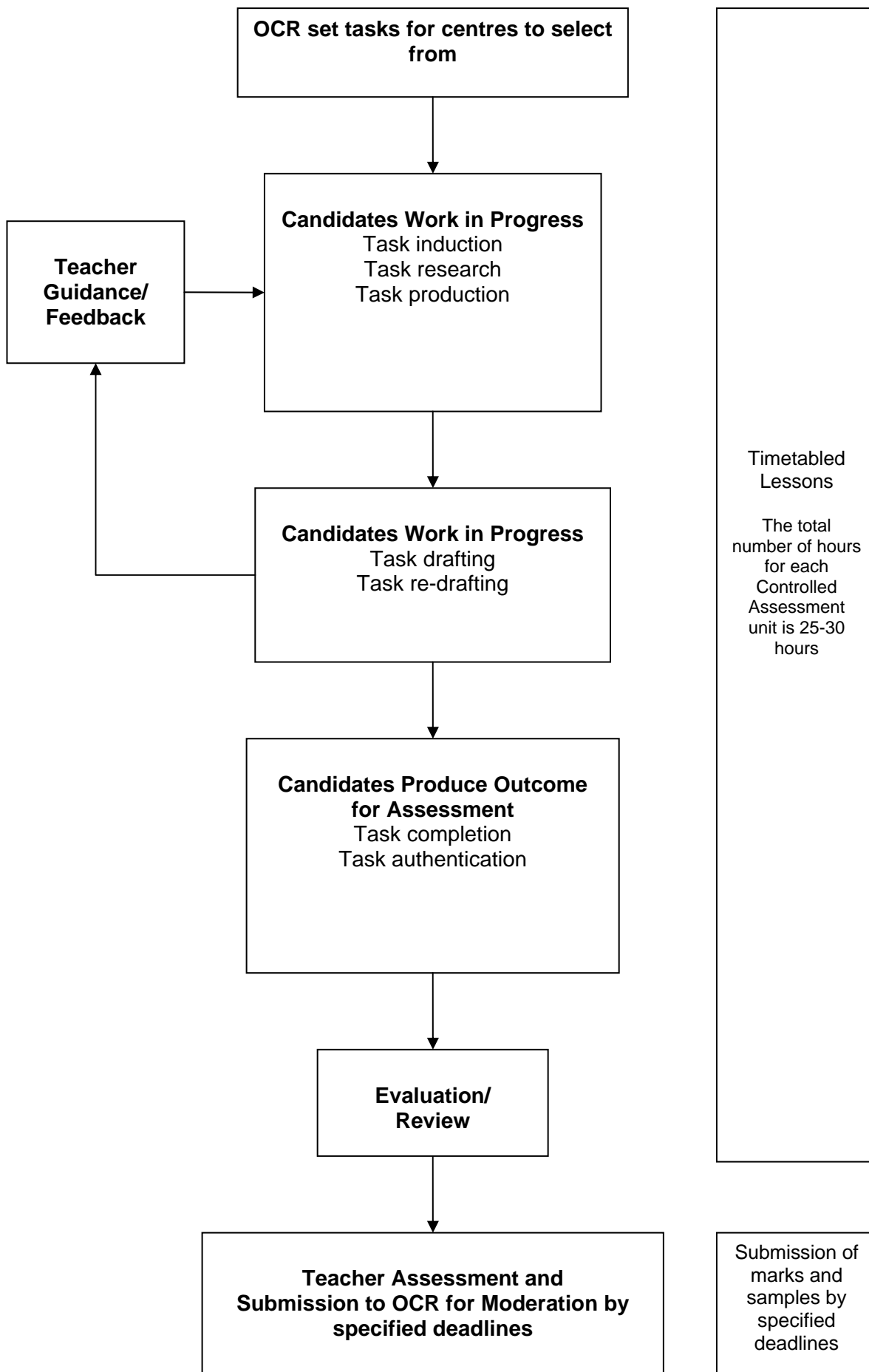
- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer guidance about the availability and choice of materials and resources, although how these are eventually used must be your responsibility
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you
- supervise any practical work you do to ensure you receive advice about health and safety.

The support given by your teacher will be to make sure you understand what it is you have to do. Your teacher will not be allowed to provide model responses for you or work through your responses or outcomes in detail.

4.2.3 What can I expect in the supervised sessions?

This period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group, or another format specified in the specification. For interviews or presentations your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.



5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band, the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for each Controlled Assessment unit is out of a total of 120 and is found by totalling the marks for each of the marking objective/criteria strands.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, select and communicate

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.

AO2 Analyse and respond

Analyse and respond to media texts/topics using media key concepts and appropriate terminology.

AO3 Demonstrate

Demonstrate research, planning and presentational skills.

AO4 Construct and evaluate

Construct and evaluate their own products using creative and technical skills.

Assessment objectives are written into the marking grid and centres will be able to see that tasks in the Controlled Assessment target the assessment objectives

5.3 Interpretation of the Controlled Assessment marking criteria

Unit B231: The Individual Portfolio and Unit B324: Production Portfolio in Media Studies

The key to assessing the work submitted is the use of the Criteria reference grids (see GCSE Media Studies Specification – Appendixes B, D: Marking Criteria for Controlled Assessment Unit B321 and B324). There are three criteria for the Controlled Assessment Units, one for each of the assessed components. The marking of these Units is essentially a process of applying a 'best fit' judgement to the student evidence (see section 5.4.3 – Use of 'best fit' approach to marking grids – of the GCSE Media Studies Specification).

The assessor needs to view the student's work, and then make a judgment about which Level the work fits into. A particular piece of work may fit predominantly into one Level, although there may be the odd item(s) that seem more appropriate for a higher or lower Level – this is the application of the 'best fit' principle. Within the Level a decision can then be taken on whether the work is comfortable at that Level, or whether it is convincingly at the top end of the band, or indeed if it only just makes it into the band. A suitable mark can then be attributed.

It may well be that a particular student scores better on one part of the Unit than on another. Thus, for a given mark, it may be that different students within the Centre have achieved the same mark by displaying varying strengths on different parts of the Unit.

Unit B324 is a production Unit and when considering practical outcomes, a degree of polish is expected. Production values are more of an issue here than in Unit B321. The question to bear in mind always is: 'How much can be expected of a 16 year old who has some media training?' This is not the same as: 'What would *The Guardian* or the BBC have made of this production?' Assessment and moderation is about finding the right balance between student aspiration, experience and competence and that of actual output.

Group Work (Unit B324)

There is a particular issue when dealing with students who have worked in groups. The Production Log (research, planning and progress) and the Evaluation sections are clear because each student will have their own personal record of these items, including personal reflections upon what a team may have done, and particularly their part in it. The Production work itself is more of an issue. Team work is integral to media production everywhere, but the contributions of different members of a team will vary. The assessor and the team themselves are aware of individual contributions, who did what, who was an initiator or leader, who had the 'eye' in a visual context, who may have allowed others to 'carry' them etc. Consequently assessment is perfectly feasible if an objective approach is taken. The key is for the assessor to be kept aware of what a team are doing – no surprises here! Assessor comments will help an external moderator later, and if the team feel that everything is fair and above board, there should be no problem. The length of assignments like this also gives ample opportunity for reflective comments between the assessor and the team, or individuals, about work in progress: "This is how I see it now"; "You may wish to consider that" etc. The students then have opportunity to respond and can feel motivated because the result is in a very real sense, in their own hands.

5.4 Authentication of Controlled Assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.6 Moderation of Controlled Assessment

All work (for Unit B321 and Unit B324) is marked by the teacher and internally standardised by the centre. See website for dates for the June examination, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendices B and D.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's file(s).

5.7 Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

5.8 Submission date for Controlled Assessment

Candidates marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

6 FAQs

What are the dates in which the Controlled Assessments can be taken?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange on 1 June of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Tasks will be reviewed every 2 years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

Can any preparation work be done out of the classroom?

Yes. Candidates will complete all work for assessment under informal teacher supervision. However, for GCSE Media Studies it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used. More guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

Centre access to the Interchange Controlled Assessment area will be available to the registered Centre User (normally the Examinations Officer). However, the Centre User can set access permissions to others within their centre, eg HODs, subject leaders or subject teachers.

How long is each assessment valid for i.e can we use last year's one this year?

Tasks will be reviewed every 2 years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

Where can the Mark Schemes be accessed?

Mark Schemes are included in the specifications and can also be accessed from the OCR website. Mark Schemes are attached at the end of each Sample Assessment Material.

Are the Controlled Assessments the same as written examinations, can we resit?

Yes, candidates can resit controlled assessed units but as with any other unit, candidates can only resit once. Also, the 40% terminal rule means that 40% of the assessment has to be taken in the examination series in which the qualification has to be awarded.

Centres have the responsibility to ensure that the correct tasks are used for a Controlled Assessment resit.

Are materials sent based on estimated entries or can we download them from Interchange?

Tasks will only be available as downloads from Interchange: they will not be sent in hard copy to centres.

Do we mark them or do OCR ?

Controlled Assessment tasks for ALL subjects are internally marked by centres and externally moderated by OCR.

When do we start and finish the Controlled Assessment?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

How much time should Controlled Assessment Units take?

The Controlled Assessment Units are expected to be integrated into a rounded course. There is an expected allocation of 25 – 30 hours for each Controlled Assessment Unit. This works out to be approximately a term's work for each Unit, starting with an induction process, and ending with evaluations carried out under supervised conditions. Remember you also need to factor in preparation time in addition to this.

Can any Controlled Assessment Unit be group work?

For Unit B321 *The Individual Media Studies Portfolio* – No, this Unit is individual work.

For Unit B324 *Production Portfolio in Media Studies* – Yes, this Unit can be either individual, or group work. The maximum size for a group is set at 5. There must be enough work available in the approach to allow every candidate to demonstrate their achievement and thus have access to the higher marks. It must be clear both from the candidate portfolios, and the teacher assessment sheets what the contribution of each individual candidate was. Group work is not group assessment.

In what format should Controlled Assessment tasks be presented?

A number of formats are now acceptable for those sections that have been traditionally presented in written form. It is still permissible for these sections to be written, but now they can also take the form of presentation slides (preferably with a recorded presentation) or a Podcast. In addition, in Unit B324, a DVD with extras is an acceptable form of evaluation. Exactly the same assessment criteria apply to each.

Work can be submitted to moderators in two ways:

- i) Electronically via the OCR Repository
- ii) Via post, including electronic items submitted on disk, DVD etc.

For Production work, the format will depend on the task being undertaken. There is guidance within the individual Unit guidance and within the GCSE Media Studies (J526) Specification Appendix E. PDF is a useful format for any print material, either creative, or candidate write-ups.

Are the deadlines for Controlled Assessment Units fixed?

Submission deadlines for OCR will be notified each examination season (see Exam Officers section of OCR website for up-to-date deadlines: <http://www.ocr.org.uk/examsOfficers/>). Internal deadlines for Centres are a matter for their own organisation, but should allow sufficient time for assessment and internal moderation.

Can Controlled Assessment tasks be varied from the ones listed in the Specification?

For Unit B321 *The Individual Media Studies Portfolio* variation of tasks is encouraged; the tasks in the Specification are exemplars. However, the set tasks must be from one of the ten set topics listed in the Specification.

For Unit B324 *Production Portfolio in Media Studies*, there are 12 set briefs from which Centres/candidates must choose. Centres cannot adapt or amend the tasks in this unit.

How much help can I give candidates during Controlled Assessment?

Candidates should be prepared for tasks before they undertake them. During a Controlled Assessment task supervision and monitoring are expected. Candidates may need technical advice, but it is essential that the key decision making, planning, organisation and interpretations are theirs alone. Only by this means can they demonstrate their own achievement and thus gain access to the higher marks. Further guidance is given in the GCSE Media Studies (J526) specification – Sections 5.3.2 and 5.3.4.

Does it matter which Controlled Assessment tasks are chosen?

Yes – across the course as a whole there is a requirement that three media are studied, to include one Print and one Audio/Visual. There is a considerable menu to choose from, but a general balance should be maintained across the course on the part of any individual candidate.

What happens if a candidate produces no work?

There should be evidence that work has been attempted on the part of every candidate. Even if the attempt is minimal, it should be assessed as normal, even with a very low or zero mark. No work at all would mean entering a mark of absent on the mark sheets for OCR. Further guidance is given in the GCSE Media Studies (J526) specification – Sections 5.5.

Do candidates need to identify their sources?

Absolutely – no work should be submitted unless it is either the candidate's own, and authenticated as such, or it is properly credited and can be verified. Plagiarism is an issue taken seriously by OCR.

Do all members of a group get the same mark?

Probably not – the marking criteria for Unit B324 is specific and has sections under which candidates will vary as much as in any other form of assessment. The only part which is directly the result of the work of a group is the production itself, but even there different candidates will have made different contributions and this should be clear in the candidate portfolios and in the teacher mark sheets.

What level of technology do I need?

At its most fundamental, there needs to be enough technology for candidates to demonstrate their achievement against the criteria outlined in the Specification. A review of the Level 4 mark descriptors in Unit B324 indicates what is expected. This is after all a modern media specification with a significant practical component. Specific guidance is included within the section on Resources Guidance.

Is parental consent needed for candidate practical work?

Yes – permissions relating to safety around and off-site are a matter for internal Centre policy. However if candidate images will appear in their production work then written parental consent is a legal requirement. Candidates themselves are not old enough to consent of their own volition until they are 18. Several Acts of Parliament are involved and the current climate regarding child protection makes caution advisable. There are sample consent formats in the appendix. It is worth noting that unwritten consent has no legal standing, and that consent expires when the subject leaves the institution unless it has been specific about use beyond that time (note for promotions, prospectuses etc.). It is also essential to bear in mind the guidance from the DCS&F that under no circumstances should a child's image be linked with their name on a website.

Does it matter what Certificate any films used within the course may have?

In theory certification within a school context does not apply, since it is not technically a public exhibition, BUT in the present climate of protection for "children" (anyone up to the age of 18), it would be unwise to ignore the expectations and wishes of parents, senior staff, governors, Ofsted inspectors etc. The simplest route to take is to insist that all material has a maximum Certificate of 15; it is always possible to interpret the 'rule' later if, for instance, someone wanted to look at the opening scenes from *The Godfather*. It is always best practice to keep parents informed and seek parental consent if there is any potential controversy.

Will the Board return all candidate material after moderation?

Not necessarily – the Board retains the right to hold work submitted for assessment for archiving to maintain standards year on year, as well as for training. Accordingly any work submitted should be copied on the behalf of candidates if they need it for other purposes such as interviews etc.

Guidance on downloading Controlled Assessment task from Interchange

Before you start

Controlled Assessment materials will be available to download from OCR Interchange from June 2009.


In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at <http://www.ocr.org.uk/interchange>

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

Step 1 – Log into Interchange

Click on the following link <https://interchange.ocr.org.uk>

Enter your log in details

OCR  **interchange**
RECOGNISING ACHIEVEMENT

Help

Welcome

You can use Interchange to securely access candidate information and online services for all OCR qualifications, 24 hours a day.

New features will be added over the coming months. Please check the [OCR website](#) and your email for information.

Login

Login ID: (for centre users this will be your centre number)

Username:

Password: (case sensitive)

[Forgotten Your Password?](#)

Login

New User

To sign up please complete and return the [OCR Interchange Agreement \(118kb\)](#) to receive your login details.

Sign Up

Step 2 – Navigate to Controlled Assessment materials area

Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

** If you are unable to see either of these menu items then it is likely that you do not have the 'Tutor / teacher' role assigned to you.

OCR **interchange**
RECOGNISING ACHIEVEMENT

Help Log out

Print page

You are here: Home

By task

- Entries
- Coursework and tests
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

By qualification

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and IPro

Welcome to Interchange

What's new?

Support material

- Controlled assessment materials [Sign up of our secure website, Interchange, which has been redeveloped following your feedback. Find out more.](#)
- Science co-ordinator materials [Find out more.](#)

Tests

- Key Skills test invoices [Science to help teachers review the performance of individual candidates or whole schools. Find out more.](#)

Moderation

- OCR Repository [Items?](#)

Items? in the left-hand menu. If you can't see this menu item, you need to check you have the 'Read Only (VQ)' role - your Interchange Centre Administrator will be able to help you with this.

Tell us what you think

As with all of our products and services, we value your feedback and would appreciate any comments that you might have. [Send us your feedback to interchange@ocr.org.uk](mailto:interchange@ocr.org.uk)

Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the 'search' button.

Or, you can search for materials by subject information by selecting from the 'drop down' options.

All available documents will be displayed below the search.

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section. A sidebar menu on the left lists various navigation options, including 'By task' (Entries, Coursework and tests, e-assessment, Certification claims, Results, Post results, Centre information, Assessors, Search, Resources, Admin) and 'By qualification' (GCE, GCSE, Principal Learning..., OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, CLAIT and iPro). The main content area is titled 'Controlled Assessment Materials' and features a 'Notices' section with an information icon and a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, a search instruction states: 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' The search form includes a 'Unit Code (eg, F123)' input field, a 'Search' button, a 'Select qualification type' dropdown menu set to 'GCSE', a 'Select subject' dropdown menu set to 'Art and Design', and a 'Select subject detail' dropdown menu set to '3D Design'. Below the search form, two search results are listed: 'A266 - Controlled Assessment' (PDF 254KB) and 'A266 - Resource Booklet' (PDF 254KB). A 'Page notes' section at the bottom provides information about zip extraction: 'Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.' At the very bottom, there are links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 2000-2009 OCR'.

Step 4 – Open materials

Click on the document link, the document will open in your browser

Click on 'Save As' to save to a location of your choice.

The screenshot shows a web browser window with the address bar displaying <https://interchange>. The browser's toolbar includes a search bar and a 'PDF' icon. The document content is as follows:

OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

General Certificate of Secondary Education **B562 CA**
Geography B
Unit B562: Geographical Enquiry
Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the Geography specification for further information concerning the task

This unit consists of two tasks, one is a fieldwork investigation of a hypothesis or question and the other is an issue investigation linked to one of 9 topics. Each candidate's submission should be no more than about 2000 words in total (approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Geographical Investigation').

The maximum mark for these tasks is a total of 60

This document consists of 7 printed pages and 1 blank page.
SP (SLM) T12103 © OCR 2008 500/4538/6 OCR is an exempt Charity

[Turn over

Step 5 – Troubleshooting

If you search for an invalid unit code, the following error message will be displayed.



You are here: Home » Controlled assessment materials

- By task**
- Entries
- Coursework and tests**
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin
- By qualification**
- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and iPro

Controlled Assessment Materials

Notices

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123)	<input type="text" value="Bq6et"/>	Select qualification type:	-Please Select-
Invalid Unit Code entered		Select subject:	-Nothing to Select-
	<input type="button" value="Search"/>	Select subject detail:	-Nothing to Select-

Page notes

Windows XP and Windows Vista have a built in zip extractor.
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

If you search for a valid unit code but there is no document currently available, the following message will be displayed.

OCR  RECOGNISING ACHIEVEMENT

[Help](#) [Log out](#)

[Print page](#)

You are here: [Home](#) » [Controlled assessment materials](#)

- By task**
- [Entries](#)
- **Coursework and tests**
- [e-assessment](#)
- [Certification claims](#)
- [Results](#)
- [Post results](#)
- [Centre information](#)
- [Assessors](#)
- [Search](#)
- [Resources](#)
- [Admin](#)
- By qualification**
- [GCE, GCSE, Principal Learning...](#)
- [OCR Nationals](#)
- [Functional Skills](#)
- [Skills for Life](#)
- [NVQ](#)
- [Vocationally related](#)
- [CLAiT and iPro](#)

Controlled Assessment Materials

Notices

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123) Select qualification type:

Select subject:


Select subject detail:

No document available. Please check the unit code.

Page notes

Windows XP and Windows Vista have a built in zip extractor.
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.

Help Log out

Print page

You are here: Home > Controlled assessment materials

By task


- Entries
- Coursework and tests
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

By qualification

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and iPro

Controlled Assessment Materials

Notices

 Controlled Assessment materials for GCSE specifications will be available to download from June 2009

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123)

Select qualification type:

Select subject:

Select subject detail:

No document available. Please check the search details.

Page notes

Windows XP and Windows Vista have a built in zip extractor.
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

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7 Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment assessments in Units B321 and B324 comprise three elements. For each candidate, the three elements together form a Controlled Assessment portfolio, stored electronically. The two Controlled Assessment units, B321 and B324, are separate units and can be entered in the same or different sessions.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code B321 and/or B324, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the three Controlled Assessment elements; practical skills, work-related report and investigative project. The evidence for each element should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advise against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

8 Resources Guidance

The following advice is generic for all units. Individual Centres will apply their own interpretations and priorities. The advice offers guidance on the most ideal solutions, largely based on industry standard expectations. Centres may have greater strength in some areas than others and this may to some extent influence the choices offered to candidates. It must also be recognised that technologies will evolve during the lifetime of the qualification. It is also worth noting that OCR does not endorse any particular products and those included in the text below are merely recommendations and not an exhaustive list. Software and technical equipment that can produce comparable results to those listed below are equally as valid.

IT/computers

It is the case that most creative media work is based around the Apple operating system; however, many Centres may be using PC or other operating systems. What is important is that the hardware in use is capable of running the necessary software to maximise the achievement of candidates. The key factors to consider are processing power/speed, RAM – random access memory is the ‘thinking’ memory capacity of the computer, storage capacity, the display, and the forms of backup storage that may be available. It is also worth considering where candidates may store work in progress – there is little problem with word processing, but image manipulation and Audio/Visual work require huge amounts of processing power and memory to be successful. (Video work in progress can easily take over 30Gb.) This can be an issue when substantial numbers of candidates are working.

One approach is for candidates to store their work on external servers, hard drives etc. The exception would be large AV files which would not pass easily round networks – however, if candidates can be encouraged to see work through and then export it to DVD or compressed formats such as QuickTime, or WAV, their working files can then be deleted and space made available for others to use.

With the best will in the world, any computer system coping with multiple users will at some time run into problems. Accordingly candidates should be encouraged to backup frequently. Flash memory sticks are convenient but inherently unstable for long-term storage; however, most computers can now burn CDs or DVDs, which are much safer. Many candidates have learned to use their own MP3 players such as iPods to hold and transfer data.

If print work is to be offered in hard copy (as opposed to electronically as PDF files) then a printer capable of A3 size and colour would be desirable. Ideally slightly bigger than A3 would be best so that SRA3 paper could be fed, allowing bleed and cut back to A3 as in normal media production. The situation with A4 and SRA4 is similar. Paper used for final prints should ideally be ‘coated’, having a high clay content, which enhances the presentation of colour.

Useful Software Resources:

DTP (Desk Top Publishing)	QuarkXPress (now available in an academic version) Adobe InDesign
Digital Imaging	Adobe PhotoShop Adobe PhotoShop Elements
Animation	Adobe Flash Boinx iStopMotion (controls iMovie for tabletop work)
Video	iMovie HD Final Cut Express/Pro Adobe Premiere
Audio	Logic Adobe Audition iMovie HD
Website	QuarkXPress Adobe Dreamweaver
Word Processor	Word Pages Appleworks
Presentation	Keynote PowerPoint
Reader/ Players (free downloads)	Adobe Reader – for PDF QuickTime Real Player Windows Media Player Handbrake MPEG Streamclip VLC

Equipment

There are a number of basic items of equipment that would be expected to be available for any Centre undertaking a media course. In some instances course options may be made having regard for resources; however, it should always be remembered that this specification requires candidates to study **three media** across the course as a whole, including one print and one audio-visual.

Video camera

There are many video camcorders available, and it is probable that a product from any of the major manufacturers will produce suitable quality results. There is a relationship between price and quality; some of the semi-professional machines are very expensive and generate high quality material. Questions to consider include: how are the results to be used, will the results be exhibited in a context that demands high production values, is the equipment solely for this course? It is not necessary to move to HD and widescreen for the sake of these specifications. Features that are worth looking for include: lens – optical zoom is more useful than digital which will pixellate; sockets for headphones and microphone – an external microphone tie clip or boom will enable a great increase in sound quality by allowing emphasis on the subject being recorded as opposed to the ambient sound; recording medium – a variety are available: mini DV/ SD card/ DVD/ HDD. It is worth deciding how the material will be downloaded ie. is the camera also a player and will candidates need to rotate use and come back and download later, if so then removable media are better; connectivity – to the editing computer, USB is satisfactory, but Firewire (IEEE 1394) is better. It will definitely be worth investing in a hard case (usually aluminium) with push out foam that can be formed to the equipment. Separate chargers and spare batteries are a must, and candidates need to be trained to return batteries separately for charging.

Still camera

Cameras used for photographic work vary immensely, from point and shoot to sophisticated digital SLRs. The major manufacturers all produce good cameras; it is the features available that really make the difference. There is no requirement at this level to use SLRs although some candidates may have their own. Features to look for include: lens – optical zoom is preferable to digital **which will pixellate**; megapixels – how much data is being recorded for a given size of image, the assumption is often made that more is better, however if the lens diameter is small there is little point and the result of high resolution will be a large unwieldy file size; recording medium – usually a removable card (SD is good), invest in a card reader, this avoids computer/ camera conflicts and furthermore allows one candidate to be downloading whilst another can be using the camera; viewfinder – optical is best, electronic ones burn their way through batteries too quickly. Spare rechargeable batteries and chargers are essential. Candidates need to be trained to put batteries in for charging, and download their material and then clear the card for the next user. Use the camera menu to set up the size and quality of the saved images, this is influenced by the planned end use for the image – size of print, size of image on a DTP page, website use etc.

Tips: When taking a picture, pause for a moment when about to press the shutter release, then check all four corners of the image for other things than the main image content – it may thus be possible to avoid trees growing out of heads etc. Lick a piece of tissue and stick it over the flash on a simple camera flash – it will soften the harsh light and reduce ‘red eye’. If taking an image where the background is not wanted, use the simplest plain colour available – PhotoShop magic wand will remove it easily later. Don’t allow the subject to stand too close to a wall if using flash – it will bounce back and put a shadow all around the subject. Use plain white card to reflect light into an image – cheap and less harsh than flash.

Tripod

The use of a tripod should be considered the norm for video work, and sometimes is necessary for longer exposures in photographic work. Tripods vary between metal heavy professional ones such as Manfrotto, to cheaper plastic ones which are easy to use but are flimsy. One approach is to stock the cheaper type and regard them as disposable after a while when candidates have pushed them to their limits. A tripod used for photography has the relatively simple task of keeping a camera static during a shot, but for video work some camera movement may be required. A ‘pan and tilt’ head is normal for video work; it allows either the pan (side to side), or the tilt (up and down), to move while the other is locked off. Candidates will probably not realise how important stable focused images are when they first come to video work – they need to appreciate that for most purposes the action should take place in front of the camera, rather than involving it. There are some uses for hand held POV (point of view) shots, but they are limited.

Tips: Panning shots through a static scene can be confusing to an audience. Try panning with a person or object that is moving; it will carry the eye through the shot. Try to compose shots for still or video work with 'looking space' in front of the eyeline of the subject; it will feel more natural to the audience. If a tripod is not available, use something else to get a stable image – lean on a wall or the ground, beanbags work well and so does a triangle with the camera operator's elbows.

Audio

There are many ways of recording sound – for editing purposes, it is much easier if the initial recording is in a digital format. The simplest is to record directly on the computer, either with the built in microphone, or better with a desktop USB microphone. At a push a video camcorder is also a digital sound recorder, and the picture can be discarded. On location there are a variety of small **handheld** devices – there has been some success using an MP3 player such as an iPod with a microphone attached.

Publications

Reference publications are always useful, and it is good practice to accumulate some. Textbooks can have the disadvantage that, despite the principles remaining constant, the exemplars may seem less relevant to the intended audience as time goes on. However, the textbook 'OCR Media Studies for GCSE', published by Hodder, relates directly to this specification, and will have direct relevance to Centres and candidates.

Some publishers operate purely 'on-line' eg. Ephotozine, and others complement print with web-based material eg. news organisations. Other publishers for the educational market generate teacher guides with associated print/worksheet material; these enable the course co-ordinator to update candidate materials more easily.

Useful sources of materials include the following:

Auteur Publishing – <http://www.auteur.co.uk> – teacher guides and worksheets

BBC Training and Development

BFI teaching resources – filmstore.bfi.org.uk

Film Education – www.filmeducation.org – once registered there will be a continual flow of free materials

Peachpit Press – www.peachpit.com – American publisher specialising in user friendly materials for most computer programmes (particularly the Visual Quickstart Guides) – track down the ISBN then order in UK

Local Media Producers

Local producers vary in size depending on the location of the Centre. Some may be able to accommodate visits; others may be too small or restrict the numbers to small groups eg. radio stations. It is worth maintaining good links where feasible – advice, current media practice, even work experience. Some may be able to offer access to genuine media working practice eg. the newspaper that offered QuarkXPress templates for news pages, and old 'press packs' for movie marketing (even marked up by the journalist), 'old' in news terms means last week.

Visits

It is always good for candidates to appreciate the context in which the media operate, and whereas they may be 'armchair' experts, they in fact are usually only consumers as opposed to creators when they come to the course, and their experience is limited. Accordingly visits to media production facilities, or if that proves difficult, then inviting individuals from the area to come in and share experiences can be effective.

There are a number of 'trade shows' in various locations (eg Focus on Imaging at the NEC every February), as well as exhibitions of all kinds. National School Film Week operates all over the country every October in cinemas.

Websites

There are many websites that are valuable for media students to access to. Making them available in a Bookmarks/ Favourites folder is good practice. Candidates can be encouraged to make sensible use of them, including encouraging them to take them home. Some of the industry orientated sites are subscription based, but also make headline information freely available eg NRS and ABC.

Sponsor

Address

OCR

OCR GCSE Media Studies	www.ocr.org.uk/qualifications/gcsefor2009/media_studies/index.html
OCR Media Studies	
Virtual Event	www.virtualmediastudies.com/

Television

BBC	www.bbc.co.uk/
ITV	www.itv.com/
Channel 4	www.channel4.com/
Channel 5	www.five.tv/

Film

British Film Institute	www.bfi.org.uk/
Screen on line	www.screenonline.org.uk/ – operated by BFI for students and teachers
Film education	www.filmeducation.org/ – sponsored site for educators
Internet Movie Database	www.imdb.com/ – basic film information
Apple trailers	www.apple.com/trailers/ – easy access to trailers, often 3 months ahead
Movie database	www.allmovie.com/ – commercial site but checkout the glossary & essays
Britmovie	www.britmovie.co.uk/ – British movie information
Empire magazine	www.empireonline.com/ – movie background
Movieweb	www.movieweb.com – magazine style information
Pearl and Dean	www.pearlanddean.com – movie marketing site
Script Buddy	www.scriptbuddy.com – everything for screenwriting, advice, format software that runs inside your browser

Regulatory

Ofcom	www.ofcom.org.uk/
BBFC	www.bbfc.co.uk/ – authoritative, use Search to check any film
Student BBFC	www.sbbfc.co.uk – for students of media
Childrens BBFC	www.cbbfc.co.uk/ – explanations for children
Parents BBFC	www.pbbfc.co.uk/ – advice for parents
Media Watch	www.mediawatchuk.org.uk/ – pressure group
Press Complaints Commission	www.pcc.org.uk/ – regulation through voluntary code
Advertising Standards Auth.	www.asa.org.uk/asa/ – independent regulator
UK Intellectual Property	www.ipo.gov.uk – user friendly explanations including copyright

Imaging/Photography

Photography magazine	www.ephotozine.com/ – see galleries, techniques and reviews
Photography magazine	www.photographymonthly.com
Image site	www.theothermoon.com/ – digital imaging exemplars
Association of Photographers	hub.the-aop.org/
White House News Photo.	www.whnps.org – photographers association, use ‘Links’ as portal
Focus Trade Show	www.focus-on-imaging.co.uk

Website

Web pages that suck	www.webpagesthatsuck.com – advice on website construction
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Advertising

Television advertising	www.tellyads.com – valuable searchable resource for current tv ads
Outdoor advertising	www.oaa.org.uk – advice and data, including billboards
Advertising association	www.adassoc.org.uk – trade body for advertising industry

Resources/Advice

Hodder education	www.hoddereducation.co.uk/
Apple education	www.apple.com/uk/education/
Quark	euro.quark.com/en/ – DTP + web
Adobe	www.adobe.com/
Peachpit	www.peachpit.com – software guides – look for the Visual Quickstart Guides
National Media Museum	www.nationalmediamuseum.org.uk/ – used to be NMPFT, in Bradford
TV Arc	www.tv-ark.org.uk/ – very useful online television museum

Mediaknowall	www.mediaknowall.com – site for media students
Litnotes	www.litnotes.co.uk – articles on media concepts
BFI resources	filmstore.bfi.org.uk
Media Education Association (MEA)	www.mediaedassociation.org.uk/
Media Education resources	www.auteur.co.uk
BBC training	www.bbctraining.com – advice, including on-line courses
Production Guide	www.theproductionguide.co.uk – background on any aspect of media

Facts, figures and statistics

UpMyStreet	www.upmystreet.com/ – use local area/neighbours links to find full Acorn profile for marketing
Movie marketing info	uk.imdb.com/boxoffice/?region=uk – current movie information
BARB	www.barb.co.uk/ – broadcast TV audience data
Audit Bureau of Circulation	www.abc.org.uk – data for print, use ABC data, link to consumer magazines
National Readership Survey	www.nrs.co.uk/ – invaluable source of data
RAJAR	www.rajar.co.uk/ – radio audience data

Online news

CNN	www.cnn.com
Al Jazeera	www.aljazeera.com/
BBC Click	news.bbc.co.uk/1/hi/programmes/click_online/ – technology news
BBC news portal	news.bbc.co.uk
Channel 4 News	www.channel4.com/learning/breakingthenews – material for educators
Reuters	uk.reuters.com – news agency

Online newspapers

Regional Journalism	www.holdthefrontpage.co.uk – invaluable portal to every UK local newspaper + journalism advice
Media Guardian	www.guardian.co.uk/media – current media issues
The Guardian	www.guardian.co.uk/media
The Independent	www.independent.co.uk
The Times	www.timesonline.co.uk/tol/news
The Telegraph	www.telegraph.co.uk
The Financial Times	www.ft.com

The Daily Mail www.dailymail.co.uk

The Sun www.thesun.co.uk

The Mirror www.mirror.co.uk

New York Times nytimes.com

LA Times www.latimes.com/

Jerusalem Post www.jpost.com

Journalism

National Union of Journalists www.nuj.org.uk – advice

Freelance journalism media.gn.apc.org/nuj – advice, rates etc.

Studios

Time Warner www.timewarner.com

Viacom www.viacom.com/ourbrands/filmedentertainment/Pages/default.aspx

Sony www.sonypictures.co.uk/

News Corporation www.newscorp.com/operations/index.html

Disney home.disney.co.uk

Aardman Animation www.aardman.com

This is not an exhaustive listing, but it is enough to get started.

9 Example forms: Consent for the use of Images


CONSENT (GENERAL) FOR THE USE OF IMAGES IN SCHOOL

To	Name of the student's parent or guardian:	
Address:		
Contact phone no.		
Name of student:		
Date of Birth:		
School/College:		

Occasionally, we may take photographs of the children at our school. We may use these images in our school's prospectus or in other printed publications that we produce, as well as on our website. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use. Your child may participate in curriculum work that involves recording images or video. Also CCTV is in operation on School grounds for crime prevention and public safety.

From time to time, our school may be visited by the media, who will take photographs or film footage of a visiting dignitary or other high profile event. Pupils will often appear in these images, which may subsequently appear in local or national newspapers, or on television.

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make any recordings of your child. Please answer the questions below, then sign and date the form where shown and return the completed form to the school.

	<i>Please circle your answer</i>
May we use your child's photograph in the school prospectus and other printed publications that we produce for promotional purposes?	Yes / No
May we use your child's image as part of curriculum work?	Yes / No
May we record your child's image as part of video for curriculum purposes?	Yes / No
May we combine your child's name with their image in school publications such as the Newsletter?	Yes / No
May we record your child's image on webcam?	Yes / No
Are you happy for your child to appear in the media?	Yes / No
May we use your child's image on our website? <i>Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies. Please note that the conditions for use of these images are on the back of this form.</i>	Yes / No

I have read and accept the conditions of use on the back of this form.

Parent's or guardian's signature: _____ Date: _____

Print Name (capitals): _____

Internal Use Only:	Date of Expiry of authority / /	Reference No.
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Conditions of use

Data Protection Act 1998

The Data Controller is Any School

The information you provide on this form will only be used for the purposes which you give consent for on the other side of this form and will be kept securely for future publications compatible with the original purpose. The photographers may also have copies of these photographs.

This form is valid for five years from the date you sign it, or for the period of time your child attends this school. The consent will automatically expire after this time.

We will not re-use any photographs or recordings for promotional purposes after your child leaves this school without consent.

We will NOT use the personal details or full names (which means first name and surname) of any child or adult in a photographic image on video, on our website, in our school prospectus or in any of our other promotional publications.

We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.

'Curriculum purposes' includes using images and/or video material made by pupils as part of their coursework. This may be submitted to Examination Boards for assessment and moderation.

When making options with regard to subjects and/or coursework, pupils must have regard for the level of consent which they have.

We may include pictures of pupils and teachers that have been drawn by the pupils.

We may use group or class photographs or footage with very general labels, such as "a science lesson" or "making Christmas decorations".

We will use only images of pupils who are suitably dressed for the relevant activity, to reduce the risk of such images being used inappropriately.

While every effort will be made to track consents and activities, it will still be necessary for individual pupils to indicate and excuse themselves from image based activities for which they do not have consent.

Videos by parents of School plays must be kept for personal and domestic purposes and not for any other use.

This consent may be withdrawn, suspended or varied at any time upon receipt of a letter or a revised consent form signed and dated to that effect.

You are recommended to retain a copy of your responses to this document.

The taking of unauthorised images and video, including the use of mobile phone technology is strictly forbidden.

Date

Ref: **Any School Media Studies DVD**

Dear Parent/Guardian

We are in the process of creating a DVD as a part of the activities for Any School GCSE Media Studies in Year 11.

The project will entail students planning, shooting and editing their own material. They will then evaluate their work and the entire portfolio will be made available to the OCR Examination Board.

We are therefore seeking permission for your son/daughter to participate and be recorded as part of the project.

Yours faithfully
Head of Media Studies

.....
Reply Slip: To be returned to Any School

Media Department

Ref: **Any School Media Studies DVD**

Pupil Name: _____

Year: _____

I give permission for the use of images/video in the production of the DVD project. I understand that the images may be used indefinitely and be presented to audiences as part of the normal activities of the school.

Signature: _____

Status of individual giving consent (parent/guardian etc) _____

Address _____

Telephone _____

Date: _____

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

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