

## **Cambridge Technicals**

### **Media**

Level 2 Cambridge Technical Certificate in Media **05380**

Level 2 Cambridge Technical Extended Certificate in Media **05382**

Level 2 Cambridge Technical Diploma in Media **05385**

## **OCR Report to Centres 2014-2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2015

# CONTENTS

## Cambridge Technicals

Level 2 Cambridge Technical Certificate in Media **05380**

Level 2 Cambridge Technical Extended Certificate in Media **05382**

Level 2 Cambridge Technical Diploma in Media **05385**

## OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
Cambridge Technical in Media Level 2	4
1. Overview:	4
2. General Comments	5
3. Comments on Individual Unit	6
4. Sector Update	8

# Cambridge Technical in Media Level 2

## 1. Overview:

Reflecting on this, the third year of the Cambridge Technicals in Media post-16 Level 2 course, it is good to see that there is evidence to suggest that it has bedded in well across many Centres. The qualification has also attracted a number of new Centres, some of whom have traditionally delivered the BTEC vocational qualification. This appears to be a growing trend, as Centres are attracted by the vocational and practical nature of the units offered, as well as the ability to deliver units either as stand-alone units or linking them together to create linked project briefs. Many new and existing Centres are looking to explore this feature of the qualification, often with the support of industry partners, to enable learners to fully embrace the vocational nature of the qualification by producing a range of exciting projects, while developing a range of key transferable skills.

Centres deliver a range of units selected from the twenty skills-based units available within the suite. The Certificate, Extended Certificate and Diploma are all popular choices with Centres. Unit 1 is the only mandatory unit and so Centres have tended to view it as a natural entry point for learners.

Resources vary across centres delivering the qualification but on the whole Centres have kept pace with advances in technology in order to provide learners with an environment in which they can expand their range of skills and gain the fullest understanding of media in a practical context. As stated above, Centres are linking units together into projects. This works particularly well where print production units have been linked with the photography and print advertising units. This practice also relates directly to the work Centres have undertaken to develop relationships with external organisations, particularly when designing client-based scenarios, as this not only supports the vocational nature of the qualification, but also extends the range of transferable skills learners can develop through 'live' briefs with a 'live' client. Moreover, Centres are devising briefs which are more vocational in nature and are developing task sheets which are linked to real life scenarios.

The approach to the qualification varies from one Centre to another, with some Centres preferring to focus on Unit 1, the mandatory unit, because it provides a good introduction to the qualification for their learners. This approach offers learners the opportunity to gain a thorough understanding of relevant media terminology. Centres have also adopted an approach whereby Unit 1 is combined with a practical based unit, in particular the audio-visual, audio and print skills based units, and this approach enables learners to develop a range of core practical skills that they can build upon as they select further units within the qualification. Fewer Centres are taking a 'long and thin' approach to unit delivery, as they have seen the benefit of undertaking a two-unit a term approach. This has the added benefit that Centres can arrange a Moderation Visit earlier in the academic year.

There is still some variation in the mode of presentation of evidence across Centres, although there the trend is for Centres to move more towards electronic evidence, with a number of Centres making use of digital options and appropriate online software. This has led to professional looking portfolios of work. Where Centres have encouraged learners to produce websites of their work, there is a clear benefit to learners, as they have an opportunity to showcase their range of skills, whilst always ensuring that the requirements of the learning objectives are clearly signposted.

Throughout the year there was a growing demand for Subject Expert Visits by the Chief Coordinator and the Assistant Coordinator, given that a number of Centres are keen to introduce the qualification as a strong skill-based foundation for a range of learners. Existing Centres have

also been keen to take advantage of the Advisory Visits offered by OCR when seeking answers to specific questions regarding their delivery of the qualification. In addition to these face-to-face options, Centres have also made good use of the caller ID system, first introduced in the last academic year, which has proved a popular resource because it enables Centres to obtain a direct response from the Chief Coordinator on a variety of delivery enquiries. There has also been some take up of the newly introduced Assignment Checker service, which provides Centres with direct feedback on their assignment briefs and has been a useful tool for those Centres who have submitted their these briefs for feedback prior to first delivery. The role of the Visiting Moderator continues to be an important feature in the delivery of the qualification. This has been identified as a significant strength of the qualification and particularly beneficial for new Centres, as its one-to-one, face-to-face contact has provided a welcome opportunity to discuss work which has been moderated.

## **2. General Comments**

### **Assessment Practice**

Part of the bedding-in process of the qualification has been the successful transition from a 'best fit' approach to a hurdle grid, i.e. a pass grade is awarded only when all the parts of the pass assessment criteria are met by the learner; a merit is awarded when all parts of the pass and merit assessment criteria are met, and a distinction is awarded when all parts of the pass, merit and distinction assessment criteria are fulfilled. Centres have shown that they understand the delivery and assessment process for the qualification, with fewer Centres unsure of the amount and level of work necessary to meet pass criteria. Overall, there appears to be a positive tendency for Centres to focus their efforts on the merit and distinction criteria, rather than producing excess work for the pass criteria. Setting clear targets can support this approach, provided that realistic completion dates give learners adequate time to meet all the assessment criteria, particularly those learners who are aiming to achieve the merit and distinction criteria.

Centres have found that the conciseness of the assessment criteria provides clear guidance as to exactly what is required from learners, which has led to the production of clearly labelled and signposted portfolios which are. This is beneficial when submitting individual units and even more so when Centres explore the approach of linking units.

### Internal Standardisation

On the whole there is evidence of a strengthening of internal standardisation systems which have the additional benefit of providing support to Centre assessors. However, internal standardisation remains a process which requires an accurate and consistent approach, especially within larger cohorts or Centres.

### Records

Most Centres' record-keeping processes appear to be effective. However, Centres are reminded that Unit Recording Sheets, whether completed manually or electronically, must indicate the Centre's assessment decisions, clearly indicating the centre assessor's decisions about how the learner has achieved each of the learning outcomes. The records should also include effective 'signposting' to identify where the evidence for each assessment criterion can be located. Signposting is good practice even in instances where the unit has been approached in isolation, but it is particularly important within Centres looking to link units into projects. This is because Visiting Moderators need to be able to identify easily, using the grading grid for each linked unit, how the candidate has achieved the relevant learning outcomes.

Centres are also making good use of video evidence of learner's work. Centres are reminded that learners must still produce evidence relevant to the learning outcome and grading criteria

for the unit in question and that this evidence must also be available to the Visiting Moderator. Witness statements can also be used to support the evidence produced by the candidate.

On the whole, Centres are using Interchange effectively for the submission of grades. It is important to note that grades must be entered on Interchange at least two-weeks in advance of the date agreed for the Moderation Visit, so that the Visiting Moderator can select the Centre sample. It is also a key requirement of the Moderation Visit that the full range of learners' work required for moderation is available and easily accessible for Visiting Moderators whilst they are in the Centre, preferably laid out in the room where the Moderation Visit will take place.

Two moderation visits are offered to each Centre free of charge within each academic year, and Centres have made good use of these as an opportunity to gain useful feedback from the Visiting Moderator, particularly where a linked delivery of units is intended. New Centres are encouraged to take the opportunity to have an early Moderation Visit.

### 3. Comments on Individual Unit

#### *Unit 01: Introducing media products and audiences*

LO1 requires that learners investigate a media institution of their choice. The Centre could stipulate the institution or the students could select their own, but the choice of institution must in any case enable the student to meet all the criteria in the grading grid at all levels.

Learners must select one media institution and one media product for their investigations.

Evidence of the selected media product should be carried through the learning outcomes.

P2/M1/D1; P3/M2; P4; P5/M3 should therefore be evidenced through one media product. This must be the same media product selected in P2 and must be a product of the institution the candidate has selected and investigated in P1.

Whilst Unit 1 is a theory-based unit, it is recommended that learners should have the opportunity to address the grading criteria through a variety of media, (e.g. written presentations, verbal presentations, audio content, audio-visual content). A successful approach for Unit 1, adopted by some Centres, has been for learners to create an active information blog.

#### *Unit 10: Audio-visual media skills*

LO1 P1, LO2 P2/M1, LO3 P3/D1 – Where a learner is working in a team, the learner must identify and provide evidence of his/her own individual contribution to the planning and execution of any task.

LO3 P3/D1 It is also recommended that, where possible, Centres should ensure that the resources and software provided by the Centre should not prohibit the learner from meeting the Distinction criteria of the unit which state: *learners' editing is generally of a high technical standard... the final outcome produced is generally of a high standard and quality.*

#### *Unit 15: Audio-visual advertising media*

LO1 P1 requires that learners gain an understanding of how audio-visual advertisements are used within existing advertising campaigns. To achieve this understanding, the grading grid requires that learners *investigate an existing advertising campaign*. Learners should therefore focus their investigations into how audio-visual advertisements are used within a single existing campaign. This is because, if their investigations focused on various adverts used in different campaigns, would not be possible for learners to achieve this learning outcome.

#### Linking units

*Unit 14: Print-based advertising media*

*Unit 31: Photography for media products*

If linking Unit 14 and Unit 31, Centres must ensure that learners clearly identify the media product for Unit 31. In addition, the media product they state for Unit 31 should be the same media product they are producing in Unit 14.

*Unit 10: Audio-visual media skills*

*Unit 13: Planning and producing a media product*

If linking Unit 10 with Unit 13, learners could consider producing a print media product in Unit 13. One example could be a DVD cover for the audio-visual materials learners are planning on making for Unit 10. When linking these two units, Centres must produce assignment briefs structured so as to enable learners to meet all of the learning outcomes for each individual unit. Otherwise, learners will not address the grading criteria of both units and so will not have access to all the grades within them. The learners' unit portfolios must contain all relevant materials which address the grading criteria for both units ready for the Moderator's visit.

Key points to note

Where learners produce material for a unit, this material may also be used for other linked units, as long as the learners contextualise the materials and make it clear how the materials address the grading criteria for the different targeted units.

This also applies to pre-production materials. The learners' unit portfolios must contain all relevant materials which address the grading criteria for both units, ready for the Moderator's visit.

Risk assessments can be based on a Centre's blank pro forma document. Where a learner has already produced a risk assessment in one unit for a location, it is possible to use this risk assessment for another unit, as long as the risk assessment is contextualised, meets the grading criteria and identifies the relevant risks for the production the learners are undertaking within this new unit.

Assignment briefs should be structured to enable learners to meet all of the specific learning outcomes for each individual unit. This is to ensure that learners address all relevant grading criteria and so can access all grade boundaries within each unit.

Learners' unit portfolios must contain all the materials relevant to the grading criteria for each unit, evidenced and signposted ready for the Moderator's visit.

General points to note

Where learners produce an original media item, the evidence they produce for the Moderator must be in the format in which they have worked. For example, an audio-visual product could include rushes of the footage and/or audio samples/tracks; evidence for audio samples/tracks would include the intended visuals for the audio samples/tracks, and evidence for a print media product would include print samples etc. Where the role learners undertake in a production involves them in working in a group, learners must be sure to produce their own individual evidence in addition to that provided by the final product or outcome. This predominantly affects units 10, 11, 12, 13, 40, 41, 50, 61 and 62, where learners are required to produce materials for use in a range of media products.

Learners intending to use copyright material must seek appropriate permission to do so and must adhere to the copyright holder's terms and conditions. Evidence that learners have complied in this way must be included in their portfolio. Depending on the audio-visual media product the learner is intending to produce, royalty-free music may be available. However, learners, audio-visual product must identify the source of the royalty-free music and credit this source appropriately.

### *Budget*

When learners are required to produce a budget, one approach could be for Centres to set the budget based on the estimated costs for materials, wages of personnel, hire cost of equipment and any other costs related to the budget. Alternatively the learner could look to current market prices to inform the budget that they are creating. The budget should include all the costs related to the production of the final media product.

### *Use of Found Images*

It is expected that learners will produce for themselves the majority of photographs they intend to use. Where learners find other images, they must seek the appropriate permissions before using them, and their portfolios must provide evidence of permission thus sought and given. Such photos should be used sparingly and not included unless they learner has a valid reason to do so, for instance as the cover of a magazine. Images must be manipulated in Photoshop.

## **4. Sector Update**

### The Cloud

The development of Cloud technology and Office365 makes it possible to store and access data and programmes over the Internet, and this opens up learners access to saving and sharing work.

Developments in software have made CGI technology more accessible in a growing sector within the industry.

The development of combined software suites enables print, audio, audio-visual and web elements to be more integrated and complimentary, which in turn provides the potential to make production work quicker within the readily available platform of the Internet.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Skills and Employment**

Telephone: 02476 851509

Fax: 02476 421944

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

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2015

