

Cambridge Technicals

Media

Level 3 Cambridge Technical Certificate in Media **05387**

Level 3 Cambridge Technical Introductory Diploma in Media **05389**

Level 3 Cambridge Technical Subsidiary Diploma in Media **05392**

Level 3 Cambridge Technical Diploma in Media **05395**

Level 3 Cambridge Technical Extended Diploma in Media **05398**

OCR Report to Centres 2016

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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.

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Cambridge Technical in Media Level 3

1. Overview:

The Cambridge Technicals in Media post-16 Level 3 course continues to be a popular choice with Centres across the UK, as it offers a range of practical units, which can be linked to create 'live' project briefs, often supported by external industry partners. On the whole Centres delivering the Level 3 qualification also have experience in delivering the Level 2 suite, which enables learners to build on their knowledge and range of skills. There is also evidence that Centres are still making the successful transition from delivery of the BTEC qualification to the Cambridge Technicals Level 3 suite of qualifications.

There is some consistency in Centres' delivery of units as selected from the forty-two available skills-based units within the suite. Centres are responding to the requirements of their cohorts on an annual basis and opting to deliver units which enable learners to achieve qualifications including the Certificate, Introductory Diploma, Subsidiary Diploma and Extended Diploma. The Introductory Diploma and Subsidiary Diploma in Media are both popular qualifications with Centres, although it is good to see that a high number of Centres are challenging their learners and offering both the Diploma and Extended Diploma in Media. Unit 1 is the only mandatory unit within the suite and Centres tend to start with this unit, which enables learners to gain a thorough understanding of relevant media terminology, whilst concurrently delivering one or more of the practical units to enable learners to develop a range of core practical skills. Unit 11: *Scriptwriting for media products*; Unit 14: *Producing a print-based media product*, Unit 17: *Producing an audio-visual media product*, Unit 31: *Photography for media products*; Unit 41: *Production and post-production for film*; Unit 46: *Audio-visual promos*; Unit 55: *Talk and music radio production* and Unit 50: *Sound for media products* are some of the most popular units within the suite. On the whole Centres continue with a two-unit a term approach, which gives them the option to apply for a Moderation Visit earlier in the academic year.

In a fast changing technological environment, Centres continue to offer well-resourced learning environments in which learners are able to develop and expand on their skillset, whilst gaining an understanding of the practical application of media theory. There is also evidence that Centres work to the strengths of their teaching staff when selecting units for delivery, looking for opportunities to create 'live' projects, which embrace the vocational nature of the qualification by creating projects which link units together. The qualification lends itself to this practice particularly when linking film and TV units with audio units; set design and scriptwriting with the film and TV units and linking planning and pitching units with production units. Centres have also looked to devise briefs and task sheets, which are linked to real life scenarios, taking the opportunity to utilise the Assignment Checker Service offered by OCR to ensure that the designed briefs enable learners to achieve the requirements of the unit/s specification.

On the whole there has been an improvement in the presentation of evidence with Centres making good use of the opportunity to present electronic evidence, including digital options and appropriate online software, which has enabled learners to present increasingly professional looking portfolios of work. Whilst digital or online options can provide learners with an opportunity to showcase their range of skills, as with the requirements for paper-based presentations, learners must ensure that the requirements of the learning outcome and grading criteria objectives are clearly signposted.

OCR has continued to offer a number of Subject Expert Visits as Centres continue to express an interest in adopting the qualification. There has also been demand for Advisory Visits as an option for current Centres to seek support for specific questions regarding their delivery of the qualification. The Caller ID system has grown in strength with a number of Centres taking this opportunity to raise questions via email and obtain a direct response from the Chief Coordinator

on a variety of delivery enquiries. The Assignment Checker service is another option for Centres, who can gain direct feedback on their assignment briefs, which provides a useful option particularly for those Centres who are planning to deliver the qualification for the first time. Visiting Moderators continue to be an important element in the delivery of the qualification; with new and existing Centres benefiting from the support offered by the one-to-one, face-to-face contact during Moderation Visits as an opportunity to discuss moderated work.

2. General Comments

Assessment Practice

There is evidence across Centres that there has been a successful adoption of the qualification's hurdle grid.

(Hurdle grid: the pass grade is only awarded when all elements of the pass assessment criteria are present; the merit grade is awarded when all parts of the pass and merit assessment criteria are present and the distinction grade is awarded when all parts of the pass, merit and distinction assessment criteria have been met by the learner).

On the whole Centres have demonstrated strong delivery and assessment practices across the grade boundaries, with clear understanding of the amount and level of work needed for the pass criteria. It is good to see Centres focusing their efforts on challenging learners to produce strong portfolios, which enable them to achieve the requirements of the merit and distinction criteria. This approach has been supported through Centres setting clear targets with realistic completion dates, as learners have sufficient time to complete the assessment criteria of each grade. Unfortunately there is evidence that some Centres have faced challenges when there has been a change of staff during the academic year, whilst these situations are unavoidable, Centres are advised to take the option of an earlier Moderation Visit, as this offers an opportunity to present work for moderation and support from the Visiting Moderator.

The assessment and grading criteria is designed to provide clear guidance as to the requirements each learner must achieve in order to fulfil the requirements of each learning outcome. It should therefore be the main point of reference when ensuring that learners have achieved the requirements of each learning outcome of the specification. The teaching content is designed to describe what should be taught to ensure learners are able to access the highest grades and is illustrative in nature. The delivery guidance provides some suggestions as to how the Centre might wish to approach the delivery of the qualification. Centres should focus on the requirements of the assessment and grading criteria to ensure that learners have achieved the requirements of each learning outcome.

The portfolios produced by learners should be clearly labelled and signposted. Not only will this approach benefit the organisation of evidence for individual units, it will in particular when Centres explore the approach of linking units. As it should be possible to clearly identify how the learner has achieved each of the learning outcome requirements within the grading grid for each of the individually linked units.

Internal Standardisation

Good work continues to ensure robust internal standardisation systems especially in Centres where there are a number of Centre assessors. It is apparent that the process of internal standardisation has retained an accurate and consistent approach especially within larger cohorts, or Centres where there is more than one member of staff. The maintenance of good records are particularly important in instances where there are changes to staffing during the academic year, as this will help to achieve consistency in the delivery of the qualification.

Records

There is evidence of effective record keeping processes with Centres choosing to complete either manual or electronic versions of the Unit Recording Sheets (URS). The URS should clearly identify the centre assessor's assessment decisions regarding how each learner has achieved the individual learning outcomes.

Effective signposting within the evidence provided by learners is good practice, as it identifies where the evidence for each of the assessment criteria within the learning outcomes is located. This practice is beneficial whether the unit has been approached in isolation or in instances where the Centre has linked more than one unit into a brief or project led scenario, as it makes it possible for the Centre Assessor to effectively assess the evidence provided by the learner and enables the Visiting Moderator to easily identify how a learner has achieved the learning outcomes within the grading grid for each linked unit.

Where Centres use alternative methods to evidence learners' work it is important to ensure that this method enables the learner to meet each of the learning outcome/s and grading criteria/s for the unit in question. It is also important to ensure that all work produced by learners, whether in digital or paper format is easily accessible to the Visiting Moderator on the day of the Moderation Visit. It is also helpful to use witness statements as a means to support the evidence produced by the learner and to describe their contribution to group work, where applicable. However witness statements should not be used in isolation and should be used only to support the evidence provided by the individual learner.

Interchange has been used effectively for the submission of grades, however Centres are reminded of the need to enter grades onto Interchange at least two-weeks in advance of the date agreed with the Visiting Moderator for the Moderation Visit. If the Centre is unsure whether this is achievable it is advisable to contact the Visiting Moderator at the earliest opportunity, as this will ensure that effective communications are maintained throughout the Moderation process. Centres must also ensure that the complete range of learners' work entered for a Moderation Visit is available on the day of the visit. The work should be easily accessible for the Visiting Moderator for the duration of time that they are in the Centre and preferably in the room where it is planned that the Moderation Visit will take place.

The two moderation visits available to Centres free of charge each academic year continue to be a good opportunity for Centres to gain useful feedback from the Visiting Moderator. It is suggested that any Centres new to the qualification would benefit from taking the opportunity to have an early Moderation Visit.

3. Comments on Individual Units

Unit 01: Introducing media products and audiences

LO1 requires that learners investigate a media institution of their choice. Centres are reminded that learners need to 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/D2; P4; P5/M3 should therefore be evidenced through one media product which should be the same media product selected in P2 and produced by the institution the candidate has selected and investigated in P1. If in P1 learners chose to investigate the BBC focusing on Radio 1 as the vehicle of their investigations, then for P2/M1/D1 learners should select a programme produced and broadcast by Radio 1, which could be selected from any of Radio 1's scheduled programmes.

Whilst Unit 1 is a theory-based unit, which aims to provide learners with an understanding of media institutions, their operating model and the products they produce, it is recommended that learners should have the opportunity to evidence the grading criteria through a variety of mediums, (i.e. 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 website, such as a blog or Prezi.

Unit 14: Producing a print-based media product

LO3 Be able to produce materials for use in an original print media product.

Centres are reminded that learners are expected to produce a front cover, a contents page and a double page spread with a back cover. There should be evidence that all content, for example photographs, articles have been produced by the learners. Whilst it is acceptable for learners to work in a group to produce the original print media product, it would be expected that each member of the group produced their own double page spread and could demonstrate their contribution, within the group, to the production of the front & back cover and the contents page.

Unit 15: Print-based advertising media

LO4 Learners are expected to deliver a presentation to a client for feedback, which could take the form of a formal meeting, client meeting. Centres may wish to encourage learners to pitch their pre-production materials for the print-based advertisement and production plan to a client, however a pitch is not a requirement of the learning outcome. Witness statements can be used to support the work that learners have produced for the presentation, however it would be expected that evidence of the presentation would be available including the presentation slides and an audio or audio-visual recording, or photographic record of the learner/s making the presentation.

LO5 Learners must be able to produce an original print-based advertisement to be used within an advertising campaign. Learners are required to produce one original print-based advertisement to be included in their campaign, which may include photographic or graphic images, however learners must produce any photographic or graphic images to be included within the final original print-based advertisement.

Unit 66: Animation Production

On completion of this unit it is expected that learners will have planned for and produced a short 2 to 3 minute animation, or section of an animated production. The final animation should not therefore be any shorter than 2 minutes in duration. If the final animation the learner is producing requires a title and credit sequence i.e. a short film, then it is acceptable to include a title and credit sequence in the requirement of the planning and producing of a 2-3 minute animation.

When learners are producing a stop motion animation, there is no specified frame rate for the animation, however the Centre would be expected to use a frame rate best fitting the animation production, which is produced by the learner and which enables the learner to access the highest grades.

4. Sector Update

The continued development of cameras within smartphones and other mobile devices makes them useful tools in production work, as they are very mobile and there is little compromise on quality.

The continued integration of software on a variety of media platforms makes production work increasingly user friendly and accessible to learners, especially the introduction of solid-state cameras and the related software.

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