

Cambridge National

Creative iMedia

Level 1/2 Cambridge National Award in Creative iMedia **J807**

Level 1/2 Cambridge National Certificate in Creative iMedia **J817**

Level 1/2 Cambridge National Diploma in Creative iMedia **J827**

OCR Report for Centres for November 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.

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

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Moderated Units

General Comments:

The November series has shown a significant improvement in the overall quality and structure of entries. It is hoped that this is an indication of some further consolidation and understanding of the OCR Cambridge Nationals suite of qualifications. There are two potential reasons identified for this, one of which includes the continued development and provision of resource and support materials from OCR. A notable example is the 'OCR Guide to generating evidence' and it is hoped that this has assisted centres over the last year. The second reason is believed to be that many centres now have a better understanding of the expectations and requirements, partly due to some experience with previous series which is also underpinned by a keen desire to achieve the best results for their learners.

The structure of the evidence submitted for the various units has typically shown some better correlation to the requirements of the marking criteria in the moderated units. Although there are some areas for further development, there is a recognisable trend here that is a good sign for this next academic year.

As seen with previous series, on a minority of occasions the moderators needed to contact the centres to request the final work in its intended format. It should be recognised that this is typically needed to support the marks in LO3 because of the way that the marking criteria are written. Since the final product is the primary outcome from the assignment, it is still unclear why some centres would omit this fundamental piece of evidence from their submission to the moderator. One additional common problem continues to be the incorrect naming of files that are uploaded to the repository. These must be unique and centres must follow the instructions on file naming for the repository entry option (/01) for this to work correctly.

For those centres that have not yet seen the OCR Guide to generating evidence, the following link can be used to download a pdf copy:

<http://www.ocr.org.uk/Images/284791-guide-to-generating-evidence.pdf>

Comments on Individual Units:

Unit R082

In general, the OCR model assignments have been used effectively across the entries in this series. Interestingly, there are some patterns that are beginning to emerge in the evidence for LO1 although these are not always a good match for what is required by the marking criteria. For example, many submissions include a detailed analysis of existing media products followed by an explanation of colours and their meaning. The first comment about this approach is that the analysis of graphic media products in terms of their content and layout would be a good teaching activity. However, this does not relate well to producing a summary of 'how and why' digital graphics are used, which is required to meet the marking criteria. The exploration that relates to the meaning of colours is also good as a learning activity but this would then need to be applied in the assignment work. For this part of the marking criteria, an understanding of *how* different purposes and audiences *influence* the design and layout is needed, which is more about the application of knowledge to specific scenarios and graphic design projects.

One further comment would be in relation to the work plans, many of which were appropriate in showing the use of 8-10 hours for the planning, production and review of the digital graphic. However, several submissions had extraordinarily detailed research and investigation of digital graphics that was not a good match for the criteria as described above. One concern here is that

such a wide range of evidence is unlikely to have been produced in the remaining 3-4 hours and there is a lack of clarity in the appropriate use of time to complete the final summative assessment.

Unit R089

In general, this unit on digital video was completed effectively with some very well structured evidence that was clearly based around the marking criteria, which also assists the assessment and moderation processes. In general, the submissions included a range of video footage although some also used a more significant proportion of still images that were arranged in the form of a slideshow. Additional material can be used in the final video product, but it should be emphasised that the recording and editing of video footage is required by the marking criteria so any approaches that replace this with still images tends to restrict the marks to around the middle of mark band 2 in LO3 at best. On some occasions, it is perhaps difficult to see how the breadth and depth of evidence could have been produced within the notional 10-12 hours that is available for the final assignment in a similar way to R082. There are opportunities for this to be reviewed by centres in future series.

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