

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 2017

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.

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Cambridge Technical in Media Level 2

1. Overview:

As a post-16 Level 2 vocational course the Cambridge Technical in Media remains a popular pathway with Centres across the UK. The suite of twenty skills-based units offers learners the opportunity to achieve qualifications including the Certificate, Extended Certificate and Diploma, by developing a range of practical transferable skills. The qualification is also attractive to Centres who previously offered the BTEC qualification and is currently a strong choice for Centres who prefer the non-exam nature of the 2012 suite and wish to retain a wide selection of units from which their learners can select.

Within the suite the Extended Certificate and Diploma are the most popular qualifications. There is only one mandatory unit, Unit 1, which remains a good entry level for Centres who opt to deliver this unit first in conjunction with one or more of the practical units. This gives learners the opportunity to develop a thorough understanding of relevant media terminology, whilst also starting to build a core range of practical skills. Centres seem to prefer, where possible, to deliver one to two units per term depending on the size of the qualification, as this seems to facilitate their learners' pace of learning and has the added benefit of presenting an opportunity to apply for a Moderation Visit at an early stage in the academic year. Ideally Centres should aim to factor in a Moderation Visit in the spring term with a second visit in the summer.

It is satisfying to see how Centres continue to keep pace with changes in technology, in order to offer their learners well-resourced learning environments.

There is evidence that Centres are enthusiastic to offer projects, which link units together. This not only reflects the vocational nature of the qualification but also provides learners with an opportunity to see a project in its wider context. The Assignment Checker Service and Caller ID Service are useful tools for Centres wishing to adopt this approach, as they are able to outline the scope of the intended link between units and obtain guidance as to how best to achieve the intended brief whilst enabling learners to achieve the requirements of each unit/s specification.

There are good examples of work being produced in Centres as they continue to take on feedback to ensure learners present professional portfolios of work. The range of options to present work whether via digital, online or paper-based presentations, allows for differentiation, however it is key that Centres ensure the requirements of the learning outcomes and grading criteria are clearly signposted within portfolios.

Requests continue for both Subject Expert Visits/Calls and Advisory Visits/Calls. The Advisory Visits/Calls are an option for current Centres who wish to raise specific questions regarding the delivery of the qualification. Again the Caller ID Service has been effective for Centres to gain a direct response from the Chief Coordinator on a variety of delivery enquiries. Although possibly more helpful for Centres new to the qualification, OCR also facilitate an Assignment Checker service that provides feedback for assignment briefs. The role of the Visiting Moderator continues to be an important element in the delivery of the qualification with Centres responding well to the support offered by the one-to-one, face-to-face contact during Moderation Visits.

2. General Comments

Assessment Practice

Assessment for the qualification is based on a **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.

Centre assessment is effective on the whole, with evidence of successful application of the qualification across the grades. Centres are encouraged to present their learners' work in a way that best supports the learner. Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, and learners should be encouraged to stretch their skills and knowledge where possible by using a range of mediums to evidence their work. Following this approach there has been evidence of Centres producing good portfolios using different mediums to evidence units.

On the whole Centres have ensured the grading criteria is met across all the grades. It is also clear that Centres have good record keeping particularly as they have gained experience of the moderation process. As in previous years there are factors which can impact the delivery of the qualification. One of the key factors remains the issues due to turnover of staff in Centres, which continues to present challenges for both the new member of staff and learners. Whilst this is an unavoidable situation, Centres may find that they would benefit from an earlier Moderation Visit from their Visiting Moderator particularly where there are newer members of staff delivering the qualification. In these instances Centres are also reminded that there are other support options available through the Caller ID service and Assignment Checker, which may be beneficial, in addition OCR also offer Advisory Visits/Phone Calls.

On the whole assessment decisions seem to be in line with the qualification. This session Centres have tended to arrange their first visit later in the year, however by adopting this approach it may not allow Centres to have time to benefit from the support of their Visiting Moderator who could assist with any issues arising from the internal moderation structures and interpretation of the grading criteria. Centres are reminded that the assessment 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. The assessment grading criteria is therefore the point of reference when designing briefs for learners, as close reference to the grid will ensure that learners have achieved the requirements for each learning outcome within the specification.

Centres are reminded that on the day of the Moderation Visit all portfolios for all the candidates entered for that moderation visit should be available, not just the sample requested by the Visiting Moderator. It also helps the moderation process if Centres provide their Visiting Moderator with a quiet, undisturbed room in which to carry out the moderation visit. There is good practice within Centres to encourage learners to produce portfolios, which are clearly labelled and signposted. This has benefits for learners' portfolios and is also critical when Centres have linked units together, as it is expected that an individual portfolio will clearly identify how a learner has achieved each of the learning outcome requirements within the grading grid for each unit, whether approached as a standalone unit or linked with another unit within the suite.

Internal Standardisation

Internal standardisation is implemented successfully on the whole across the Centres, and Visiting Moderators have appreciated that evidence of these procedures has been made available on the day of the Moderation visit. Notably some Centres seem to have adopted the use of appropriate ways to signpost where the evidence is met for each assessment objective, which is of great benefit to the moderation process. Good practice was demonstrated in Centres where the individual assessment objectives for a unit were clearly referenced in the comments of the internal moderator and were clearly marked on sheets and portfolio pages. Centres are reminded that the remedial advice offered by the Visiting Moderator needs to be actioned and documented by the Centre.

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, examples of the learners work which exemplifies the Centre's decision is useful. It would also be helpful if the Centre indicates where the evidence can be found in the learner's portfolio.

Effective signposting is good practice as it is beneficial to both the Centre and the Visiting Moderator. This is whether the unit has been approached in isolation, or has been linked with more than one other unit into a single brief or project, as it makes it possible for the Centre Assessor to effectively assess the evidence provided by the learner. It also facilitates the Visiting Moderation process as it allows the Visiting Moderator to identify how the Centre has assessed how a learner has achieved the learning outcomes within the grading grid for each linked unit.

Where Centres use alternative methods to evidence learner's 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. Video evidence would also be acceptable as a means of evidence for presentations and as an alternative to written formats, as long as it meets the learning outcome/s and grading criteria/s for the unit in question and is accessible to the Visiting Moderator. Video evidence needs to be supported by a witness statement particularly if there are areas of the learner's work, which are not evidenced in the video evidence.

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 method to support the evidence produced by the learner and, where applicable, to describe the individual's contribution to group work. 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

There is an available scenario for Unit 1 on the OCR website, this is an example of one approach, however Centres are encouraged to devise their own scenario in order to best suit the requirements of their learners, as long as this scenario enables learners to achieve the criteria for the unit at all the available grades.

Unit 1 continues to present some challenges and Centres are reminded that learners need to concentrate on one media institution and one media product ensuring that evidence of one media product is carried through the learning outcomes. P2/M1/D1; P3/M2; P4; P5/M3 should all be evidenced through one media product and this should be the same media product for all the above mentioned criteria. The media product that learners choose needs to be one which is produced by the institution the learner has explored in P1. So in practical terms if, in P1, the learner explored an institution such as the BBC focusing on Radio 1 as the context for their investigations, then for P2/M1/D1 the learner should select a programme produced and broadcast by Radio 1, selecting for example any of Radio 1's Programmes.

Centres are also reminded that 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, where possible, 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: Print-based advertising media

Unit 15: Audio-visual advertising media

Centres should note that it would be acceptable for learners to advertise the same product in both Unit 14 print-based advertising media and Unit 15 audio-visual advertising media, however if this approach is adopted by Centres they must ensure that learners produce evidence for both Unit 14 and Unit 15 that meets the requirements of the grading criteria for each unit.

Unit 15: Audio-visual advertising media

LO1 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*, Centres should note that it would not therefore be possible for learners to achieve this learning outcome by investigating various adverts used in different campaigns, they need to focus their investigations into how audio-visual advertisements are used within an existing advertising campaign.

Unit 33: Comics and graphic novels

LO2 Be able to create an original character for use in a comic or graphic novel.

Learners can produce their character outline and initial sketches for a character design using the medium that best suits the intended medium of their original graphic novel or comic and best utilizes the talents of the learner. Learners could therefore either hand draw and illustrate their initial sketches or produce them in computer-based software.

Depending on the original character idea the learner is generating, Centres could encourage learners to approach their character outline by producing annotated illustrations of the character from a plan, front, back and in profile perspective.

LO4 Be able to produce panels for an original graphic novel or comic.

It is expected that learners produce their own panels for an original graphic novel or comic. These could be achieved in any desktop publishing package or drawn by the learner, as the designing of panels, in particular the shape and size, directly relates to the narrative and genre the learner has chosen. The final drawings in the panels could be hand drawn or computer drawn as appropriate to the learner.

4. Sector Update

The continuing developments in mobile technology and smartphones with their faster processing speeds and higher resolutions mean that learners have the ability to explore new ways in which to respond to briefs and produce a range of products.

The development of online tools have facilitated the gathering and analysis of audience feedback allowing learners greater potential to access a wider audience as part of their planning and research.

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