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 2015

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OCR REPORT TO CENTRES

Moderated Units

General Comments:

A number of resubmissions have been seen this series although in these circumstances it is important that candidates have not been told specifically how to improve their work. Marking accuracy by centres has shown a modest improvement this series although it is believed that those centres that have made entries already have built some experience with the qualification. This is always useful and it is recognised that there is always something of a learning curve in terms of the demands and expectations whenever a new qualification is introduced.

A large proportion of entries have been seen to use the OCR model assignment without change. This is an improvement on previous series where a number of inappropriate modifications have been made. It is hoped that this trend will continue.

Summative assessment concepts continue to be overlooked and misunderstood in a number of cases. This needs to be addressed so that centre based assessment becomes valid in this qualification together with a number of progression routes to higher levels of achievement, such as the newly released OCR Cambridge Technicals in Digital Media at Level 3.

Templates and writing frames continue to be a problem. It needs to be clear that candidates must work independently to create their evidence for the model assignment and that they should not be supported with additional guidance on what to do. Referencing of sources is another area that needs more attention and confirmation on the part of centre assessors. This needs to ensure that credit is only given for the candidate's own interpretation and summary of information sourced and not for anything that is copied and pasted, even when correctly referenced.

A number of centres have been recognised as crossing over from the Cambridge Nationals in ICT. It is expected that the number of entries will continue to grow over the remaining series in this academic year.

Some corrupt discs were seen during this series which slows the moderation process since replacement discs must be requested. For any CD/DVD writing, the session should be 'closed' correctly so that discs can be read on an alternative computer system.

A number of submissions were received without any supporting electronic evidence. In general, this is always needed to help support the marks in LO3 for any unit. As a concept, the evidence submitted for moderation should always be the same as what would be supplied to a client in a vocational or commercial context.

Comments on Individual Units:

Unit R082
The final graphics in their digital formats was supplied in the majority of submissions although this still had to be requested at times by the moderator. The model assignments and marking criteria are based around creating the graphics in two different formats for print and web purposes, whichever assignment is used. This is an important part of the unit, which aims to develop an understanding of the technical image properties when creating digital graphics. Centre's marking did not consistently give suitable credit for these image properties to ensure that they are fit for purpose, more typically giving high marks for something that is unsuitable.

One of the issues this series has been with the inappropriate modifications that were made to the OCR model assignment. For this and any other unit, candidates should not be given a free choice of what to create since parts of the marking criteria are based around meeting the client requirements. Unfortunately, this is not possible when the brief lacks any specific requirements that are based on a vocational scenario. Any modification to the OCR model assignments must be within the permitted changes and follow the same style and structure of the scenarios supplied for assessment purposes.

On a positive note it is clear that one of the new model assignments based on the '*Timechaser'* game continues to provide some real engagement with the creation of digital graphics and some creative ideas are being seen in the work submitted.

Unit R084

The appropriate referencing of sources continues to be an issue in a number of units, this being one in particular. Other notable units with this same issue include R083, R090, R091 and R092. Although there is a significant element of research required for LO1 the candidates own interpretation and summary is what is needed to support the marks. Centres should be aware that this qualification is covered by JCQ regulations for the assessment of coursework and the current year's JCQ document should be reviewed for what is considered acceptable practice.

Otherwise a number of comics are again demonstrating some creative storytelling, which is one of the aims of the unit.

Unit R089

The assignment based on the Port4WD scenario continues to provide some high quality trailers although group working approaches is still problematic since credit can only be given to what individuals do in respect of the marking criteria. This effectively limits the opportunities for the higher mark bands and the recommendation would be for candidates to complete this (and any other unit) independently.

A common issue with this unit is the lack of evidence for LO3 (creating the product) other than the final video. The use of editing tools and techniques cannot be just implied in the final work even though the use of transitions and other (clear) visual effects are considered to be explicit enough. If video clips are being cut or trimmed to length, with additional changes made to the audio tracks then this type of editing cannot be seen by the external moderator. Screen shots would be one way to evidence the processes and editing, especially where they are not obvious when viewing the final work.

Unit R090

The second model assignment on the theme of lights, shapes and angles has provided some opportunities for creative photographic portfolios. When combined with the effective use of camera features and settings (that are clearly evidenced) then some excellent submissions can be seen. One area to be mindful of in this unit with either assignment is that photographs need to be in a format or medium to meet the client brief. If these are merely inserted into an evidence write up of the entire unit, then this would not achieve the aim. For any unit, the final product or output is designed around a vocational situation. What should be created and submitted for moderation is the product that would be given to a client in a real vocational or commercial context.

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