

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 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 2

1. Overview:

The Cambridge Technicals in Media post-16 Level 2 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. There is also evidence that Centres are still making the successful transition from delivery of the BTEC qualification to the Cambridge Technicals Level 2 suite of qualifications.

There is some consistency in Centres' delivery of units as selected from the twenty skills-based units within the suite. Centres are responding to the requirements of their cohorts opting to deliver units which enable learners to achieve qualifications including the Certificate, Extended Certificate and Diploma. On the whole the Diploma is one of the most popular qualifications at Level 2. Unit 1 is the only mandatory unit within the suite, so Centres tend to start with this unit as this 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 also develop a range of core practical skills. Of the optional units within the suite, Unit 10: *Audio-visual media skills*; Unit 13: *Planning and producing a media product*; Unit 31: *Photography for media products*; Unit 32: *Graphic design for media products* and Unit 40: *Film and TV media products* were some of the most popular units with the greatest take up by Centres. On the whole Centres continue with a two-unit a term approach, which provides 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 and in some cases have looked for opportunities to create 'live' projects in order to embrace the vocational nature of the qualification by creating projects that link units together. Centres have also looked to devise briefs and task sheets, where possible, which reflect 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 specification. Centres may also find it useful to use weekly task sheets instead of an overarching assignment brief, as this can help to keep learners on track. It would also assist the moderating process that any task sheets utilised in the Centre are available to the Visiting Moderator at the beginning of the Moderation visit.

On the whole there has been an improvement in the presentation of evidence, although learners must ensure that the requirements of the learning outcome and grading criteria objectives are clearly signposted.

The demand for Subject Expert Visits has continued as Centres express an interest in adopting the qualification. Centres currently delivering the qualification have also taken the option to have an Advisory Visit where they can 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 the opportunity to raise questions via email and to 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 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, to provide learners with 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 and 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 so that it is possible to clearly identify how the learner has achieved each of the learning outcome requirements within the grading grid for each unit. This is particularly relevant when Centres are linking units, as the Visiting Moderator should be able to clearly identify the evidence produced by each learner to achieve the learning outcome requirement of each individual unit.

Internal Standardisation

Good work continues to ensure effective 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). A URS should accompany every unit produced by a learner, as it provides the place for the teacher/assessor to provide summative comments based on their assessment of how the learner has achieved the requirements of the unit for each learning outcome based on the grading grid. The URS is used to indicate how the work produced by the learner evidences the criteria for each of the learning

outcomes and meets the grading grid and should also signpost where the evidence can be found in the individual learner's work.

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, 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, the Centre could choose to stipulate the media institution or the students could select their own media institution to investigate, as long as the choice of media institution enables the student to achieve all the criteria at all levels in the grading grid.

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; 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.

Whilst Unit 1 is a theory-based unit, 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 blog.

Unit 32: Graphic design for media products

LO4 P4 it is acceptable to present the two final competent linked promotional graphic design items for an original media product in a digital format, as long as the format the two final graphic design items are presented in is accessible to the Visiting Moderator.

Unit 40: Film and TV media products

LO3 P3/M2/D1 when producing competent footage for use in their planned 2-minute segment, for an original film or TV media product, the learner needs to demonstrate they have taken responsibility for footage intended for the original film or TV media product they are planning to make. It is accepted that, if working as part of a group, not all the learners footage will necessarily be included in the final original film or TV media product. This footage is still acceptable as evidence as long as it is intended for the original film or TV media product they are planning to make. The quality of the footage will determine the learners final grade.

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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