Cambridge Technicals (2012)

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 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful

- main areas where students may need additional support and some reflection

- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**

- Link to **grade boundaries**

- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the OCR website. If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the OCR website .

Further support from OCR

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

https://www.cpdhub.ocr.org.uk

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OCR REPORT TO CENTRES

Cambridge Technical in Media Level 3

1.   Overview:

The Cambridge Technical in Media is a post-16 Level 3 vocational qualification. Unit 1 is the only mandatory unit within the forty-two skills-based units within the qualification. By completing a specified number of units learners can achieve a Certificate, Introductory Diploma, Subsidiary Diploma, Diploma and Extended Diploma. The Introductory Diploma and Subsidiary Diploma in Media remain attractive options for Centres, although Centres also encourage learners to work towards the more challenging Diploma and Extended Diploma in Media.

A number of Centres deliver both the Level 2 and Level 3 qualification, which enables learners to build on a range of key skills in preparation for the workplace, apprenticeships or higher education. The units are designed to enable learners to build a range of practical skills and thorough understanding of media terminology by applying this knowledge and skillset to a range of projects, which are based on professional scenarios. A positive development this year has been evidence that Centres are pooling knowledge to share best practice when devising Centre resources and project assignments in addition to seeking opportunities to develop industry specific activities for learners. This reflects the strength of the qualification, as it encourages collaborative opportunities, which benefit learners by creating a range of exciting learning opportunities.

Over the year a number of Centres, who prefer the non-exam nature of the suite and wide selection of units, have continued with the 2012 suite. Centres tend to deliver, on average, two-units per term, setting a pace that facilitates the learning of their cohort of learners. Centres continue to prefer scheduling their first Moderation Visit in the spring, opting for a second visit in the summer term. This may be due to the confidence of Centres in delivering the qualification and also the smaller number of newer Centres taking up the suite in the 2017/18 academic year.

There is strong evidence that Centres attempt to provide learners with a learning space that is well resourced and has kept pace with developments in technology. Often delivery is by individuals who combine an enthusiasm for the subject with professional experience however, it is also gratifying to see a number of individuals without direct professional experience embracing the qualification and developing a range of exciting projects for learners to achieve a diverse range of skills.

The quality of work produced by learners remains consistent, with evidence generally presented in professional portfolios; however, it is important that Centres ensure that the requirements of the learning outcomes and grading criteria are clearly signposted within these portfolios. This is particularly key when linking units together. There are clear opportunities within the suite to make the link between a number of units, for example the film and TV units naturally link with audio units; set design and scriptwriting link naturally with the film and TV units and the planning and pitching units can be linked with the production units. It is important that learners produce individual portfolios for each unit, clearly identifying where the links are in order to satisfy the specification requirements of each linked unit. Centres can continue to utilise the Assignment Checker and Caller ID Services when intending to link between units to ensure the brief enables learners to achieve the requirements of each unit specification.

During the year there appears to have been less demand for Subject Expert Visits/Calls, which tend to be beneficial for newer Centres to the suite. Existing Centres have access to Advisory Visits/Calls where they can raise specific questions regarding the delivery of the qualification. The Caller ID service continued to be an effective tool for Centres to gain a direct response from the Chief Coordinator on a variety of delivery enquiries. The role of the Visiting Moderator also remains key with Centres continuing to enjoy a constructive relationship with their Visiting Moderator.

2.   General Comments

Assessment Practice

The **hurdle grid** is the basis for assessment of the qualification - a pass grade is only credited when all elements of the pass assessment criteria are achieved; a merit grade is credited when all parts of the pass and merit assessment criteria are achieved; a distinction grade is credited when all parts of the pass, merit and distinction assessment criteria have been met by the learner.

Generally speaking Centre assessment is in line with the qualification. This has been supported by Centre devised assignment briefs, as whilst assignment briefs are not a prerequisite for the qualification, where these are clearly linked to the assessment objectives in the grading criteria and have a vocational industry approach, they offer learners the opportunity to achieve the higher grades, as they can clearly achieve the requirements of the specification. It is always good practice for Centres to revisit the requirements of the grading criteria when creating their assignment briefs and conducting their internal moderation process and ensuring that appropriate records of this process are available for review by the Visiting Moderator.

Whilst Centres have tended to arrange their first visit in the spring session of the academic year, an earlier visit can also be beneficial as it enables the Visiting Moderators to provide assistance with any issues arising from the internal moderation structures and interpretation of the grading criteria. This practice can also be beneficial when there are newer members of staff delivering the qualification. It is also good for Centres to note that there are other support options available through OCR including the Caller ID service and Assignment Checker, in addition to Advisory Visits/Phone Calls.

The standard of work produced by learners continues to go from strength to strength, with Centres successfully combining delivery of more formal / text based units, as there is the advantage that these units can be evidenced in written format, in conjunction with embracing alternative methods to evidence work including a multimedia approach.

Centres have clearly demonstrated an enthusiasm for delivering a range of units, which best reflect the strength and skillset of their learners. This practice must be supported by the production of portfolios which clearly signpost the evidence required by the assessment objectives in the grading grid. This becomes even more critical when Centres, embracing the vocational nature of the qualification, link units together. It is also key that learners present their work in a way that best supports their learning style, for instance evidence produced for the grading criteria could include written format, written presentations, verbal presentations, audio content, audio-visual content.

Interchange remains a core element of the delivery of the qualification and Centres are reminded that students with units requiring certification need to build an e-claim on Interchange at least two weeks prior to the intended date for the Moderation Visit. It is also important that all assessors are listed in the e-claim on Interchange.

Centres must also ensure that on the day of the Moderation Visit in addition to the sample requested by their Visiting Moderator, all portfolios for all the learners entered for that Moderation Visit are available to the Visiting Moderator. Moderators have also appreciated where individual portfolios clearly identify how the learner has achieved each of the learning outcome requirements within the grading grid for the unit, whether for a standalone unit or when linked with another unit from those available within the qualification.

Internal Standardisation

Centres have tended to adopt robust internal standardisation processes. This practice can be supported by regular team meetings, where possible, to maintain internal standardisation processes and to ensure good practice maintaining appropriate records of internal moderation, this can also facilitate feedback to assessors, particularly when the Visiting Moderator has given guidance. Centres should continue to ensure that all the requirements of the grading criteria are met when assessing learners' evidence. It is also good to note that Centres have attempted to use appropriate ways to signpost the evidence for each assessment objective. Evidence of internal procedures should be recorded and made clear to the Visiting Moderator. During the Visiting moderation process, individual Moderators have found it very helpful where the individual assessment objectives for a unit have been clearly referenced in the comments of the internal moderator and clearly marked on the URS and within the pages of the portfolio. Where the Visiting Moderator has provided remedial advice, this needs to be acted upon and documented by the Centre.

Records

Whilst there is evidence of effective record keeping processes, Centres are reminded that the URS should enable the Visiting Moderator to clearly identify the Centre Assessor's assessment decisions in relation to how each learner has achieved each of the individual learning outcomes. This could also be supported by examples of the learners' work, which exemplifies the Centre's decision. Signposting within learner portfolios continues to be a key demonstration of good practice and one that develops a lifelong skill for learners and also helps to facilitate a smooth Moderation Visit. It is also critical when more than one unit has been linked into a single brief or project, enabling the Visiting Moderator to easily identify how a learner has achieved the learning outcomes within the grading grid for each linked unit.

It is also advisable that work is clearly presented, particularly as learners move to a wider range of evidence with which to present their evidence. Where possible learners' portfolios should be clearly organised and signposted, pages numbered with a contents page where possible with cross-referencing to the relevant learning outcomes. This indexing will make it possible to clearly identify the evidence. This is also critical when Centres use a range of alternative methods to evidence learner's work. Where alternative methods are used to record evidence, Centres need to ensure that the method enables the learner to demonstrate that they have achieved the requirements of the learning outcome/s and grading criteria/s for the unit in question and this evidence is accessible to the Visiting Moderator. Witness statements should only be used in support of learners' work, not as stand-alone evidence.

Centres are reminded that grades should be uploaded onto Interchange at least two-weeks in advance of the date agreed for the Moderation Visit. If it appears that this will be unachievable, the Centre should communicate with the Visiting Moderator so that an alternative date can be arranged. It is also critical that all the learners' work entered for a Moderation Visit including the sample and other portfolios are available to the Visiting Moderator on the day of the visit, preferably set out in advance in the room where the Moderation Visit will take place. It is key that appropriate measures are taken in advance of the visit to ensure that all work, whether in digital or paper format, is available to the Visiting Moderator on the day of the Moderation Visit.

Centres have the opportunity to book two moderation visits free of charge each academic year. There is also the option to book additional moderation visits, although this will incur a charge.

3. Comments on Individual Units

Unit 01: Analysing media products and audiences
There is an available scenario for Unit 1 on the OCR website, which is an example of one approach, however Centre's are encouraged to devise their own scenario in order to best suit the requirements of their learners, as long as this enables learners to achieve the criteria for the unit at all the available grades.

Unit 1: Centres are reminded that learners need to focus 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/D2; 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 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, (ie written presentations, verbal presentations, audio content, audio-visual content).

Unit 13: Planning and pitching a print-based media product
LO3 Be able to develop ideas by creating proposals and sample material for two original print-based products, the learning outcome requires that learners have to *produce sample materials* for both ideas. Centres may also select to link Unit 13 & Unit 14, ie the idea learners develop in Unit 13 becomes the print product learners' produce in unit 14. In this instance the sample material produced in unit 13 for the final idea can be developed into the final product produced in Unit 14.

Unit 35: Social media products
LO3 P5/M2/D1 Learners are expected to plan the development of a new social media website.
LO4 P6/M3/D2 Learners are expected to design pages for a new social media website.
Learners are not expected to produce a final working social media website, but they are required to take their new social media website to a completed design stage.

Unit 40: UK film studies
If working as a group, it would be expected that learners:
LO2 plan the sample material being produced in LO3 for a planned original UK film production.
LO3 produce sample materials for a planned original UK film production
LO4 be able to deliver an effective pitch or presentation.
In terms of moderation learners could evidence their individual work on the planning either by each member of the group taking responsibility for elements of the planning ie the treatment and then as a group produce meeting minutes demonstrating that all members of the group contributed to the treatment during group discussion OR the whole group could contribute to each element of the planning in LO2 and it is documented in a production diary and identified on the work which member of the group were involved in a particular part of that element of the planning. Both approaches could be backed up with a tutor witness statement.

Guidance on the minimum requirements of practical tasks to be produced for Unit 17 and Unit 21:

Unit 17: Producing an audio-visual media product: Learners can produce any form of audio-visual media product, this will determine the length of the production. If it is a film trailer it is likely to be 1 to 2 minutes in duration; a short film could be 5 to 10 minutes in duration; the duration of a music video would be determined by the duration of the song.

Unit 21: Audio advertising media: The duration of the advert produced for this unit depends on the medium the advert is intended for and the format ie if it is a radio advert the length may vary from 30sec to a minute. If it is a promo for a new radio programme or a film intended for the cinema the length may vary from 30secs, to a minute to 2 minutes.

4. Sector Update

Developments in the industry are encouraging young people to view apprenticeships and on the job learning as an alternative to third level education, this should encourage learners to view their portfolio as an opportunity to display their skillset in pursuit of work opportunities.

The current diversification in Internet media platforms has challenged YouTube's dominance thereby creating more platforms to upload rich content. These developments in technology present opportunities for learners to develop a range of dynamic responses to briefs.