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 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

CONTENTS

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OCR REPORT TO CENTRES

Cambridge Technical in Media Level 2

1.   Overview:
In relation to the qualifications / suite as a whole

The Cambridge Technical in Media is a post-16 Level 2 vocational qualification, with twenty skills-based units within the suite. The only mandatory unit is Unit 1. By completing a specified number of units learners can achieve a Certificate, Extended Certificate and Diploma, the most popular being the Extended Certificate and Diploma.

A number of Centres deliver both the Level 2 and Level 3 qualification, which enables learners to build on the skills developed at Level 2 as they start to develop a range of key skills in preparation for Level 3 study. 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. Centres devise resources and project assignments to create a range of exciting briefs and learning opportunities.

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. Courses are delivered by individuals who often 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, however it is important that Centres ensure that the requirements of the learning outcomes and grading criteria are clearly signposted within these portfolios. Centres could look to explore opportunities to link units together, however it is important that, in this instance, 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 also have access to 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
Specific to each level within a qualification
Assessment Practice

The **hurdle grid** is the basis for assessment of the qualification - a pass grade is only awarded when all elements of the pass assessment criteria are achieved; a merit grade is awarded when all parts of the pass and merit assessment criteria are achieved; a distinction grade is awarded 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. Some Centres have devised assignment briefs, as whilst these are not a prerequisite for the qualification, they can 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 is consistent, with Centres tending to deliver more formal / text based units, as there is the advantage that these units can be evidenced in written format, there is also a growing tendency for Centres to seek opportunities to explore a more 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. 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, audiovisual content.

Interchange remains a core element of the delivery of the qualification and Centres are reminded that learners with units requiring certification need to have an e-claim built on Interchange at least two weeks prior to the intended date of 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 advisable that work is clearly presented, particularly as learners move to a wider range of formats with which to present their evidence. Where possible learners' portfolios should be clearly organized and signposted, pages numbered with a contents page where possible with cross-referencing to the relevant learning outcomes. This signposting will make it possible to clearly identify the evidence. 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 these will incur a charge.

3. Comments on Individual Units
Comments specific to individual units and LOS / ACS within those units
Unit 01: Introducing media products and audiences
The available scenario for Unit 1 on the OCR website, is 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 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).

Unit 34: Web authoring and design
It is acceptable for learners to use any online Client Management System (CMS), the Centre has access to.

Unit 32: Graphic design for media products
For LO2 the learner must be able to generate ideas for promotional graphic design items. The learners generate appropriate ideas for two linked promotional graphic design items for an original media product for a specific target audience.

The two linked items could be, for example, a poster and the DVD cover for a new original film. In this example the film would be an original film concept using learners original material i.e. photographs the learner has taken for the unit. (Centres will often link this unit with Unit 40 Film and TV products, creating the poster and DVD cover for the film they were making in unit 40)

The learner needs to identify the target audience for the film, which can be covered in a proposal/treatment identifying the film, its content, its target audience and certification.

Learners can produce mood boards, spider diagrams, layouts, a series of developed visuals from sketches to colour visuals. These can be computer generated or drawn.

For M1 the ideas generated by the learner must demonstrate the ideas are fit for purpose (i.e. in this example are appropriate to the film's genre) and the ideas are appropriate to the target audience already identified by the learner.

For D1 the ideas generated by the learner must also demonstrate a high level of visual appeal. The Poster and DVD cover for an original film is only an example, other suggested linked graphic design items for other media can be found in the teaching content of the unit.

4. Sector Update
Updates on any vocationally relevant, subject specific developments

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.

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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