

## AS LEVEL

*Moderators' report*

# ***MEDIA STUDIES***

**H009**

For first teaching in 2017

## **H009/02/03 Summer 2019 series**

Version 1

# Contents

Introduction .....3

General overview .....4

    Most common causes of centres not passing.....6



**Would you prefer a Word version?**

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



**We value your feedback**

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary on accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comment on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

## General overview

This was the second session of H009 and on the whole centres have taken on board the feedback from the first session. Most centres continue to engage creatively with this component and candidates produced some excellent products, demonstrating research into existing advertisements, their platforms, their audiences, and their messages. Many candidates demonstrated skill in the use of appropriate media tools and centres are encouraged to continue to create opportunities for candidates to learn and practice effective use of these tools. In the best work, knowledge and understanding of codes and conventions of all aspects of the media products was coupled with appropriate representations and intertextuality. However, there was still work which did not follow the requirements of the brief, with inappropriate products and limited evidence of research and planning. Many centres have adopted good practice by using blogs to present work for moderation. The use of a blog enables both teachers and moderators to see the development of the candidate's work and makes it easier to justify and agree marks. In accordance with recent data protection laws online materials can be locked and a master password sent to the moderator. A considerable number of centres presented work for moderation as hard copy, and/or on DVD/USB drive, as allowed by the specification. Some centres also sent physical materials despite opting for the 02 OCR Repository upload option. Teacher commentary on the candidates' cover sheets is moving towards the preferred personalised comments reflecting the marking criteria and using the language of the brief. It is important that these comments are as clear as possible and refer to the candidate's work in relation to the appropriate mark descriptors.

### Statement of Intent

These continue to vary in quality. The most effective were written before production and outlined specific intentions and how these would be achieved using appropriate media language. Less effective Statement of Intent were often written after production and were purely descriptive. Others, even though written prior to production, were descriptive and did not translate into effective media products. Candidates who demonstrated a clear understanding of the requirements of the brief and outlined codes and conventions, representations, appeal to appropriate audience[s], and intertextuality often produced excellent products.

### Research and planning

Research and planning is still an area of concern with many candidates paying it little heed as no marks are attached to it as a standalone element. Though research and planning materials are not assessed it is a requirement that they be submitted for moderation; this allows both the teacher and moderator to authenticate the candidate's work. Whilst candidates are not marked down for non-submission of research and planning, where little or no research or planning was completed many candidates effectively self-penalised as their products did not demonstrate the required knowledge and understanding.

A lot of material produced in support of products was generally not of the standard expected at this level which was often reflected in the final products. The most effective presentations of research and planning were online blogs showing a clear sense of process. Many centres submitted a few printed pages describing either the planning completed or the final production process. Most centres should consider doing more research and planning to inform better end products. Planning could also include opportunities to acquire and develop the skills required to accomplish the technical aspects of production. Research, in particular, is vital in informing a candidate's knowledge and understanding of what they are producing. Centres should encourage research into target audience and social groups, placement, regulatory context, intertextuality, and codes and conventions as relevant to the brief.

## **The Print brief**

This continues to be the most popular brief with candidates producing some creative magazine advertising employing appropriate content for purpose and audience. The candidates working at the higher levels produced and evidenced a range of well-made original images created specifically for the task in hand. Some centres had provided good opportunities for candidates to learn and practice photography skills, employing careful consideration of composition, mise-en-scene and lighting. They also encouraged candidates to practice using appropriate photo editing and desk-top publishing software. Work at the lower levels tended not to pay a great deal of attention to typography and graphic design. Photography, layout, and post-production skills should be practiced, perhaps through the use of preliminary production exercises. Whilst most candidates demonstrated an understanding of the brief many did not fully consider all of the required elements, especially the placement of the advertisements in a regional magazine. The most effective advertisements considered branding across the four products.

## **The Television brief**

Products for this brief tended to demonstrate a higher degree of creativity than for the other briefs, although at times this creativity failed to deliver effective end products. Advertisements often tried to cater for the appropriate target audience but did not always fully address the required target audience. Some candidates did attempt to give their products a regional flavour but others would have benefited from a clearer focus on a defined region. Mise-en-scene was often not considered, with many products shot around school/college with candidates in uniform or wearing lanyards. The creation of an appropriate soundscape still needs greater consideration, mixing together ambient sound with music and voice-overs. Ideally candidates should use music from non-copyrighted sources but if it is central to the meaning of the advertisement that popular music is used (as is convention) then it should be demonstrated that the candidate has an understanding of the issues of copyright and that they have made an attempt to seek permission from the copyright holder to obtain rights (this should be presented in the research and planning). Some centres had provided good opportunities for candidates to learn and practice film and editing skills with some devising creative preliminary production exercises. Others had also highlighted the importance of the choice of fonts and other graphic elements within the advertisements.

## **The Radio brief**

There were very few candidates attempting this brief. Those who did either did it very well or in a limited fashion. Centres where teachers have expertise in this medium performed best with a wide range of research supporting the outcomes. The most effective products employed creative mixing of multi-track recordings that created a sense of excitement about the product. The least effective simply recorded voice over music employing basic recording equipment. For this brief the centre should ensure that candidates have the opportunity to fully research the medium and practice the skills required to produce professional sounding products appropriate for purpose and audience.

## Most common causes of centres not passing

- Too few opportunities to learn and develop skills in appropriate hardware and software.
- Not reading the brief carefully and missing out requirements and/or detail.
- Too little research into “real” texts, platforms and appropriate audiences.
- Products not fully planned prior to production.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review 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.

## activeresults

*Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.*

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level\*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

\*To find out which reports are available for a specific subject, please visit [ocr.org.uk/administration/support-and-tools/active-results/](https://ocr.org.uk/administration/support-and-tools/active-results/)

Find out more at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)

## CPD Training

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

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](https://www.ocr.org.uk)

## OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Support Centre

### General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

