

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

DIGITAL MEDIA

05897, 05898, 05899

Summer 2022 series

Contents

Introduction	3
General overview	4
Comments on individual units	7
Unit 4 – Digital media content enhancement	7
Unit 6 – Moving image industry – products and audiences	8
Unit 9 – Pitching advertising concepts	8

Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments 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 to 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.

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General overview

The pandemic has had a significant impact on the assessment of the course in the last two years, and this is the first time that a full programme of assessment and moderation has taken place since March 2020.

The qualification is now in its fourth year and the number of centres offering the qualification continues to grow. Centres report that their candidates find the units stimulating and engaging and the qualification offers a good opportunity to deepen their understanding of the digital media sector.

There are three qualifications within the Cambridge Technicals (2016) Digital Media Level 2 suite:

- 05897 OCR Level 2 Cambridge Technical Award in Digital Media – 90 GLH
- 05898 OCR Level 2 Cambridge Technical Certificate in Digital Media – 180 GLH
- 05899 OCR Level 2 Cambridge Technical Diploma in Digital Media – 360 GLH.

Centres are reminded of the two key resources for delivering the Cambridge Technicals Level 2 in Digital Media:

- The [Centre Handbook](#) which is the main reference point for course leaders and tutors
- The [Cambridge Technicals Administration section](#) of the website which provides guidance for administering entries and maintaining quality assurance structures across the centre.

In addition, [a guide to the command verbs](#) has been published by OCR. It is strongly recommended that both assessors and candidates familiarise themselves with the contents of this document.

Each unit specification contains an Assessment Guidance section – it is important to carefully note the statements in this section, especially any requirements including ‘must’ and “should”. Any reference to using the i.e. elements of the teaching content instructions are mandatory and must be evidenced. It is strongly recommended that both assessors and candidates familiarise themselves with the Assessment Guidance section in each internally assessed unit specification and that the Assessment Guidance is incorporated into centre devised assignments.

The qualifications are being delivered in a variety of different ways dependent on their size with centres embracing the digital aspect of the specification through website production, digital magazines and portfolios, motion graphics and animated videos.

Centres are not required to present candidate work in hard copy format; and this year centres have used some very effective ways to present evidence, many of which have been developed as a direct result of the remote nature of teaching during the pandemic. Centres have encouraged more digital presentation through blogs, web pages and video presentations, alongside Q&A sessions to provide evidence for specific learning outcomes thus enabling candidates to gain a range of transferable skills

Centres have been successful in using the model assignments provided by OCR but are now becoming more proactive in tailoring the methods of assessments to suit their candidates' needs and to meet the local centre environment. Those centres who are new to the specification have made good use of OCR's [assignment checking service](#) (available via the [assessment](#) section of the qualification website) to have their own assignments checked by OCR subject experts.

Meaningful Employer Involvement (MEI) is required for:

- 05898 OCR Level 2 Cambridge Technical Certificate in Digital Media – 180 GLH
- 05899 OCR Level 2 Cambridge Technical Diploma in Digital Media – 360 GLH.

Further information about MEI can be found in the Cambridge Technicals [section](#) of the website and on p.31-32 of the [Centre Handbook](#). The MEI [centre plan](#) can be found in the [planning and teaching](#) section of the qualification webpage.

This has been the first full moderation programme since 2020 and visiting moderators have reported there were a higher than usual number of improvements to be made after the initial moderation visit. This can be attributed to the ways in which centres have had to deliver their courses in a virtual environment. After feedback to the centre, it is noted that centres use the advice given and generally take action to improve and move forward with confidence for the second visit.

Most centres are using the relevant paperwork well to provide candidates with detailed feedback, to record assessors' decisions, to illustrate where the candidate evidence can be located and to evidence internal standardisation. Centres are reminded that the Unit Recording Sheets (URS) must be completed with relevant candidate feedback explaining why the candidate has achieved the criteria, and that the location column on the URS must signpost the visiting moderator to the evidence by which each assessment criteria have been given by the assessor.

Due to pandemic restrictions, this year moderation has taken place remotely, using Microsoft Teams and the OCR Secure Exchange platform. For the most part, centres have found this a reasonably efficient way of conducting the moderation visit, although there were some issues with accessing the evidence via the Secure Exchange platform, mainly due to file sizes and incompatible file formats. Centres and moderators worked well to overcome issues enabling a smooth moderation process. Those centres who have used external websites to evidence their work, provided links on the URS to the work.

Candidate Performance Overview

Candidate performance for this specification has continued to be one of steady achievement with more candidates gaining the higher grades than in previous years. This has been realised through thorough good research and annotation, well developed planning and clear documentation of production and post-production processes. Visiting Moderators reported that end products were highly creative, demonstrating good production and editing skills. Candidates who followed the i.e. content for the unit specification and evidenced this in their portfolios were able to produce substantial evidence which fully met the assessment criteria.

Centres have worked hard to help those candidates who struggle to express themselves on paper to present their evidence in other ways. Visiting Moderators saw some very good instances of both audio and visual recorded Question and Answer sessions, allowing candidates to demonstrate their knowledge and understanding through verbal rather than written evidence supported by detailed observation records and witness statements.

One effect of the pandemic on centres meant that access to resources was also restricted with more candidates being forced to work from home and as a result visiting moderators reported seeing a much wider variety of hardware and software being used very effectively to create the media products. This included using mobile phones to take photographs and record video material and using platforms such as Canva to complete projects.

Most common causes of candidates not passing moderation

The most common causes for centres not passing moderation are mainly due to a misinterpretation of the requirements rather than the quality of the evidence submitted.

Visiting moderators regularly report seeing examples of candidates not fully completing all elements of Pass criteria, especially pre-production planning, documenting aspects of production or not providing evidence of post-production activity such as the setting up of equipment or edit decision lists.

Occasionally the planning work does not contain enough detail, or candidates have worked in groups but have not submitted their own planning documentation.

On rare occasions, candidates have not passed moderation due to “double counting” of evidence which can occur when units are integrated.

Common Misconceptions

Some centres do not demonstrate evidence of internal standardisation. While centres report that they have discussed candidates work with colleagues, they do not document the process. As per the centre handbook evidence of internal standardisation is required and should be made available to the visiting moderator during the moderation visit. Centres can use their own internal standardisation processes and templates; centres can also use the OCR internal standardisation guidance and templates which are available in the [administration](#) section of the qualification website.

A further misconception related to the identification of assessors and submission of claims on Interchange. Several centres only identified the course leader as the assessor, but when it came to moderation the visiting moderators noted that there were other assessors who had not been named. This occurred most often when claims were entered onto Interchange by exams officers and not the centre assessors. Centres are encouraged to make sure that all assessors should be identified on the Interchange claim. Centres are also reminded of the need to press “submit” not “save” when entering grades onto Interchange to make sure the claim gets sent to the visiting moderator.

Students are allowed to work in groups and production teams, but it is important for moderation that they show their individual contribution to all aspects of the production and therefore should produce their own documentation.

While integration of units is allowed, centres are reminded of the need to make sure that the evidence for each unit is presented separately to prevent instances of “double counting”.

Additional Comments

On the whole visiting moderators have reported that centres communicate well with moderators, but that in some cases there is a lack of response to introductory emails. Centres are encouraged to continue to communicate with their visiting moderator on any centre updates including staff changes and advanced notice of rescheduling a moderation visit. Centres are advised to schedule their two moderation visits with their allocated visiting moderator at the beginning of an academic year, this will allow for careful planning and avoid late visiting moderations.

Other areas of good practice which have been noted are comprehensive portfolio organisation and clear sign posting where grading criteria had been met supported by detailed unit recording sheet comments. It has been noted by visiting moderators that centres are getting more used to encouraging candidates to evidence the i.e., content where required, ensuring that evidence is substantial.

Centres are encouraged to upload grades to Interchange at least two weeks before the scheduled visiting moderation. A visiting moderator cannot continue with a visit if centre grades are not uploaded to Interchange at least one week before the scheduled visiting moderation.

Centres should check all grades for any anomalies before submitting the grades to Interchange.

Centres should share previous visiting moderation reports with the entire teaching and assessment team including new members of staff.

Students should provide detailed bibliographies of research for unit tasks. This includes the use of found images in production work. If using music in production work, it is advisable to use copyright free resources.

OCR support

There are a range of resources available on the qualification [website](#); such resources include model assignments, delivery guides, teacher guides, MEI centre plan, URS for each unit and templates for internal standardisation.

Centres may find the [visiting moderation guidance](#) a useful resource when planning their moderation visit.

Comments on individual units

Unit 4 – Digital media content enhancement

By completing this unit, candidates will gain the skills which help them to select and apply a range of tools and techniques to a digital media product to enhance its impact on the consumers. To help candidates to demonstrate their understanding of how different visual and audio effects can be used to enhance a digital media product, centres selected a variety of case studies, mainly interactive digital marketing campaigns such as the fashion brand Boohoo's in the house campaign and the Samsung first-person perspective game. Popular product choices to be enhanced included webpages which used a range of visual and audio effects. Successful candidates were those who were able to demonstrate skills in exporting and optimisation as well as the ability to review their own product, identify its strengths and weaknesses and evaluate what they may do differently in terms of applying enhancements to the moving image and audio product they have made.

Unit 6 – Moving image industry – products and audiences

For this unit, candidates need to investigate the different types of industry sectors that produce moving image and audio products and then demonstrate their practical understanding by planning, filming, and sourcing assets, followed by using non-linear editing software to create a prototype of a moving image and/or audio product. This was a popular unit with centres, with many candidates opting to create a trailer for a new film. For this unit, candidates need to select one media sector to study for LO1 P1 and P2, and then compare this sector with another sector for LO1 M1. For LO2 the emphasis is on candidates developing their understanding of the different purposes of digital media products and how genres appeal to different audiences. To achieve the assessment criteria for this LO, candidates are required to address all the areas identified in the teaching content. There is no requirement to present evidence of learning as hard copy and centres may wish to encourage candidates to create video essays, commenting on examples from real media products to show their understanding. To achieve LO3, many candidates have opted to create a trailer for a new film in a specific genre and have then created a “making of video” in which they explain each element of the trailer, justifying the decisions they have made through application of knowledge gained from the study for LO1 and LO2.

Unit 9 – Pitching advertising concepts

For this unit, candidates gain skills and understanding in researching existing advertising campaigns and how they are effective in targeting different audiences. They are taught how to use different distribution methods, persuasive techniques and codes and conventions, and then apply this knowledge by planning an original advertising concept based on a client brief. They also develop their confidence and communication skills by pitching their ideas to the client and evaluating the feedback. A wide range of case studies were used for LO1, with evidence that candidates were developing their analysis by using deconstruction techniques to explore a range of television and print adverts. Pitches were generally well planned and presented, with good evidence of candidates showing they can build on the delivery of ideas for P4 by responding to questions from the client and/or audience.

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