

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

DIGITAL MEDIA

05843–05846, 05875

Summer 2022 series

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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 sixth 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 five qualifications within the Level 3 Cambridge Technicals 2016 Suite in Digital Media:

Certificate = 180 GLH/equivalent to 1 AS Level

Extended Certificate = 360 GLH/equivalent to 1 A Level

Foundation Diploma = 540 GLH/equivalent to 1.5 A Levels

Diploma = 720 GLH/equivalent to 2 A Levels

Extended Diploma = 1080 GLH/equivalent to 3 A Levels.

Centres are reminded of the two key resources for delivering the Cambridge Technicals Level 3 in Digital Media:

- The Centre Handbook which is the main reference point for course leaders and tutors (there is one version for the [Certificate](#) qualifications and one for the [Diploma](#) qualifications)
- 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. Any requirements including ‘must’ and “should” and any reference to using the i.e. elements of the teaching content instructions are mandatory. 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 range of different ways dependent on the size offered. Centres have varied significantly how they structure the qualification in terms of when they teach examined units and how much time is allowed for moderated units and those units selected for the second year of the course.

A wide variety of creative, innovative and original pieces of digital media work have been submitted across all units. This is indicative of the ways in which both assessors and candidates worked hard to be more adaptive in their use of evidence through the flexible and dynamic approach encouraged by the nature and format of the Cambridge Technicals. Centres are not required to present candidate work in hard copy format, and this year there have been several very effective approaches used 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. Evidence for specific learning outcomes continues to be imaginative and relevant with an increasing number of centres using digital, video, annotated photographic and annotated screenshot

approaches for capturing key developmental moments, thus enabling candidates to gain a range of transferable skills

Centres continue to successfully use the model assignments provided by OCR, but many are becoming more proactive in tailoring the methods of assessments to suit their candidates' needs and to meet the local centre environment. There has been an increase in the number of centres who are working with employers to create assignments which allow candidates to work within a real-world scenario thus developing their employability skills as well as their digital skills.

Those centres who are new to the specification have made good use of OCR's [assignment checking](#) service to have their own assignments checked by OCR subject experts.

Meaningful Employer Involvement (MEI) evidence is highly commendable in some centres where the centre is proactive in bringing in industry speakers for interactive workshops along with many centres working alongside local businesses on a number of 'live' projects. Due to the pandemic and the restrictions placed on both centres and employers, many centres reported that they had at times struggled to develop their MEI centre plans. It is hoped that as centres move out of restrictions more MEI opportunities will be developed. MEI centre plans are required for the following specifications:

05845 OCR Level 3 Cambridge Technical Foundation Diploma in Digital Media,

05846 OCR Level 3 Cambridge Technical Diploma in Digital Media

05875 OCR Level 3 Cambridge Technical Extended Diploma in Digital Media.

Further information about MEI can be found in the Cambridge Technicals section of the [website](#) and on p.37-39 of the [Centre Handbook](#) for the Diploma suite. The [MEI centre plan](#) can be found on the [qualification teaching and planning webpage](#).

This has been the first full moderation programme since 2020 and Visiting Moderators have reported there are 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 from the Moderator, 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 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 has continued to be one of high achievement. This was realised through thorough research and annotation, detailed planning and comprehensive documentation of production and post-production processes. Analyses were well developed, making full use of the synoptic knowledge gained through the study of Unit 1 and Unit 2. Many projects were linked to real life businesses offering some good MEI opportunities including candidates working alongside professional photographers and in radio studios. This led to some well set up projects, with the embedding of employability by working to briefs set by external clients. End products were creative, demonstrating high level 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.

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 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 the Pass criteria, especially pre-production planning, documenting aspects of production or not providing evidence of post-production activity such as candidates 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. 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. This can be done through each candidate producing their own paperwork such as storyboards, and treatments based on the idea decided by the group.

Common Misconceptions

The main misconception this year has been linked to the practice of integrating moderated units to create a project-based assessment. Many centres have done this successfully, with the most popular integration being Unit 3 Create a media product and Unit 21 Plan and deliver a pitch for a media product. There have been some instances where Visiting Moderators have found double counting, e.g., using the same proposal for Unit 21 and Unit 3, which caused real problems. Centres are reminded that while integrating units is good practice, candidates must produce separate evidence related to the assessment requirements of each specific unit.

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. 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 are 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.

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 on rescheduling a visiting moderation. Centres are encouraged 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, especially for centres that have final year UCAS candidates.

Other areas of good practice which have been noted are comprehensive portfolio organisation and clear signposting where grading criteria had been met supported by detailed comments on the Unit Recording Sheets. Visiting Moderators noted that centres are getting more used to encouraging candidates to evidence the i.e. content where required.

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 also includes use of found images in production work. If using music in production work, it is advisable to use copyright free sources.

OCR support

There are a range of resources available on the [qualification website](#) including model assignments, delivery guides, lesson elements, project delivery approaches, teaching activities, teacher guides, resource lists, MEI centre plan, URS for each unit and templates for internal standardisation.

Candidate exemplars are available on the qualification website and [Interchange](#).

Centre assessors are encouraged to visit the [OCR Professional Development](#) site for a range of online training events. Training courses include sessions on exam feedback, delivery of internally assessed units and Ask the Moderator Q&As.

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

Comments on individual units

Unit 3 – Create a media product

As the mandatory moderated unit across all five qualifications in the suite, this unit requires candidates to demonstrate knowledge of planning, production and post-production which will underpin their skills in other units. Candidates also need to demonstrate the ability to review their own products and how they can work to a client brief. A wide range of media products were created for Unit 3, with the most popular being print work – posters for films, billboards, or social media advertising, magazine front pages and two-page spreads. Film trailers, music videos, short animations and documentaries were popular audio-visual products.

The most successful candidates submitted detailed and substantial evidence, which documented every stage of production in detail, supported by annotated photographic images, with candidates justifying their decisions at all stages and presenting clear explanation of how post-production tools are used to convey meaning. Legal and ethical issues were explained, with candidates displaying knowledge and understanding of the implications of how regulation and legislation can affect their own product. Many candidates drew on the knowledge gained from Unit 1 to evaluate how they have used codes and conventions in their own work. Candidates are developing more creative ways to demonstrate their understanding of planning and pre-production, through “making of videos” and video presentations to the assessor.

The most common reasons for not achieving this unit were:

1. candidates omitting to include and discuss the headings highlighted in the teaching content when creating the proposals for LO1 P1 in relation to the media product that they were making
2. not completing the required documentation outlined in the teaching content for LO2 P3 for the specific media product that the candidate is going to produce
3. omitting to provide evidence of setting up equipment for LO3 P4
4. not fully discussing how they would export the media product in a file format that is suitable for the distribution of the media product (M4).

Unit 4 – Interactive media product

This is a mandatory unit for the Digital Content for Interactive Media pathway for the Foundation Diploma and Diploma and for the Extended Diploma. Many centres encouraged candidates to use this unit as a method of creating an online showreel of their digital media skills to combine with Unit 23 and to use to help them enter higher education and/or employment. The most popular products created were personal websites and promotional websites with candidates submitting a broad range of considerations for their interactive media products and the components of the creations.

Unit 5 – TV and short film production

This is a mandatory unit for the Moving Image and Audio Production pathway for the Foundation Diploma and Diploma and for the Extended Diploma. Some centres chose to combine this Unit with Unit 16 The creation and use of sound in media and Unit 18 Cinematography. This incorporation of sound, lighting and cinematography allowed candidates to develop a wide range of transferable skills. The most popular genres for this unit were teen drama and horror films, with many candidates drawing on the Netflix production *Stranger Things* for their inspiration. Centres who offer this unit are reminded that even though candidates may work in groups, they must all submit individual evidence of achievement.

Unit 20 – Advertising media

A wide range of case studies were used for LO1, and it was pleasing to see the candidates following the headings listed in the assessment guidance for P1 when presenting their evidence. Many centres saw this unit as an opportunity to embed employability skills by collaborating with local employers to create a real-world brief for the candidates. The pandemic had placed large restrictions on centres, with the majority tasking candidates to create campaigns for local events. Visiting Moderators reported seeing a range of campaigns including campaigns to promote the local city of culture; to promote the local pride rally; to promote the centre to prospective learners and to promote a local animal shelter. The responses were very innovative and creative and allowed candidates to gain a wide range of transferable skills. Although many candidates did create all the elements of the planned campaign, centres are reminded that candidates are not required to produce all the components planned for their cross-media advertising campaign.

Unit 21 – Plan and deliver a pitch for a media product

Many centres combined this unit with either Unit 3 or Unit 20. For Unit 21 candidates are demonstrating their confidence in their presentation skills; good practice has been seen where candidates are annotating their experience of presenting their pitch to an audience. Centres should include a recording of the pitch for Unit 21. Candidates are generally demonstrating a thorough approach to research and pre-planning. Good practice is demonstrated with examples using video evidence and links to research sites.

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