OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

DIGITAL MEDIA

05897, 05898, 05899

Summer 2024 series

Contents

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 > Export to** 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).

Introduction

Our 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 can be viewed on the Interchange claim once processed by the moderator. 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.

Online courses

We have created online courses to build your confidence in delivering, marking, and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

The qualification is now in its 6th year and the number of centres offering the qualification continues to grow.

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

- The Centre Handbook which is the main reference point for course leaders and tutors
- The Admin Guide which is the main reference point for administering entries and maintaining quality assurance structures across the centre which can be found on the OCR website.

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". 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 formats 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 highly 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 which enable 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 effective use of OCR's assignment checking service 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.

The MEI centre plan can be found on Teach Cambridge.

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 learner 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 awarded by the assessor.

Candidate Performance

Steady achievement has continued for this specification with more candidates gaining the higher grades than in previous years. This has been realised through thorough 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 strong production and editing skills.

Centres have worked had to enable those candidates who struggle to express themselves on paper to present their evidence in other ways. Visiting moderators saw some particularly good instances of both audio and video 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.

Centres are reminded that whilst integrating units is good practice, candidates must produce separate evidence related to the assessment requirements of each specific unit to be awarded the grade.

Most common causes of candidates not passing moderation

The most common causes for centres not passing moderation are due to a misreading 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 candidates not documenting the setting up of equipment or providing 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 documents.

Internal Standardisation

Moderators report seeing very robust internal standardisation evidence, demonstrating strong internal quality assurance processes. For a few centres where there is only one assessor, internal standardisation could be completed by a line manager, or a colleague who is delivering a different Cambridge Technicals specification.

Presentation of evidence for moderation

Centres are advised that only the evidence which is required to achieve the grading criteria should be submitted for moderation. While it is pleasing to see that candidates are being thoroughly prepared for the unit, there is no requirement for centres to submit research/background work or lesson content alongside the assessment evidence.

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 the academic year, this will allow for careful planning and avoid late visiting moderations. All centres are required to ensure they have booked their final visit by May 15th to make sure the visit is completed by 30th June. Centres should share previous visiting moderation reports with the entire teaching and assessment team including new members of staff.

Centres are encouraged to upload grades to Interchange at least two weeks before the scheduled visiting moderation, and to ensure that, for a virtual visit, the sample evidence is available at least five days before the scheduled moderation visit. Centres should check all grades for any anomalies before submitting the grades to Interchange.

When researching for unit tasks, please provide detailed bibliographies. This includes 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 and the new [Teach Cambridge](#) platform. Such resources include model assignments, delivery 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 6 – Moving image industry – products and audiences

The aim of this unit is to allow candidates to gain understanding of the diverse types of industry sectors that produce moving image and audio products. They also investigate the range of purposes and audiences that moving image and audio products are created for. To demonstrate their practical understanding they are required to plan, film, source assets and use non-linear editing software to create a prototype of a moving image and/or audio product. This is further supported by opportunities to develop communication skills by presenting the prototype to an identified audience to gain feedback.

Television and film trailers were popular choices for this unit, with candidates showing highly creative approaches to production supported by well-developed planning documents. Candidates showed themselves to be confident when presenting their prototype and reviewing their own skills and techniques as well as identifying areas for improvement.

Most common causes of not passing this unit were not providing evidence of production and post-production; not identifying the audience and not fully analysing the different methods of raising finance for M3.

Assessment for learning

When planning products and prototypes, candidates may find it useful to use the OCR templates created for use in the Unit 2 exam.

Unit 9 - Pitching advertising concepts

The aim of this unit is to allow candidates to gain skills and understanding in researching existing advertising campaigns. They will assess the effectiveness of the campaign in targeting different audiences by using different distribution methods, persuasive techniques and codes and conventions. They are then able to apply the understanding gained from the research by planning an original advertising concept based on a client brief and develop transferable verbal and non-verbal skills to communicate and pitch their ideas to a client and/or audience.

Centres often combined this unit with Unit 5 with candidates pitching their advertising campaign for Unit 9 and then developing the campaign for Unit 5. Visting moderators reported that candidates' pitches were well planned, making use of a broad range of presentation software such as PowerPoint, and Prezi, and delivered with a degree of confidence, enabling them to respond well to client questions. Popular choices for advertising campaigns were promoting their digital media course or their centre to prospective students or developing an advertising campaign for their local town.

Most common causes of not passing this unit were not providing evidence of giving examples of possible questions that they may be asked when presenting the pitch, with responses, and justifying them in terms of the client brief for M2. Another reason for not passing this unit was centres not submitting a video recording of the pitch as evidence for P4.

OCR support

The [Cambridge Technicals Level 3 textbook](#) contains a chapter providing ideas for content and delivery of pitches and presentations.

Unit 10 – Developing digital media portfolios

The aim of this unit is to offer the candidates the opportunity to explore job roles in the digital media industry and to prepare a digital media portfolio to showcase their work for prospective employers. The most popular method of doing this was by using either Wix.com or Blogger. Visiting moderators reported seeing some well-designed and creative portfolios supported by detailed research into jobs and career opportunities. Although most candidates highlighted the work they had done on their course, others used this as an opportunity to also showcase their own production work which they had done in their own time, enabling them to demonstrate their creativity and originality.

The most common cause for not passing this unit was describing strengths and weaknesses but not explaining why the elements they had described were strengths and the benefits they bring and/or explaining why those elements were weaknesses, and not suggesting how they would improve the work.

Candidates also struggled to discuss how any transferrable skills they have can be applied to chosen digital media job roles. Centres should work with candidates to help them understand what transferable skills they have and how these skills can be utilised.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can forward them this link to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an Interchange account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation

- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately

- see examples of student work with commentary and feedback from OCR moderators

- have the opportunity to practise marking and compare your judgements with those of OCR moderators

- receive instant feedback and guidance on your marking and standardisation skills

- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from Teach Cambridge. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this link and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment

- the roles and responsibilities of teachers, assessors, internal verifiers and moderators

- the principles and methods of standardisation

- the best practices for collecting, storing and submitting evidence

- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units

- the assessment objectives and marking criteria for the NEA units

- examples of student work with commentary and feedback for the NEA units

- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
- **ocr.org.uk/qualifications/resource-finder**
- **ocr.org.uk**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

👍**I like this**   👎**I dislike this**

> Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.