OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

DIGITAL MEDIA

05843–05846, 05875

Summer 2024 series

Contents

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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 8[h] 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 documents for the Cambridge Technicals Level 3 in Digital Media:

- The Centre Handbook 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 Admin Guide 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 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. Centres are advised to use the assessment guidance as an indication of what evidence should be completed to achieve the assessment criteria.

The qualifications are being delivered in a variety of different formats dependent on their size. Centres have varied significantly in the way they structure the qualification in terms of when they teach examined units and the units selected for the second year of the course.

Areas of Good Practice

There has been good evidence of candidates clearly demonstrating their understanding of course requirements with centres assessing to high standards and being judicious in the awarding of grades. Candidates are regularly submitting work which combines individual approaches with the meeting of requirements, and a wide variety of creative, innovative, and original pieces of digital media work has been created across all units submitted. Centres are not required to present candidate work in hard copy format and moderators have reported many instances of good practice through digital presentations such as blogs, web pages and video presentations, and peer feedback sessions. Evidence for specific learning outcomes continues to be imaginative and relevant with an increasing number of centres using digital, video, online blogs, annotated photographic and annotated screenshot approaches for capturing key developmental moments, enabling candidates to gain a range of transferable skills.

In most centres, candidates are being encouraged to use headings and sub-headings for easier navigation to Learning Outcomes. Some candidates use screenshots, photography, and detailed annotation to support evidence of their technical understanding in post-production. Production and post-production diaries are used effectively to demonstrate working to safe practices while on location, the processes of filming and technical understanding using annotated screenshots and photography.

An increase in the number of centres who have paid meticulous attention to presentation and assessment and have acted on actions given in previous reports has been seen.

Most common reasons for not passing moderation

Visiting moderators have reported that although they have seen improvement this year, some centres are still not completing all required elements to meet assessment criteria and so not passing moderation.

This most commonly occurs with Unit 3, LO2 where requirements for pre-production planning documents are not always fully met, often not including timescales and milestones, Gantt charts, evidence of photography set ups or animatics for the audio-visual product.

Using a scattergun approach to a discussion of legal and ethical issues is another reason for not passing moderation. One example of this is legislation which is not relevant to the product being included, such as GDPR being discussed where an individual's personal data is not connected to the product, or just focussing on legal issues and not identifying any ethical considerations.

Combining Units

This year has seen an increase in the number of centres combining units, with the most popular combinations being Unit 3 and Unit 21; Unit 3 and Unit 22; Unit 5 and Unit 16; Unit 5 and Unit 22. For clarity, units can be combined, and this is actively encouraged, but although the same evidence can contribute to more than one unit, it must clearly meet the relevant grading criteria for each specific unit.

When evidence is presented for moderation, there must be explicit indication, via the use of annotations and signposting of grading criteria which part of that evidence meets the requirements of the specific unit for which it is being claimed.

For clarification, it is possible for a centre to combine Unit 3 with Unit 21. Both units require a proposal to be created. However, the requirements for the proposal are different for each unit, so for the proposal to be correct for both units, it must contain the following information:

Unit 3 P1 Proposal: purpose (e.g. inform, promote, entertain, educate); form and genre of the media product; details of the specific content; an assessment of the target audience; identification of the resources and personnel; references to marketing and distribution.

Unit 21 P2 Proposal: title of the new product, an executive summary, a statement of need, product description, budget, details of production company and concluding comments. A plan for pitching the product should also be produced.

Misconception	
?	This year moderators report that some centres have submitted the same piece of evidence for more than one unit. While it is possible to combine units and produce the same evidence, the evidence must clearly meet the relevant grading criteria for each unit being assessed. This is explained on page 39 of the Centre Handbook.

Administration and Documentation

URS

Moderators report that most centres are using the Unit Recording Sheets (URS) well to record assessors' decisions explaining why the learner has achieved the criteria and to illustrate where the candidate evidence can be located.

Assignment briefs

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 collaborating with employers to create assignments which allow candidates to work within a real world scenario developing their employability skills as well as their digital skills. Many centres have made effective use of the OCR assignment checking service, submitting their own assignments to be checked by OCR subject experts.

OCR support	
i	The assignment checking service form can be found on the OCR website.

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. There is no requirement for centres to submit research/background work or lesson content alongside the assessment evidence. When researching for unit tasks, please provide detailed bibliographies. This should include identifying the use of found images in production work. If using music in production work, it is advisable to use copyright free resources.

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 several 'live' projects. 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 and
- 05875 OCR Level 3 Cambridge Technical Extended Diploma in Digital Media.

OCR support
ⓘ　　Further details including the [MEI centre plan](#) can be found on Teach Cambridge.

Additional comments

On the whole, visiting moderators have reported that centre communication is strong and during the visiting moderation centres are well organised. 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 are encouraged to continue to communicate with their visiting moderator on any centre updates including staff changes and advanced notice of rescheduling a visiting moderation. To allow for careful planning and avoid late visiting moderations especially for centres that have final year UCAS candidates, centres should schedule their two visiting moderation visits with their allocated visiting moderator at the beginning of an academic year. 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.

OCR support
There are a range of resources available on [Teach Cambridge](#). Such resources include 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 also available on these sites.
Centre assessors are encouraged to visit the OCR Professional Development [site](#) for a range of free online training events. 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 unit, 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 print work being posters for films, billboards, or social media advertising, magazine front pages and two page spreads. Popular audio-visual products were film trailers, music videos, short animations, and documentaries.

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. Most candidates drew on the knowledge gained though study of 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:

- 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
- not fully completing the specific documentation outlined in the teaching content for LO2 P3 for the specific media product that the learner is going to produce
- omitting to provide evidence of setting up equipment and evidencing the production processes for LO3 P4
- a common misconception with Unit 3 is with LO3 M3, where candidates discuss the use of codes and conventions in the finished product and not the production materials
- not fully discussing how they would export the media product in a file format that is suitable for the distribution of media product (M4)
- providing a general review of the creation process for D1 rather than focusing on how meaning has been added using post-production tools and techniques.

Misconception
The grading criteria and assessment guidance for Unit 3 M3 is part of LO3 "Be able to create production materials for an original media product to a client brief" To achieve M3, candidates are required to evidence how their production materials reflect the codes, conventions and genre for the media product being produced. The production materials to be produced is specified for each medium in the teaching content and candidates should be recording how they incorporated codes and conventions as they were creating the production materials. One way they could do this is via annotated photos and references in a diary account of the production processes.

Unit 20 – Advertising media

A wide range of case studies were used for LO1, and candidates followed 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. Some of the campaigns visiting moderators reported seeing were designing a campaign to promote the local city of culture; a campaign to promote a new soft drink and a campaign to promote a new film. 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.

Visiting moderators have reported that some centres ask candidates to analyse more than one campaign for P1 and M1. In P1 the grading criteria only requires candidates to describe one existing media advertising campaign. Another misconception is that for M1, candidates need to compare two campaigns rather than the consistency of the message of the campaign selected for P1 across different media pathways.

Misconception
?   For Unit 20 LO1 P1 candidates only have to select one advertising campaign and explore how the elements listed in the P1 assessment guidance (aims and objectives; target audience; key messages; approach; representation; campaign logistics; choice of media; call to action; relevant legal and ethical issues; regulatory bodies) can be applied to that campaign.   For Unit 20 LO1 M1, candidates should then develop the work further by evaluating the delivery and consistency across different media forms such as print, audio-visual for television, and online advertising for the same campaign selected for P1.

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

Most candidates were well prepared for this unit and demonstrated confidence when presenting their pitches to an audience for feedback in audio-visually recorded presentations. PowerPoint presentations are often used in addition to written reports to present evidence. Good practice has been seen where candidates are generally demonstrating a thorough approach to research and pre-planning. It is pleasing to note that most centres are able to record the presentations and submit these recordings as evidence for the visiting moderator.

Visting moderators have reported that the most common reason for not passing moderation for this unit is that there is often a misunderstanding of the requirements for LO2 M2. For this grading criteria, candidates are required to suggest possible questions based on the content of the proposal, and then make changes to the proposal based on the responses they would offer to these questions. However, visiting moderators find that often this is not completed or if it has been, the changes are not evidenced. Some candidates evidence this by submitting two pitches, one to get questions and make changes and then the final one which will be used. A further reason for not passing moderation is candidates reflecting on their own performance during the presentation rather than differentiating between useful and less useful feedback for D1.

> **OCR support**
>
> (i) The [Cambridge Technicals Level 3 Textbook](#) contains a chapter providing ideas for content and delivery of Unit 21.

Unit 24 – Cross media industry awareness

There have been some excellent responses for this unit this year with candidates demonstrating detailed explanations in response to unit requirements supported by effective research skills. The most popular choices for LO1 for the audio-visual industry have been film and television and for the digital content industry, video games.

The most successful concepts and brands selected for D1 have been the *Harry Potter* franchise, the *Barbie* film, *Dr Who*, *Super Mario*, *LEGO*, and *Pokémon*. A broad range of job roles have been researched, with the film industry and the video game industry proving to be the most popular career choices. Good practice has been evident in the use of screenshot examples of current job opportunities to support evidence of research.

Visiting moderators have reported that the most common reason for not passing moderation for this unit is candidates not using media products but confusing media products with media companies, and using media companies such as Amazon and Netflix, technological conglomerates such as Apple and Samsung, or non-media companies such as McDonalds.

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

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