

Moderators' report

AS LEVEL

MEDIA STUDIES

**OCR Level 3 Advanced Subsidiary GCE
in Media Studies**

H009

For first teaching in 2017

H009/02/03 Summer 2025 series

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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 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.

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 Cambridge Nationals suite 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)

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These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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

General overview

Centres submitted a wide range of work for this series and the majority of candidates continue to engage creatively and enthusiastically with this component. Candidates produced some excellent products demonstrating thorough engagement with their chosen brief and a clear understanding of the assessment objectives. The most successful work demonstrated research into existing professional products, their platforms, their audiences and their messages. Many candidates demonstrated competency and skill in the use of appropriate hardware and software and centres are encouraged to continue to provide opportunities for candidates to develop their use of these media tools. In the most successful work, sophisticated knowledge and understanding of forms and conventions was coupled with appropriate representations and considered intertextual references. For a small minority of candidates who did not produce wide ranging research and planning this was reflected in final outcomes with a limited realisation of the chosen brief.

All centres opted for the 02 entry, uploading work to Submit for Assessment. This method enabled the moderators to have easy and secure access to work. Productions were submitted in appropriate file formats as set out in the specification. Administration was, in the vast majority of cases, timely, well-organised and supported by helpful teacher commentary. Teacher commentary was most helpful and aided the moderation process when it consisted of personalised comments reflecting the marking criteria, referring to the candidate's work in relation to the appropriate mark descriptor, and using the language of the brief.

Candidates who did well generally:	Candidates who did less well generally:
• had developed their technical skills and were confident in their use of the appropriate hardware and software • incorporated prior learning into their productions offering an excellent realisation of the brief that demonstrated secure awareness of codes and conventions • produced a range of appropriate research into professional media texts, audiences and their chosen form • completed a wide range of planning activities • read the requirements of the brief carefully and applied all aspects of the production detail to their productions • used original images throughout their work.	• did not develop technical skills and lacked controlled use of the appropriate hardware and software • did not apply prior learning to their production which resulted in a limited realisation of the brief • did not produce a range of appropriate research into professional media texts, audience or their chosen form • did not complete a range of planning activities before commencing production • read the brief but did not consider or address all aspects of the production detail • relied on found imagery.

Statement of Intent

Statements of Intent are still of variable quality; however, the majority were effective and demonstrated secure understanding of the requirements of the brief. In some cases, the Statements of Intent were clearly written after the production work had been completed, with candidates explaining what they had done. However, there were fewer instances of this for this session. The most successful examples explained how media language, representation, audience appeal and industry context would be applied in the final production. These statements helped clarify the candidate's creative vision and justified the decisions that were going to be made. Candidates with effective and detailed Statements of Intent generally went on to produce very successful products.

Research and Planning

It was clearly evident that the most successful productions were the result of excellent creative decision making and technical skills, supported by appropriate and detailed research and thorough planning. Although research and planning is not assessed it is a requirement that these materials are submitted for moderation; this allows both the teacher and the moderator to authenticate the candidate's work. Having a clear understanding of the codes and conventions of the relevant media form and genre as well as the industry context, aides the construction of a text to make sure it demonstrates a high level of knowledge and understanding which is required for work to be placed in the higher mark bands.

The most effective presentation of research and planning continues to be online and typically in the format of a blog or website. A lot of centres are using Google Sites to house a series of Google Slides and/or documents. This worked well when the moderator was provided with access to the site. Some centres presented work on a PowerPoint and this also worked well. Both presentation methods demonstrated a clear sense of process. Less successful work was informed by a few pages of notes and some layout sketches. Most centres should still consider encouraging candidates to complete, and record, more research and planning to better inform final productions. Research should cover codes and conventions of the media form, genre, audience, intertextuality and institution. Planning should also include opportunities to acquire and develop skills in using appropriate media production tools.

Generally, all centres are making sure candidates are aware of and planning for the requirement for the representation of at least two different social groups. There was evidence of some carefully considered representations and it was pleasing to see that some candidates were challenging dominant ideologies and audience expectations by including counter stereotypes.

OCR support



The [NEA Delivery Guide](#) available on Teach Cambridge has suggestions for a range of preparatory activities candidates could complete as part of their research and planning.

The Print Brief

The Print brief was the most popular this session. Candidates produced some creative bus stop posters promoting a new thriller television drama for ITVX. The brief was met with a high level of engagement and enthusiasm. Candidates working at the higher levels produced, and evidenced, secure understanding of bus stop advertising and conventions of the thriller genre. Most candidates included key elements of the production detail and media form such as a programme title, launch date and platform branding.

The strongest work included a range of original images that were well constructed. Composition, lighting, framing and angles were effective and used creatively. Iconography linked to the thriller genre was incorporated well. Less successful photographs used conventional framing but there was a lack of consideration of the setting, costume and lighting. The quality of photography wasn't always consistent throughout whole productions.

Typography was generally well chosen and appropriately styled, although in less developed work it lacked the refinement or integration expected at higher levels. Centres are encouraged to support candidates in using typography as a tool for making meaning, not just decoration.

Candidates working at higher levels made excellent use of media language to construct layered and meaningful narratives. Genre conventions were used well offering audiences the pleasure of familiarity but it was pleasing to see that some candidates created and used images which challenged expected

and stereotypical representations. Work at the lower levels tended to rely solely on genre tropes without fully considering the deeper narrative or ideological meanings.

Overall, the most effective advertisements clearly demonstrated that candidates had closely researched the forms and conventions of bus stop advertising and the thriller genre and had an awareness of contemporary streaming culture and product branding across a campaign.

The Television Brief

This was the second most popular brief. Products for this brief demonstrated a high degree of engagement and creativity. The most successful work conveyed a strong brand identity and offered appropriate audience appeal.

Most productions included genre tropes and themes very well to engage the audience. The use of media language was variable. In stronger work setting, costume and props were highly considered and a variety of camera shots, movements and angles were used to create meaning and appropriate atmosphere. Voiceovers, when used, were of a variable standard. In work at the lower levels media language was not fully considered. Mise-en-scene was not given enough attention with advertisements shot around the centre with some performers being in uniform.

It was pleasing to see that some candidates had created a layered soundscape mixing together ambient sound with heightened sound effects, music, dialogue and in most cases a voiceover. However, the creation of an appropriate soundscape still needs greater consideration.

Editing was generally good with appropriate pace created for a 15 second advertisement. Graphic elements were generally integrated well with moving image. In less successful productions editing lacked precision. It was clear to see where centres invest time in developing candidates' editing skills because the products appear more polished. Centres should allocate sufficient time for products to be realised effectively.

Representations were thoughtful and very well considered by a number of candidates, especially in the higher bands. Candidates had considered how their television adverts reflected or challenged stereotypical representations of social groups. There was pleasing evidence of diversity in model selection which fed into secure understanding of the contemporary television industry landscape and how casting and mise-en-scene contribute to the construction of ideological messages.

The Radio Brief

There were very few candidates attempting this brief. Centres where teachers have some expertise in this area continue to support students to produce effective and creative products. For centres attempting this brief, candidates should have the opportunity to fully research the medium and practise the skills required to create a professional sounding product.

The strongest work focused on the production detail of the brief; creating and mixing a range of sounds including a music bed, voiceover elements, sound effects and a music riff, jingle or call to action. Audio levels were well considered, and the radio adverts had a consistent pace. Content of programmes was also well constructed, engaging the audience and focusing on familiar audience pleasures offered by the programme.

Less successful work was recorded and edited using low quality hardware. Before embarking on the radio brief, centres do need to consider whether they have appropriate recording facilities which will help candidates to demonstrate a high level of technical skill and achieve marks in the highest levels.

Most common causes of centres not passing

- Lack of opportunity to learn and develop skills in appropriate hardware and software
- Not reading the brief carefully and missing out required aspects of the production detail
- Not completing a wide range of research and planning activities

Common misconceptions

Candidates cannot achieve Level 5 marks if all the production detail of their selected brief are not addressed.

Avoiding potential malpractice

Advise candidates not to include content which is inappropriate for a public examination. Section 2d of the specification has further guidance on appropriate content under the heading Suitability of NEA Productions.

Make sure candidates work individually; group work is not permitted.

Helpful resources

The H409/03/04 [Delivery Guide](#) has guidance on research and planning and includes suggestions on activities to develop candidates' practical skill

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