

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

DIGITAL MEDIA

**OCR Level 2 Cambridge Technical
in Digital Media**

Award: 05897

Certificate: 05898

Diploma: 05899

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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades 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 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)

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

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

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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 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 Level 2 Cambridge Technicals 2016 in Digital Media:

- 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 the Cambridge Technicals Level 2 in Digital Media:

- [The centre handbook](#) which is the main reference point for course leaders and teachers
- [The admin guide](#) which is the main reference point for administering the qualification.

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 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.

Most centres are using the relevant paperwork well to provide candidates with 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 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 awarded by the assessor.

Areas of good practice

Candidate performance for this specification has continued to be one of steady achievement. This has been realised through 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 production and editing skills.

Centres have worked hard to enable those candidates who struggle to express themselves on paper to present their evidence in other ways. Visiting moderators saw some particularly effective instances of both audio and visual recordings of 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 using a much wider variety of hardware and software very effectively to create the media products. This includes using mobile phones to take photographs and record video material and using editing software such as Canva to complete projects.

Most common reasons for not passing moderation

The most common causes for centres not passing moderation are mainly due to misunderstanding the requirements, and sometimes the quality of the evidence being 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 evidencing the setting up of equipment or providing edit decision lists.

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

Some candidates struggle to review their own work.

Administration and documentation

Unit Recording Sheets (URS) – moderators report that most centres are using the URS well to record assessors' decisions explaining why the candidate has achieved the criteria and to illustrate where the candidate evidence can be located. However, some centres are still using 'cut and paste' for their URS comments, which is not ideal, and can sometimes lead to errors. Centres are encouraged to use the URS as a development document and include developmental feedback on assessment criteria not achieved. It is also good to see centres using the most up-to-date Candidate authentication statement which references use of Artificial Intelligence (AI) in candidates' work.

Submission of claims to Interchange – centres should upload grades to Interchange at least two weeks before the scheduled visiting moderation. Centres are reminded to check all grades for any anomalies before submitting the grades to Interchange. Although most centres do follow this guidance, visiting moderators are reporting that some centres are leaving it late to submit their claims. Centres are advised that a visiting moderator cannot continue with a visit if centre grades are not uploaded to Interchange in the time stated by OCR before the scheduled visiting moderation.

OCR support



See the [guidance provided on visiting moderation](#). This is a complete guide to the moderation processes, including when to submit claims.

Presentation of evidence for moderation – when using images to support their research/presentations, candidates need to cite their sources, particularly with those units where candidates are required to research existing products. Centres are advised that only the evidence which is required to achieve the grading criteria should be submitted for moderation. While it is good to see that candidates are being thoroughly prepared for units, 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 includes any found images used in production work. If using music in production work, it is advisable to use copyright free resources.

Use of AI (Artificial Intelligence) in candidates' work – this year, visiting moderators have had several questions regarding the use of AI in candidates' work. For the most part, they are finding that centres are following the [JCQ guidance](#), and it is good to see candidates acknowledging the use of AI in their work. Centres are advised that if candidates use AI-generated images or footage, under the current JCQ guidance they cannot be credited for this. Any candidates using AI-generated content in place of required original content, cannot receive credit for the AI-generated content. If AI content is appropriately referenced in line with the JCQ guidance, and the content does not need to be original then this would be acceptable. Centres and candidates are reminded that all AI-generated content must be acknowledged and referenced. Candidates must have also signed and dated the Candidate authentication statement which references use of AI.

OCR support



Further guidance on Artificial Intelligence is available on the OCR [website](#).

[Candidate authentication statements](#) are available in the Assessment section of [Teach Cambridge](#) under Forms.

Assignment briefs - centres continue to successfully use the model assignments provided by OCR and 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



The OCR [assignment checking service](#) can be used to check your assignment meets the unit requirements.

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.

Meaningful Employer Involvement (MEI) – 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:

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

OCR support



Further information about Meaningful Employer Involvement can be found on this [page](#) of the OCR website. The MEI centre plan [form](#) can be found in the Assessment section of [Teach Cambridge](#) under Forms.

Additional comments

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 moderator at the beginning of an academic year, this will allow for careful planning and avoid late moderation visits.

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

Centres are advised to make sure that any action points noted in the visiting moderation report are dealt with by the date stated on the report.

OCR support



A range of resources are available on [Teach Cambridge](#). Resources include model assignments, delivery guides, the MEI centre plan form, URS for each unit and templates for internal standardisation.

Comments on individual units

Unit 3 – Digital media industry – products and audiences

The focus of this unit is the investigation of various digital media industry sectors through the types of products they create. Practical understanding is demonstrated by planning, sourcing, and editing assets in the creation of a prototype of a digital media product. Candidates must then present the prototype to an identified focus group to gain feedback. This year the video game industry featured heavily in the evidence presented for LO1 and LO2. When creating prototypes, client briefs often allowed candidates to develop promotional materials for their town or centre, the most popular of which were websites. Effective use of wireframes and visualisation diagrams, supported by relevant sourcing of assets, led to some highly creative products.

The most common cause for not passing this unit was lack of video or audio evidence of presentations, little or no feedback in response to the audience for P7, and limited explanations of how they applied their own skills and techniques for P8.

OCR support



A useful resource for this unit is the [Unit 3 – Digital media industry - products and audiences delivery guide](#) which can be found on Teach Cambridge.

Unit 4 – Digital media content enhancement

By completing this unit, candidates will gain the skills which enable 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 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, such as trailers for films, and a variety of video games. Popular product choices to be enhanced were an interactive PowerPoint or a webpage 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.

The most common cause for not passing this unit was limited evidence of reviewing their own work for P6.

OCR support



A useful resource for this unit is the [delivery guide for Unit 4 – Digital media content enhancement](#) which can be found on Teach Cambridge.

Unit 7- Using special and visual effects for moving image content

The focus of this unit is researching the different types of special and visual effects that can be used to enhance moving image and audio production. Candidates can then use the knowledge gained through their research to apply techniques to existing products and evaluate the difference that enhancement using special and visual effects has made to the product in terms of audience engagement and marketability. A popular way of evidencing achievement for P1 was through candidate research into special and visual effects and then applying that knowledge to an analysis of either a section of a video game or a television programme. Candidates then applied visual, special and audio effects to a short video they had created. For LO3 there was evidence of exporting the completed video including the effects and for LO4 candidates had the opportunity to review their own work and present their work to an audience for feedback. Effective use of special, video and audio effects led to some highly creative work.

The most common cause for not passing this unit was lack of video or audio evidence documenting the editing process such as screenshots or screen recordings, showing enhancements being applied, not recording the export process and limited explanations of how they have applied their enhancements for P6 and P7.

Assessment for learning



When preparing to review their own work, candidates may find completing a SWOT analysis of the finished product and using this as the basis of the review an effective way to plan their reviews.

Although it was been developed for Digital Media Level 3, centres delivering the Level 2 course, may find questions to ask for a SWOT analysis on page 164 in the [OCR endorsed Digital Media textbook](#) useful.

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 the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



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When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.