

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

DIGITAL MEDIA

**OCR Level 3 Cambridge Technical
in Digital Media**

Certificate: 05843

Extended Certificate: 05844

Foundation Diploma: 05845

Diploma: 05846

Extended Diploma: 05875

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

The qualification is now in its 9th 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 the Cambridge Technicals Level 3 in Digital Media:

- The Centre handbook which is the main reference point for course leaders and teachers (there is one version for the [Certificate qualifications](#) and one for the [Diploma qualifications](#))
- [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 highly 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 towards 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 how much time is allowed for moderated units and those 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 meeting assessment requirements, and a wide variety of creative, innovative, and original pieces of digital media work has been created across all units submitted.

Visiting moderators are reporting that centres have successfully followed the Assessment Guidance and are making effective use of the moderated units assessment guidance which was sent out to centres in 2024. Evidence for specific Learning Outcomes continues to be imaginative and relevant with an increasing number of centres using recordings of editing on screen with a commentary explaining what they have done and why.

There has been a notable improvement in candidates using headings and sub-headings enabling easier navigation to Learning Outcomes. Visiting moderators are seeing candidates presenting more independent approaches to client briefs, with some imaginative and technically skilful outcomes including good understanding of camera techniques across all relevant units. 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 screen shots and photography. It has been noted

by visiting moderators that more centres are using checklists with their candidates to make sure evidence is not missed.

It is good to see 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.

Following the June 2024 report, visiting moderators are now seeing much more separation of the evidence being submitted for a combined unit assignment which is good to see.

Most common reasons for not passing moderation

Visiting moderators have reported that although they have seen improvement this year, some centres are still not always following the guidance for each specific Learning Outcome, especially for Unit 3 Distinction, with candidates offering a what went well/didn't go well document rather than addressing the ways in which they have used post-production techniques to create meaning.

Although there have been some improvements, the most common reason for not passing moderation is still Unit 3 LO2 P3, where the required pre-production materials are not always fully met, often not including timescales and milestones, Gantt charts, or animatics for audio-visual products. Some centres are not using the headings listed in the Assessment Guidance for the proposal for P1, or not including evidence of the production processes for P4. In some instances, candidates are discussing codes and conventions for the completed product and not the production processes for M3.

The main reason for not achieving Unit 21 is candidates not using the correct headings in the proposal and then not evidencing the revisions they have made to the proposal.

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 focusing on legal issues and not identifying any ethical considerations.

Administration and documentation

URS

Moderators report that most centres are using the Unit Recording Sheets (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 extremely 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 moderation visit.

OCR support



See the [guidance provided on visiting moderation](#). This is a complete guide to the moderation process.

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 the unit, 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 using found images in production work. If using music in production work, it is advisable to use copyright free resources.

Use of Artificial Intelligence (AI) in candidates' work

This year, visiting moderators received 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. If candidates use AI-generated content in place of required original content, this cannot be credited. 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 refers to use of AI.

OCR support



Further guidance on Artificial Intelligence can be found on this [page](#) of the OCR website. Candidate authentication [statements](#) can be found in the Assessment section of [Teach Cambridge](#) under Forms.

Assignment briefs

Centres continue to successfully use the model assignments provided by OCR, but many are becoming more proactive in tailoring the methods of assessment 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 thus 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



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:

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

Additional comments

On the whole visiting moderators have reported that centre communication is strong and during the moderation visit centres are well organised.

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. To allow for careful planning and avoid late visiting moderations especially for centres that have final year UCAS candidates, centres should schedule their two moderation visits with their allocated moderator at the beginning of the academic year. All centres are required to make sure 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



A range of resources are available on [Teach Cambridge](#). Resources include model assignments, delivery guides, lesson elements, project delivery approaches, teaching activities, teacher guides, resource lists, MEI centre plan forms, URS for each unit and templates for internal standardisation. Candidate exemplars are also available on Teach Cambridge, and as part of our online training [course](#).

Centre assessors are encouraged to visit the [OCR Professional Development](#) site for a range of training webinars.

Comments on individual units

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 although candidates may work in groups, they must all submit individual evidence of achievement.

OCR support



Ideas for teaching and delivery of this unit can be found in the chapter on this unit in the OCR endorsed Digital Media [textbook](#).

Unit 8 – Photography for digital media products

This unit was done well by those centres who delivered it. Candidates were able to present detailed research into a broad range of photographers and photography genres and used this knowledge to comment on their own style. Photography shoots were well planned and many candidates submitted thorough planning documents including recces, risk assessments and model/location release forms. It was good to see evidence being comprehensively documented at all stages and candidates presenting a wide range of photographs demonstrating understanding of composition and settings. Some candidates opted to use Affinity Photo rather than Photoshop to edit their photographs. Common reasons for not passing moderation were not referencing the use of people and locations for the photographic shoot in the discussion of legal and ethical considerations for M2 and not submitting evidence of using the equipment on location for P3.

OCR support



Ideas for teaching and delivery of this unit can be found in the chapter on this unit in the OCR endorsed Digital Media [textbook](#).

Unit 10 – Create a digital animation

For P1 and P2 visiting moderators noted that candidates were able to explain a wide range of different techniques used for digital animations following the teaching content closely. Many submitted detailed analysis of digital animations in the media such as children's comedy, anime, and adventure animation. There was good evidence of research with examples such as *The Simpsons* proving very popular. Candidates were able to visualise their ideas and support them with detailed planning documentation. Candidates submitted technically skilled animations which were supported by good evidence of the production processes. The most common reason for not passing moderation was not documenting the production and post-production processes

OCR support



Ideas for teaching and delivery of this unit can be found in the chapter on this unit in the OCR endorsed Digital Media [textbook](#).

Unit 16 – The creation and use of sound in media

Centres who delivered this unit often offered candidates the choice of creating a soundtrack for their own production, usually created for either Unit 3 or Unit 5 or the candidates could create their own soundtrack for an existing media product, with popular choices being a scene from a cartoon such as *Pingu* or a sci-fi film such as *Star Wars*. This gave candidates many opportunities to create a broad variety of sound elements including foley. Good practice was evidenced through candidates presenting their evidence for P1 and P2 as short videos, explaining the sound elements and supporting their points with examples from real media products. Other examples of good practice were providing screenshot evidence of audience feedback for M2 or an audio-visual recording of the response. It was good to see candidates engaging with the unit through creative and innovative briefs. Centres reported that their candidates got great enjoyment out of creating foley sounds, with some candidates wanting to take this up as a future career.

The most common reason for not passing moderation was identifying legal and ethical issues but not identifying the resolutions to these issues for those sounds which were included in the production process.

OCR support



Ideas for teaching and delivery of this unit can be found in the chapter on this unit in the OCR endorsed Digital Media [textbook](#).

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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