



Vocational Qualifications (QCF, NVQ, NQF)

Creative iMedia

Creative iMedia Level 1 Award – **04304**

Creative iMedia Level 1 Certificate – **04305**

Creative iMedia Level 1 Diploma – **04306**

Creative iMedia Level 2 Award – **04307**

Creative iMedia Level 2 Certificate – **04308**

Creative iMedia Level 2 Diploma – **04309**

Creative iMedia Level 3 Award – **04310**

Creative iMedia Level 3 Certificate – **04311**

Creative iMedia Level 3 Diploma – **04312**

OCR Report to Centres – September 2017

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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CONTENTS

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Creative iMedia Level 1 Award – **04304**

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Creative iMedia Level 1 Diploma – **04306**

Creative iMedia Level 2 Award – **04307**

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OCR REPORT TO CENTRES

Content	Page
Level 1–3 Creative iMedia 04304–04312	4
Overview	4
General Comments	4
Comments on Individual Units	5

Level 1–3 Creative iMedia 04304–04312

Overview

This QCF qualification for Creative iMedia is now scheduled to be withdrawn and has been replaced with the Level 1/2 Cambridge Nationals in Creative iMedia. At Level 3, the alternative would be the Cambridge Technicals in Digital Media. There are no longer any performance points for this QCF version of Creative iMedia although it continues to have some appeal and value for specific types of centre. These include prisons, special schools and training providers that deliver the apprenticeship in Creative and Digital Media.

A number of changes have been seen in the structure of unit submissions, which broadly fall into two categories based on the type of centre where the qualification is being completed. This means that Level 1 schemes 04304-04306 are popular in prisons whereas the Level 3 Certificate 04311 is completed for the apprenticeship.

A key feature of the qualification to achieve a pass is that evidence must be provided for each and all of the assessment criteria together with it meeting an overall best fit as a Level 1, 2 or 3 piece of work. This has some similarity to the Cambridge Technicals which has a hurdle grid approach at the core of its assessment philosophy. Holistic approaches to assessment are permissible although it is only recommended that the pre-production unit is completed alongside one of the optional units.

General Comments

Level 1 schemes 04304-04306

A pattern has been established by a number of centres for these Level 1 schemes. The popular approach is to use some form of workbook to support the evidence collection. Although this structure can be helpful and ensure that some evidence is produced for each of the assessment criteria, this should not provide excessive guidance on exactly what to include. The use of examples, instructions and check boxes is not suitable as an approach to assessment. Any content of the workbook should always be phrased as tasks to be completed so that the candidate can respond in the way they believe is correct given their learning on the course. A secondary trend has been to submit only paper based evidence for the units, which is unsuitable for several units. A comment here would be that the qualification as a whole was designed for e-portfolio only submissions, with only prisons allowed to submit by post. Many units cannot be accepted for moderation using paper based evidence only (this applies to all centres). These units include digital sound/video, websites, animation, games and multimedia products. In these instances a CD or memory stick would be practical ways to submit the required evidence.

Level 2 schemes 04307-04309

A minimal number of submissions for this Level have been received since most centres have moved onto the Cambridge Nationals in Creative iMedia. In the few that have been seen, the submissions have been relatively weak for achievement at Level 2. For any Level of submission, the centre based assessment should be consistent with the demands and expectations of Level 1, Level 2 or Level 3 as appropriate. A trend has been to apply more of a best fit philosophy across the entire unit which is not suitable for this QCF qualification. What must be included is some evidence for each and every assessment criteria, which on occasions has been seen to have gaps and omissions. After that, the overall submission should also be consistent with a Level 2 qualification using a best fit approach. Unfortunately, this is not always the case. The submissions that have been more suitable for achievement at Level 2 include evidence for each step of the process that is identified in the assessment criteria and a final product in its intended digital format that demonstrates a suitable level of skills in the production.

Level 3 schemes 04310-04312

Realistically it is the Certificate scheme 04311 that continues to be popular, due to its use as the knowledge based qualification needed for the apprenticeship in Creative and Digital Media. There are some patterns and trends established here, only some of which are good practice. The better submissions are from centres that deliver the units as part of a structured teaching programme and an individual unit assignment that is completed under supervised classroom conditions. Where this starts to become more difficult is in situations with a more holistic approach to the units by combining several into a single project. A secondary and problematic area is where the knowledge based units are being completed in a workplace environment, which is fine for the competence units of the apprenticeship but not the knowledge based qualification. This practice needs to be amended to ensure candidates have the opportunity to achieve this qualification. The way to maximise the opportunities for successful achievement by candidates is to ensure that each individual unit is completed as a standalone assignment, using a brief that is delivered and completed under supervision of the centre assessor. The use of the OCR assignments is highly recommended.

Comments on Individual Units

Comments on a selection of the more popular units over the last year are provided below:

Unit 101/201/301: Is mandatory for the Certificate and Diploma. This unit is based on pre-production and four different types of pre-production document. It is often combined with one or more additional units to a greater (or lesser) degree of success. The important areas to focus on are that the planning must be for the pre-production along with the review of the pre-production documents. Therefore, if the review/evaluation is for the final product then it does not meet the criteria in this particular unit. In general, the guidance offered would be to ensure that the evidence is relevant to the assessment criteria in each individual unit rather than a more holistic approach that would only work with a best fit assessment philosophy instead of a hurdle philosophy.

Unit 102/202/302: Unlike Unit 101/201/301 the purpose of this unit is more specialised and the recommendation is not to combine it with other units as part of a holistic delivery. The aim of the unit is to develop knowledge and skills that would be more appropriate to a digital media technician in repurposing digital media assets. Typical examples would be the conversion of high resolution and quality image files, HD video and audio into smaller/low resolution formats for web use. Using a more specific example, a 36Mp (megapixel) photograph would be unsuitable for web use even as low quality jpeg. What is needed is for the resolution to be reduced for screen use, so certainly no more than 1920 pixels and more typically, around 800 – 1200 pixels in width. The original and repurposed versions should be included as evidence to demonstrate the candidate's achievements with a clear client brief for the assignment. An additional comment would be that all three types of digital media file must be included ie a still image, audio file and video file.

Unit 113/213/313: A popular unit with very mixed range of submissions. The better outcomes are based on solid assignment briefs such as those in the OCR assignments. On the other hand, weaker outcomes are seen where there is a significant simplification of the graphics, sometimes as part of a holistic project.

Unit 214v/314v: This tends to be completed more successfully than a number of other units. In many submissions this has been combined with the pre-production unit for a comprehensive approach to planning the production. In general, this has consistently been one of the strongest units over the last year.

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To conclude, there is now a small core of the more popular units in what remains of the final submissions for this range of schemes. What is characteristic of the successful submissions is a thorough and rigorous approach to evidencing all of the assessment criteria that uses the OCR assignments rather than anything that simplifies the level or demand, tasks or holistic product outcomes.

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