Delivering Cambridge Nationals in Creative iMedia

Information for teachers on using referencing and on acceptable levels of guidance to students

Aims of this document

The aim is to help teachers be clear about how students should reference work copied from the internet or publications and what levels of guidance are acceptable to give to students when they are taking the OCR-set assignment. We have also provided information on what happens if suspected malpractice is reported.

Referencing and plagiarism

Key principles to apply to work produced for the OCR-set assignment

- Best practice is to always reference material copied from the internet or other sources. This applies to infographics (graphical information providing data or knowledge) as well.

- Please teach your students how to reference and explain why it's important to do it. At Key Stage 4 it is sufficient if they:

  - Use quote marks to show the beginning and end of the copied work

  - for website text, list the html address and **ideally** the date they accessed the website

  - for other publications, list the name of the resource/book/printed article and **ideally** the year in which it was published.

- Students should also identify information they have copied from teaching handouts and presentations for the unit. Using quote marks and stating the text is from class handouts.

- We've created a short video for students that you can use in your lessons to show how to reference and explain how to use referenced information to make a point. We have also produced a poster on referencing and plagiarism that you can [download](#) or [order](#).

Points about using referenced information in assignment work

- It's always best if students use their own words, ideas and opinions in written work for their assignment. We recognise that using referenced information taken from a website or other publication can be useful to support knowledge and understanding.

- If the marking criteria require students to relay technical facts and definitions to show their **knowledge**, it can be difficult for students to describe in their own words 'commonly known information' or an established method or process or technical specifications. For example, the marking criteria for unit R082 LO1 states: *'Identifies a limited range/range/ wide range of file types and formats, some/most of which are appropriate/are consistently appropriate to digital graphics.'* Although it's best practice if students use their own words to comment on file types and formats, we recognise students might use only extracts from websites/other publications.

- Where the marking criteria requires students to relay not just facts and definitions but to demonstrate their **understanding**, students should not rely on only using referenced information from a website or a publication. To demonstrate understanding they need to make a link between the information from a website or other publication and their own ideas and opinions on the task they are doing for their assignment; students should use information they have sourced from a website or other publication to back up a point they want to make and use referencing to make it clear which parts of the written work are not their own words.

- For example, the marking criteria in all units for LO2 states: *'Demonstrates a limited/sound/ thorough understanding of legislation in relation to the use of assets in [the product].'* Simply copying generic information about copyright and trademarks can be accepted as facts and definitions but does not fully address the

marking criteria. To meet the understanding element, students must include some explanation about how legislation applies to the assets. Students must provide references for any copied information that they use to support their commentary.

Identifying copied/plagiarised work

- Look for inconsistencies throughout a student response. For example, look for:

  - different tones of voice, sentence structure and formality across pieces of work

  - American expressions and contexts (such as American laws and guidelines)

  - dated expressions and references to past events as being current

  - sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

- If the student has signed a declaration form to confirm their work is his/her own and not plagiarised:

  - Flag on the unit recording sheet (URS) that plagiarism has occurred and state that you have adjusted marks to show plagiarism has been taken into account.

  - Complete the JCQ suspected malpractice report, Form M1 https://www.jcq.org.uk/exams-office/malpractice

Over-direction in teacher guidance

Key principles to apply when students are taking the OCR-set assignment

- Teachers can give students **general** guidance and feedback to help them create well-structured work in response to the OCR-set assignment.

- Teachers **must not** use guidance and feedback to lead students to the answer.

- Teachers **must not** give detailed guidance stating what to do and how to do it when students are taking the OCR-set assignment. Students need to recall or apply their learning.

- It's fine for teachers to use text from the specification and assignment in their general guidance to clarify what is required in the work.

- Guidance and feedback can be given to address gaps in work for assessment. It must be general, such as 'Where is your response on your evaluation?' or 'Look at your presentation again'.

- Teachers can point out where the work sits within the mark bands but students must make their own decisions as to what to improve and how. So the feedback can say 'this shows a **sound** understanding' (for mark band 2) but not precisely what should be added to make it show a **thorough** understanding (for mark band 3).

- Feedback must not point out specific gaps.

What over-direction might look like

- When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. For example:

  - Prompts that instruct students to include specific detail in their work, such as, 'You need to define the difference between vector graphics and bitmap images. How are they made up? Give some examples of each. What programmes are used to create and edit them?'

  - Headings or templates that include examples which give all or part of what students have to write about or produce, such as the purpose of a digital graphic.

- Moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If the moderator is in any doubt, they will report suspected malpractice. (The decision on whether or not to investigate is made by OCR not the moderator.)

- The following page shows examples of typical guidance we have seen.

Examples of guidance	Comments	Summary
I met the requirements of the client brief by: My graphic is fit for purpose because: The format/image quality/content of my graphic is suitable because: The strengths of my graphic are: What I did was effective because: This did not work so well:	Each prompt is generic in nature and doesn't lead students to the answer.	A few prompts or small series of prompts will often not be a concern. It is more concerning when they are used to cover most of the unit. The more prompts there are, the more chance they can unintentionally lead students to the answer. If students have fewer and fewer things to consider for themselves to create their response it suggests they have not applied their learning. Prompts could be in the form of questions, headings or templates that the teacher provides. Specific details on what to include in written work, such as direct instructions or examples are a concern. If we have concerns it is likely we will contact you to ask for more information. Moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating.
Go to [*name of resource*], see page 12, insert information from there into your asset table.	By instructing students on what content to use the students are not able to demonstrate any level of understanding of an appropriate response to the task in the assignment brief. It's equivalent to saying, "the answer is here."	
You need to use an Excel spreadsheet to create your work plan.	Learning how to do practical tasks should help students develop understanding of what resources and tools to use to do the task. When students are doing their assignments and they are told which resources or tools to use it suggests that they are not applying their learning.	
What have you been asked to do? How does it relate to the client brief?	Using wording from the assignment, marking criteria or specification in a different way can help to structure the response. This is allowed provided it doesn't develop into an accumulation of prompts that lead students to the answer.	
Give some examples of different sectors (jobs) that digital graphics are used in. Remember to include the computer games industry. For an example from the games industry explain what files are most likely to be used and why. Give five ways that digital graphics can be used, give two examples of how each of them have been used.	This example starts to give specific details on what the response needs to include. The more detailed the prompts become might mean there is less opportunity for students to recall their learning to respond to the assignment task.	

What to do if a student needs more than general guidance and feedback

- Flag on the unit recording sheet (URS) that you have provided specific instruction to that individual student and that you have adjusted marks to take that into account. Here is an example of a comment.

Media and Communication (Creative iMedia)

OCR J807/J817/J827 Unit R082 Level 1/Level 2
Cambridge Nationals Award/Certificate/Diploma in Creative iMedia

Unit Recording Sheet

Unit Title	Creating Digital Graphics			Unit Code	R082	Session		Year	
Centre Name						Centre Number			
Candidate Name						Candidate Number			

Criteria			Teacher Comments	Centre	Mod
LO2: Be able to plan the creation of a digital graphic.					
MB1: ▨ marks	**MB2:** ▨ marks	**MB3:** ▨ marks			
Produces a work plan for the creation of the digital graphic, which has **some** capability in producing the intended final product.	Produces a work plan for the creation of the digital graphic, which is **mostly** capable of producing the intended final product.	Produces a **clear** and **detailed** work plan for the creation of the digital graphic, which is **fully** capable of producing the intended final product.	Mark limited to MB1 - support provided on which legislations would apply to the assignment scenario and a prompt to include the impact on the client (Copyright Act and Licence terms).		
Produces a **simple** visualisation diagram for the intended final product.	Produces a **sound** visualisation diagram for the intended final product.	Produces a **clear** and **detailed** visualisation diagram for the intended final product.			
Identifies **few** assets needed to create a digital graphic, demonstrating a **limited** understanding of their potential use.	Identifies **many** assets needed to create a digital graphic, demonstrating a **sound** understanding of their potential use.	Identifies **most** assets needed to create a digital graphic, demonstrating a **thorough** understanding of their potential use.			
Identifies **few** of the resources needed to create a digital graphic, demonstrating a **limited** understanding of their purpose.	Identifies **many** of the resources needed to create a digital graphic, demonstrating a **sound** understanding of their purpose.	Identifies **most** of the resources needed to create a digital graphic, demonstrating a **thorough** understanding of their purpose.			
Demonstrates a **limited** understanding of legislation in relation to the use of images in digital graphics. [▨]	Demonstrates a **sound** understanding of legislation in relation to the use of images in digital graphics. [▨]	Demonstrates a **thorough** understanding of legislation in relation to the use of images in digital graphics. [▨]			

URS162 Revised November 2014

R082/URS

Oxford Cambridge and RSA Examinations

LO3: Be able to create and save a digital graphic.					
MB1: ... marks	**MB2: ... marks**	**MB3: ... marks**			
Sources or creates a **limited range** of assets for use in the digital graphic. Prepares the assets for use in the digital graphic, **some** of which are technically **appropriate** or **compatible**. [...]	Sources and creates a **range** of assets for use in the digital graphic. Prepares the assets for use in the digital graphic, **most** of which are **technically appropriate** and **compatible**. [...]	Sources and creates a **wide range** of assets for use in the digital graphic. Prepares the assets for use in the digital graphic, **all** of which are **technically appropriate** and **compatible**. [...]			
MB1: ... marks	**MB2: ... marks**	**MB3: ... marks**			
Use of standard tools and techniques to create the digital graphic is **limited** and therefore creates a **simple** digital graphic which is appropriate to **some** aspects of the client brief. **Occasionally** saves and exports the digital graphic in formats which are **appropriate**. **Occasionally** saves electronic files using appropriate file and folder names and structures. [...]	Use of standard tools and techniques to create the digital graphic is **effective** and therefore creates a digital graphic which shows **some** detail which is appropriate to **most** aspects of the client brief. **Mostly** saves and exports the digital graphic in formats and properties which are **appropriate**. **Mostly** saves electronic files using file and folder names and structures which are **consistent** and **appropriate**. [...]	Use of a range of advanced tools and techniques to create the digital graphic is **effective** and therefore creates a **complex** digital graphic which is appropriate for the client brief. **Consistently** saves and exports the digital graphic in formats and properties, which are **appropriate**. **Consistently** saves electronic files using file and folder names and structures which are **consistent** and **appropriate**. [...]	Mark limited to MB1 – support provided to help student name files (MusicFestivalPoster_Web and MusicFestivalPoster_Print) and structure folders to organise evidence (folders for each LO, and guidance on which work fits in which LO).		

What happens if suspected malpractice is reported

Issues can be flagged to our team in a number of ways:

- from moderators
- from the centre
- anonymous reporting
- spot checks carried out by OCR
- other internal notification.

At this stage, these issues are prompts for us to request more evidence. We are not stating that malpractice has taken place. This is so we can be confident that the results we award are based on students' own independent work.

The compliance team will look at the issues and review them against:

- the specification
- the OCR-set assignments
- the JCQ guidelines
- students' work.

From this review, we will decide whether we need to ask for any more information. Many cases are closed at this stage and don't go any further.

If we need more information, we'll write to the Head of Centre (normally the Principal/Head Teacher). We'll say what we are concerned about and ask the centre to gather information on our behalf. We'll set out the information we need and a date when it must reach us.

In our letters we use the JCQ terminology from its guidelines including terms such as 'suspected malpractice' and 'investigation'. We recognise those terms sound formal and legalistic and that can worry those involved.

We want to assure you this is not an allegation that malpractice has occurred.

If an investigation is required, it's because there is enough evidence to suggest that a student may not have worked independently and may have gained an unfair advantage over other students. If that happens the integrity of the qualification may have been compromised. We need more information to determine if this is the case so that a balanced and fair decision can be reached. Where possible we will always try and minimise the impact on student outcomes.

It is not possible to establish malpractice without investigation. The only way this can be done is to work alongside centres to obtain further information and gather evidence to ensure any malpractice concern is dealt with and resolved with as little delay as possible.

Once we have the information from the centre, we review the evidence and consider all mitigating circumstances.

In some cases, we will have enough information to make the decision that we believe malpractice has not taken place. In this case, we'll write to the Head of Centre. We'll tell them the outcome and the basis for our decision, and we'll give them any extra guidance that applies.

In other cases, there is enough information to make the decision that we believe malpractice has taken place. In this case we'll decide on the most appropriate course of action in line with the JCQ Proposed Sanctions. We'll consider any mitigating circumstances that apply.

In some cases we may need more information from the centre. Sometimes this is because a centre's report raises further questions, and sometimes it's because we don't have enough information to make a decision.

What we can do to help

We understand that this can be a stressful process, but we are here to make it as easy as possible. We must follow the JCQ guidelines and investigation process. This includes:

- gathering evidence
- making sure there is no conflict of interest within the centre
- setting clear deadlines for evidence to be provided
- using the Head of Centre as the main point of contact.

After our first letter we will try to contact centres over the phone to make sure the information and process is clear, and to offer any help. We will make it clear in our communications that centres can call the Customer Support Centre and ask to speak to a member of the compliance team at any time. The team will be happy to answer any questions or provide information.

The requirements of the evidence-gathering process means our interactions with centres are inevitably more formal than in other situations.

The JCQ Suspected Malpractice: Policies and Procedures document sets out a lot of the requirements of the investigation process. It also explains what is expected of us, as an exam board, and of the centre.

https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020
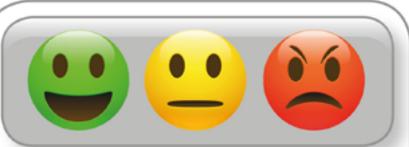
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