

# **CCEA Draft GCE Specification in Journalism in the Media and Communications Industry**

**For first teaching from September 2013**

**For first award of AS Level in Summer 2014**

**For first award of A Level in Summer 2015**

**Subject Code: [ ]**

## Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE [subject] for first teaching from September 2013.

The AS is the first part of the full Advanced GCE course. It is possible to take the AS as a stand-alone qualification. The AS units are assessed at a standard appropriate for students who have completed half of the full course.

The A2 is the second part of the full Advanced GCE course. Assessed at a standard appropriate for students who have completed the full course, the A2 units include both synoptic assessment (to assess students' overall learning throughout the course) and an element of stretch and challenge.

The full Advanced GCE award is based on students' marks from the AS (50 percent) and the A2 (50 percent). We award an A\* to students who achieve a grade A in the full A level qualification and an A\* on the aggregate of the A2 units.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Subject	????
Code	??/????/?
QAN	

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# 1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Journalism in the Media and Communications Industry. First teaching begins from September 2013. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

Students can take the AS course as a final qualification or as the first half of the A Level course. They must also complete the A2 course (the second half of the A Level) if they wish to obtain a full A Level qualification. We will make the first AS awards for this specification in 2014 and the first A Level awards in 2015.

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

## 1.1 Aims

This specification aims to encourage students to:

- apply their skills to relevant work-related scenarios;
- work with others in group settings;
- research, develop and present their findings in a variety of formats;
- develop advanced study skills in preparation for third level education; and
- demonstrate their understanding and application of key concepts through challenging internal and external assessments.

## 1.2 Key features

The key features of the specification appear below.

- It includes four assessment units: two externally assessed and two internally assessed.
- It gives students the opportunity to develop subject knowledge, understanding and skills in relation to a work context.
- Assessment at A2 includes stretch and challenge, reflected in the use of a wider range of question types, higher demand evaluative tasks, synoptic assessment and extended writing.
- A course of study based on this specification provides a sound basis for progression to higher education.
- Exemplar schemes of work, a resource list and specimen assessment materials are available to accompany this specification.

## 1.3 Prior attainment

There is no particular level of attainment required to study this specification. However, it builds on knowledge, understanding and skills developed in the GCSEs in English, Journalism, Drama and IT.

## 1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is [code].

### **Progression to another school/college**

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the universities and colleges that they wish to attend before embarking on their planned study.

### **Centres in England**

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCE qualification with the same classification code, only one grade (the highest) will count.

## 2 Specification at a Glance

The table below summarises the structure of the AS and A Level courses:

Content	Assessment	Weightings	Availability
<b>AS1</b>  <b>Development of Journalism in Print and Broadcast</b>	<b>External Assessment</b>  2 hour exam paper in 2 sections  Comparative response to two unseen stimulus.  Produce an article in response to an unseen stimulus.	40% of AS and 20% of A-Level	Summer only
<b>AS2</b>  <b>Production skills and techniques: Feature Portfolio</b>	<b>Internal Assessment</b>  Produce a feature story using a variety of formats	60% of AS and 30% of A-Level	Summer only
<b>A21</b>  <b>Journalism in the Modern World</b>	<b>External Assessment</b>  A 2 hour exam paper in 2 sections  Questions based on a longitudinal case study	40% of A2 and 20% of A-Level	Summer only
<b>A22</b>  <b>Journalism Research and Production Advanced Portfolio</b>	<b>Internal Assessment</b>  Produce a local school/community or regional news feature in either print based or audio visual.	60% of A2 and 30% of A-Level	Summer only

# GCE Journalism in the Media and the Communications Industry

## Unit AS1: Development of Journalism in Print and Broadcast

Students will gain a comprehensive understanding of how the craft of journalism has specifically influenced the theory and vocational skills in the modern media industry

Content	Learning Outcomes
<p><b>Development of Print and Broadcast Journalism</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the key technological developments in the history of Journalism (eg, printing press, radio, TV) that have contributed to the development of:               <ul style="list-style-type: none"> <li>○ Different formats and conventions</li> <li>○ Different target audiences</li> <li>○ Role, purpose and scope of Journalism</li> </ul> </li> </ul>
<p><b>Ownership and Political Power in Journalism</b></p>	<ul style="list-style-type: none"> <li>• Identify the different types of print and broadcast media ownership which affect Journalism.</li> <li>• Discuss how the ownership of journalism outlets has influenced opinions in society.</li> <li>• Argue how various groups within society have been unfairly or inaccurately represented by journalists and detail how unrepresentative stereotypes have been created.</li> <li>• Interpret how print, especially newspapers have developed a political agenda, focusing on how they catered politically for their target readerships.</li> <li>• Explore the use of radio as a tool of mass communication and how it can influence or control the flow of information to the target listenership.</li> <li>• Debate how television impacted on policies and governments by comparing American coverage of politics to developments in the United Kingdom and Ireland since the launch of political programmes and party election broadcasting.</li> </ul>

Content	Learning Outcomes
<p><b>Language, forms and conventions of Journalism</b></p>	<ul style="list-style-type: none"> <li>• Analyse how the written grammar of journalism ( eg sentence and paragraph length, punctuation, spelling, use of active and passive writing voices) differs from conventional English in relation to print, broadcast.</li> <li>• Analyse how different technical conventions and presentational techniques are used across different formats.</li> <li>• Examine how subjects (eg, news, current affairs, features, reviews) and themes (eg, war and conflict, politics, culture and arts, environment, social issues, crime, human interest, sport) are written differently across different print and broadcast journalism formats.</li> <li>• Evaluate how the pressures of immediacy and deadlines has impacted on the content of print and broadcast outlets.</li> <li>• Discuss how journalism skills have been used to develop Public Relations and the concept of “spin”.</li> </ul>
<p><b>Basic values in journalism law and ethics</b></p>	<ul style="list-style-type: none"> <li>• Explain how the basic concepts of existing print and broadcast journalism law affect the workings of the convergent (multi-platform) journalist.</li> <li>• Discuss print and broadcast journalism’s basic ethical codes and conventions, eg, Press Complaints Commission, National Union of Journalists, Society of Editors, defamation written and spoken, privacy, incitement, official secrets laws, Freedom of Information.</li> <li>• Consider what additional basic codes of ethical practice and new laws may be needed to regulate print, broadcast and modern journalism</li> <li>• Review relevant examples of cases in journalism law and ethics and how they affected the role and techniques of journalists.</li> </ul>

## Unit AS 2: Production Skills and Techniques: Feature Portfolio

This unit introduces students to the skills involved in production. It begins with secondary research into a contemporary story/issue, followed by feature writing, interview skills and technical production skills.

Content	Learning Outcomes
<b>Research Skills and Techniques</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of a range of secondary research techniques</li> <li>• Show competence in selecting relevant sources</li> <li>• Identify “angle” and bias in secondary sources</li> <li>• Analyse the ways in which writers engage and sustain the reader’s interest using a variety of linguistic and presentational devices</li> <li>• Compare and contrast sources derived from different formats (for example: online blogs and published newspapers), or different parts of the same format (for example: the tabloid press and the “quality” press)</li> </ul>
<b>Writing Skills and Techniques</b>	<ul style="list-style-type: none"> <li>• Examine an issue in depth and detail, and adopt a clear viewpoint</li> <li>• Apply a professionally recognized “house style” (see appendix), using the appropriate components of journalistic writing (headline, sub-head, by-line, intro, active voice etc.)</li> <li>• Demonstrate knowledge and understanding of the conventions of journalistic writing in general, and newspaper feature writing in particular</li> </ul>

Content	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Demonstrate the ability to engage and sustain the reader's interest by exploiting a range of linguistic and presentational devices</li> </ul>
<b>Interview Skills and Techniques</b>	<ul style="list-style-type: none"> <li>• Employ a range of interview techniques and question types</li> </ul>
<b>Technical (Production) Skills and Techniques</b>	<ul style="list-style-type: none"> <li>• Show competence in the use of appropriate technology to record interview (vox pops) responses in a suitable way (ideally on an audio recorder)</li> </ul>
<b>Job roles in the Media industries</b>	<ul style="list-style-type: none"> <li>• Show competence in the use of appropriate technology in: <ul style="list-style-type: none"> <li>- webpage design;</li> <li>- audio production; or</li> <li>- video production</li> </ul> </li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Understand the different roles in print and broadcast journalism.</li> <li>• Evaluate the effectiveness of their finished work based on self-evaluation and audience feedback</li> <li>• Demonstrate knowledge of the legal and ethical issues in their work</li> <li>• Compare and contrast their own finished work with published articles from professional outlets and discuss the effectiveness of the techniques used in each case.</li> </ul>

### 3.2 Unit AS 2: Production Skills and Techniques: Feature Portfolio

This Unit is designed to introduce students to many of the essential skills of Journalism:

- research skills
- feature writing skills
- interview skills; and
- technical production skills

This unit also requires students to reflect upon and evaluate their own work.

## Research and Analysis

The starting point of this unit is for students to select a contemporary national or international news story. The story selected should engage with one of the themes identified in AS1:

- war and conflict
- politics
- culture and arts
- environment
- social issues
- crime
- human interest; and
- sport

Students should select a range of secondary sources relating to their chosen news story. These sources should be from a variety of formats (for example: online articles/blogs and published newspapers), or different parts of the same format (for example: the tabloid press and the “quality” press). The sources must include both news reports and feature (“comment”) articles, and each source must be provided in hard copy in each candidate’s research portfolio.

If a suitable feature article relating to the chosen news story cannot be found, then a feature article relating to another story is acceptable for inclusion, since knowledge and understanding of this type of writing is central to this unit.

A brief analysis of each source must be provided, commenting primarily on issues of representation and audience:

- How has the issue (or the people and places involved) been represented by the source? How has this representation been constructed?
- How does the source appeal to its particular target audience?

The analysis of each source does not have to be presented in continuous prose, and could instead, for instance, be presented as a series of bullet points or as annotations on and around the source itself (see sample assessment materials for guidance). The total word count for the analysis of all sources should be 500 words.

## Feature Writing

After the research task has been completed each candidate must complete a fully realised newspaper feature article on their chosen topic. A feature article can be defined as such:

A broad or in-depth article that discusses, analyzes or interprets an issue, subject or trend. A feature will generally have more background information, description, and subjective input from the journalist than a news story.

Candidates should note that the feature article must:

- be presented in the “house style” identified in the appendix
- be 800 words long
- be suitable in terms of style and content for publication in a mainstream regional or national newspaper (this should be specified by the candidate)
- encourage the reader to visit the newspaper’s website to see/listen to/watch the technical task which complements the feature article

## Interviews

After the feature writing task has been completed each candidate must complete a series of “vox pops” interviews on their chosen topic. “Vox pops” interviews can be defined as such:

Vox populi, a Latin phrase that literally means voice of the people, it is a term used to refer to interviewing members of the 'general public'. The interviewees are supposed to be giving spontaneous opinions in a chance encounter, and the interviews should not be rehearsed in any way.

For the purposes of this assignment, interviews with friends/teachers/family members are ideal. These interviews should be recorded in a suitable way, and will form the basis of the subsequent “technical” production (below).

## Technical Production

Each candidate must present their “vox pops” interviews in one of the following technical formats, suitable for inclusion on a newspaper website:

1. Audio report: 1-3 minutes required
2. Video report: 1-3 minutes required; or
3. Webpage: full page design and thumbnail photos of each interviewee required

## Evaluation

Each candidate must submit a 1000 word evaluation, reflecting upon the effectiveness of their research, feature writing, interviews, and technical production skills. The evaluation should consider how successfully:

- research articles were selected, analysed and used to inform the candidates own writing and production work
- the feature article meets the needs and expectations of its target audience
- the interviews were prepared for and conducted
- the technical task exploits technology, and whether it would be suitable for wider distribution
- the candidate organised and scheduled their own time during the entire production process
- considerations of any legal and ethical issues have been applied

A word count should be provided.

## Unit A2 1: Journalism in the Modern World

Students will gain a comprehensive understanding of how journalism, in a modern context, is influenced by changes in technology and what impact this has on the separate power of Media Institutions and Audiences and on their co-dependent relationship

Content	Learning Outcomes
<p><b>Development of Digital Media and the rise of Citizen Journalism</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify recent developments in digital and online technology and how these have affected the evolution of journalism in terms: <ul style="list-style-type: none"> <li>• Different formats and conventions</li> <li>• Different target audiences</li> <li>• Role, purpose and scope of Journalism</li> </ul> </li> </ul>
<p><b>Language, forms and conventions of modern journalism</b></p>	<ul style="list-style-type: none"> <li>• Analyse how different interactive technical conventions and presentation techniques are used across different digital formats.</li> <li>• Explain how the internet and digital technology has changed or influenced the way in which content is</li> </ul>

Content	Learning Outcomes
<p><b>Ownership and Political Power in modern journalism</b></p>	<p>presented and communicated.</p> <ul style="list-style-type: none"> <li>• Analyse how the written and presentational grammar of journalists has diversified in the digital age.</li> <li>• Criticise how subjects (eg news, current affairs, features, reviews) and themes (eg war and conflict, politics, culture and arts, environment, social issues, crime, human interest, sport) are written and presented differently across different digital formats.</li> <li>• Evaluate how the pressures of immediacy and deadlines have impacted in different ways in digital journalism.</li> <li>• Criticise how blog and web sites, twittering and social networking has affected standards of written and spoken English language and affected levels of responsibility in Citizen Journalism.</li> </ul> <ul style="list-style-type: none"> <li>• Identify the different types of media ownership in the modern digital on-line age.</li> <li>• Examine how online digital interactivity has contributed to the rise of citizen journalism and how this has helped to shape the way in which Journalism influences social opinion and allows the general public to provide comment on a range of issues.</li> <li>• Explain how Citizen Journalists and industry-trained convergent journalists are increasingly integrating and co-operating to improve reporting standards.</li> <li>• Discuss notions of confrontation and competition between traditional journalists and citizen journalists.</li> <li>• Discuss how digital media empowers groups of citizen journalists to challenge misrepresentations and stereotypes.</li> <li>• Discuss how political blogging and the advent of the internet has influenced the political process, with specific</li> </ul>

Content	Learning Outcomes
<p><b>Core values in journalism law and ethics in the digital age</b></p>	<p>references to the involvement of young people in politics and the inclusion of new issues, such as the environment.</p> <ul style="list-style-type: none"> <li>• Evaluate how the reputation and skills of Citizen Journalism can be made more credible given the constant evolving, converging and technological developments in the wider Journalism Industry.</li> <li>• Explain how the development of multi-platform and interactive digital journalism has affected ethical codes and conventions e.g. Press Complaints Commission and National Union of Journalists (NUJ).</li> <li>• Evaluate the effectiveness of existing journalism law and ethics (e.g. balance and fairness, libel and slander, privacy laws, freedom of information, source protection and official secrecy) as it affects all types of modern journalists.</li> <li>• Review relevant examples of cases in journalism law and ethics and how they affected the role and techniques of journalists</li> <li>• Consider what additional basic codes of ethical practice and new laws may be needed to regulate modern journalism.</li> </ul>

## Unit A2 2: Journalism Research and Production - Advanced Portfolio

Study at Advanced GCE builds on the AS, allowing for greater depth. This is achieved through a structure, which provides opportunities for:

- undertaking primary research to provide information for original locally/regionally based news features.
- using the results of research for planning and pre-production of print-based and audio-visual media
- extended development of broadcast production skills
- considered evaluation of written and broadcast content in relation to production quality, ethics and compliance

Content	Learning Outcomes
<b>Research Techniques for Journalism</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of primary and secondary research techniques applied to investigative journalism for the production of mixed media content</li> </ul>
<b>Planning and Pre-production</b>	<ul style="list-style-type: none"> <li>• Show competence in the application of a range of research methods and techniques to provide an information and content base for the production of journalism products (e.g. interviews, questionnaires, focus groups, participating in online forums, discussion on social networks and local investigation).</li> </ul>
<b>Production of print or audio-visual content</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the codes and conventions of the production requirements for factual print journalism i.e. PCC, and for television and radio programmes i.e. OFCOM.</li> <li>• Show competence in the preparation of pre-production documentation and activities for print-based or audio/video journalistic content</li> </ul>
<b>Production of print or audio-visual content</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the conventions of print-based production including house styles, devices and layout</li> <li>• Produce a written news feature based on the outcomes of primary research undertaken in the form of a 2-page newspaper spread or magazine feature</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Show competence in the use of audio and/or video recording equipment to produce factual broadcast in a style appropriate to the content</li> <li>• Show competence in the management of resources required to produce broadcast content</li> </ul>
<b>Job roles in the contemporary Media industries</b>	<ul style="list-style-type: none"> <li>• Understand the concept of “convergence” and how it has resulted in the emergence of the multi-tasking “stringer” (see glossary)</li> </ul>
<b>Evaluation of produced work</b>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of their written or broadcast content in delivering the proposed news feature ideas</li> </ul>

Content	Learning Outcomes
	<p>based on self-evaluation and audience feedback</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the ethical and legal responsibilities raised by their produced work and evaluate the credibility, balance and fairness of the written and broadcast material</li> <li>• Relate the style and content of produced work to that produced in the print and broadcast media by public and private media owners.</li> </ul>

## Internal Assessment

### Unit A2 2: Journalism Research and Production - Advanced Portfolio

Study at Advanced GCE builds on the AS, allowing for greater depth and providing opportunities for a portfolio to be produced through more rigorous primary research and using industry relevant production techniques.

One substantial piece of work is to be produced for the A2 portfolio, either print-based or audio-visual.

The topic should be a school or community-based subject for which the candidates will be able to undertake a wide range of primary research activities. These can include:

- face-to-face interviews documented by written notes or by digital recording of sound/video
- analysis of written questionnaires
- feedback focus groups
- recording and attendance at public meetings
- use of online technologies such internet forums and discussions, polls and surveys using social networking sites

*Is all of this necessary? Students need to keep a log of the research, analyse and evaluate it but do they need all of the above?*

On completion of produced work, candidates should provide a written evaluation of their work. This should be based on:

- results from audience feedback to the produced content
- self-evaluation of the technical presentation of the work
- reflection of the style and presentation in relation to the intended audience
- consideration of the ethical and legal responsibilities of the journalist in relation to codes of practice, balance and fairness of representation
- areas for improvement in both the content and technical production.

Candidates should include in their portfolio: (all of this is vital and can't be removed)

- Produced work either –
  - full size print of the completed feature
  - video report piece on DVD
  - radio feature report piece on Audio CD
  - (these must include sound affects, interviews, commentaries music etc)
- Copy of the written evaluation
- All production material such as
  - Production diary or online blog
  - planning sheets and production logs

## Print-based Production

The print-based portfolio must be an original written feature of a minimum word length of 800 words based on the results of the undertaken research.

In producing the portfolio, the following technical and production aspects should be addressed:

- Identified purpose of the piece – its intended publication and audience, context within the publication
- Publication format – broadsheet or tabloid newsprint, colour magazine
- Accompanying visuals such as charts, tables or original photographs
- Using desktop production software to determine spacing layout such as titles, columns and margins, styling such as font, colour, alignment, spacing around images, text emphasis

In writing the content, the following aspects should be addressed:

- Nature of the feature – investigative, human interest, factual presentation
- The appropriate written style – argumentative, descriptive, confessional, question and answer;
- Consideration of awareness of the publication readership such as age, minorities, social demographic

- Readability of the piece in terms of considering aspects such as style, sentence length, grammar, punctuation, use of jargon or technical terminology

## Audio-Visual Production

Candidates are required to produce a three minute video piece or a five-minute audio only piece for radio.

When carrying out pre-production planning for the audio-visual piece, candidates should address the following:

- Type of production – television, radio or podcast
- Target audience and context of television or radio programme
- Equipment requirements such as digital audio recorder, microphones, sound protection for interior and exterior recording, digital camcorder and media (digital video tape, hard-disk or flash memory)
- Script for narration or voiceover
- Storyboard or shot list for video production
- Question list for interviews

In production of the content, whether for television or radio, the following aspects should be addressed.

- Presentation style – on camera or talking to audience; narration
- Illustrating the content such as using establishing shots, location and background audio
- Use of editing software to effectively establish the narrative and convey meaning
- Applying effective sound recording techniques to ensure consistent sound quality.

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Assessment can take place in stages during the AS and A Level courses. Alternatively, candidates can take all the assessment at the end of each course. For the availability of assessment units, see Section 2 of this specification.

It is possible to resit individual AS and A2 assessment units. The best result for each assessment unit counts towards the AS and A Level qualifications. Results for individual assessment units remain available to count towards an AS or A Level qualification until we withdraw the specification.

### 4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- AO1: Demonstrate knowledge and understanding of journalistic concepts, contexts and debates
- AO2 : Demonstrate the application of knowledge, understanding and skills when researching, planning and creating journalistic products.
- AO3: Analyse and evaluate existing journalistic products including their own practical work

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall AS and A Level qualifications:

Assessment Objective	Assessment Unit Weighting				Overall Weighting	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	6%	7%	4%	5%	13%	22%
AO2	10%	17%	10%	16%	27%	53%
AO3	4%	6%	6%	9%	10%	25%
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>	<b>100%</b>

#### 4.4 Quality of written communication

In AS and A Level Journalism in the Media and Communication Industry candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary used in Media Production and Journalism where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions and tasks that require extended writing.

#### 4.5 Synoptic assessment at A2

The A2 assessment units include an element of synoptic assessment, which encourages the development of the understanding of the subject as a whole. In Journalism in the Media and the Communication Industry, synoptic assessment requires candidates to demonstrate that they can:

- build on material first encountered in the AS units;
- draw together the knowledge, understanding and skills learned in different parts of the A Level course;
- prepare work for examination that demonstrates their strengths across the areas of traditional journalism and digital media;
- use knowledge and skills to develop and produce examples of original journalism ;
- relate the production methods and skills deployed in traditional journalism to the area of digital media and citizen journalism

#### 4.6 Stretch and challenge at A2

The A2 assessment units provide opportunities for stretch and challenge by incorporating:

- illustrative and evaluative questions based on a longitudinal case study relating to a specific area of journalism;
- development of journalistic content based on primary research;
- the opportunity for candidates to evaluate their produced work in relation to styles and conventions used in the print and broadcast industries; and
- application of codes of practice, and ethical and legal values to developed work .

#### 4.7 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

We award AS qualifications on a five grade scale from A to E, with A being the highest. We award A Level qualifications on a six grade scale from A\* to E, with A\* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A\*, candidates need to achieve a grade A on their full A Level qualification and an A\* on the aggregate of their A2 units. If candidates fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions in Section 5 of this specification.



## 5 Performance Descriptions

These performance descriptions give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	
C	
F	

## 6 Guidance on Internal Assessment

There are two internal assessments in this specification, one at AS level and one at A2:

- AS2 Production Skills and Techniques: Feature Portfolio; and
- A22 Journalism Research and Production Advanced Portfolio

The internal assessment will have a specific focus on candidates' ability to apply their knowledge and skills within a work-related context.

### 6.1 Setting of tasks

It is recognised that this specification is likely to be delivered in schools by non-experts – that is, teachers with little or no formal training in journalism or related media skills. With this in mind, it is advised that you draw on your own areas of expertise when setting tasks based on this specification. You should discuss the choice of tasks with your students, paying attention to individual preferences and aptitudes.

GCE Journalism in the Media and Communications Industries can benefit from a wide range of teaching backgrounds, with English and Media Studies being the most obvious. However, when supporting students in their exploration and production of digital journalistic forms, you may wish to consider working with other departments such as ICT, for example.

The teacher's role in completing and submitting AS and A2 portfolio assignments is very much that of a facilitator. It is your responsibility to:

- ensure that tasks undertaken by students for their internally assessed assignments are appropriate and accord with the specification's assessment objectives and requirements;
- ensure that students are aware that the aims and assessment objectives of this specification call for both critical and creative responses to existing journalistic products; and
- advise on the feasibility of proposed production work.

### 6.2 Supervision of candidates

Candidates should work independently when completing their portfolios. However, you should provide advice and guidance on any problems they encounter. You should also undertake continuing supervision of the work to monitor progress.

You are required to:

- clarify current legislation in relation to journalistic writing and enforce candidates' adherence to these legal requirements in their production work;
- advise on access to and feasibility of secondary resource material for research purposes;

- give clear guidance on issues of intellectual property, copyright and the implications of plagiarism;
- thoroughly clarify referencing requirements, highlighting the importance of candidates' acknowledgement, where appropriate, of the ideas, observations and work of others; and
- sign a declaration to certify that, to the best of their knowledge, all the work submitted for assessment is the candidate's own work, produced in tandem with their study and practice on the Journalism course. Candidates will also be required to sign a statement authenticating the work as their own.

### 6.3 Assessment conditions

We expect candidates to complete their production work in conditions that combine classroom and independent activities. The conditions under which they complete internal assessment must ensure reliability and fairness.

### 6.4 Marking and internal standardisation

Teachers should use their professional judgement to select and apply the criteria in each mark band appropriately and fairly to candidates' work. They should award the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response.

Centres with more than one teaching group must carry out internal standardisation of the internal assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with those of other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

### 6.5 Moderation

Our team of external moderators will carry out moderation at CCEA in May or early June. We will advise centres about the procedures required for external moderation prior to the submission of students' coursework.

We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions well in advance of submission on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples must be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of internal assessment. We provide moderators who can support groups of centres or contact individual centres to discuss issues arising from the internal assessments.