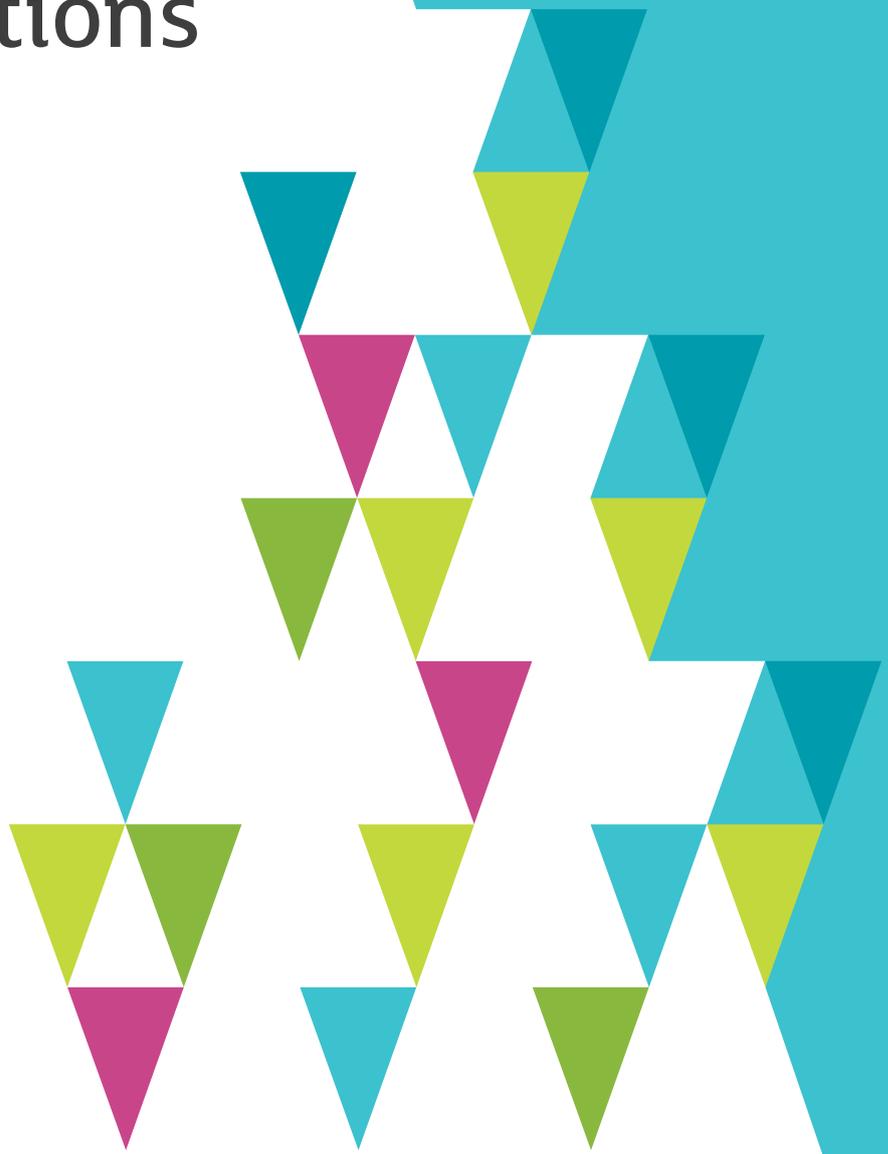# GCSE

![CCEA Rewarding Learning logo]

CCEA GCSE Specification in

Journalism in the Media and Communications Industry

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: KD1

Contents

1   Introduction

This specification sets out the content and assessment details for our GCSE course in Journalism in the Media and Communications Industry. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- develop knowledge and understanding of the codes and conventions of journalism and its role in the modern world;
- adopt a student-centred approach to learning, working independently in relevant, enjoyable and work-related contexts;
- develop written and technical skills and confidence in using technology, when researching, writing and presenting their own stories for a range of different news platforms;
- develop critical thinking and decision-making skills when considering different types of news material, including both primary and secondary sources;
- develop an informed understanding of industry and practice, with clear consideration of the legal, moral and ethical issues involved in practising journalism;
- develop and practise a range of key transferable skills that will be useful for progression into further or higher education and the world of work; and
- progress to our GCE course in Journalism in the Media and Communications Industry.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It provides a strong grounding in the development of research, writing and analytical skills, offering a solid basis for further study in a range of subjects, including our GCE in Journalism in the Media and Communications Industry.
- It emphasises a practical and applied approach to learning about journalism, enabling students to have a motivating and engaging experience when developing new skills and knowledge.
- It gives students opportunities to apply their knowledge, understanding and skills in a variety of work-related contexts, exploring and presenting stories, issues and debates that are important to them.
- It maximises the use of technology, enabling students to carry out and present their work using a range of different digital platforms, including an online examination.

1.3   Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. Students are not required to have any previous experience of journalism.

The following qualities and motivations will be helpful to students taking this course:

- an interest in writing and using technologies to present information to different types of audience;
- an ability to listen and communicate well with others;
- a willingness to work independently, when required; and
- a sense of initiative and an enterprising attitude.

1.4   Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is KD1.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2   Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: **Cross-Platform Research Portfolio**	Controlled assessment **Task 1:** Students carry out research, compile a log book and write a local print news story, including an original photograph. **Task 2:** Students carry out research, compile a log book and write a regional or national online story, including vox pops and/or interview excerpts. Teachers mark the portfolio, and we moderate the results.	25%	Summer from 2019
Unit 2: **Radio and Review Portfolio**	Controlled assessment **Task 1:** Students write a radio news script in response to stimulus we provide. **Task 2:** Students carry out research, compile a press pack and write a film review in response to stimulus we provide. Teachers mark the portfolio, and we moderate the results. Centres will receive a pre-release stimulus booklet in September for each of these tasks.	25%	Summer from 2019

Content	Assessment	Weightings	Availability
Unit 3: Industry, Theory and Practice	External online examination **2 hours** **(plus screen break: 15 mins)** Students answer a combination of short structured questions and questions requiring extended writing. Students complete journalistic tasks in response to stimulus we provide. **Part 1: (1 hour 30 mins)** Section A: Law, Industry and Cross-Platform Conventions Section B: Sub-Editing, Editing and Public Relations Section C: Journalism Analysis **(Screen break: 15 mins)** **Part 2: (30 mins)** Section D: Newsroom Task Centres will receive a pre-release in February for this section.	50%	Summer from 2018

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3   Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

3.1   Unit 1: Cross-Platform Research Portfolio

This unit introduces students to the skills of print and online news journalism by completing two controlled assessment tasks. In Task 1, students research, write and present an original print news story for a local newspaper of their choice. They capture their own original photograph to accompany the story and design the page the story features on. In Task 2, students research, write and present an online news story for a regional or national news website of their choice. They must capture public opinion in response to their story in recorded vox pops and/or interview excerpts, which can be audio or audiovisual. We provide further guidance on controlled assessment in Section 6.

Content	Learning Outcomes
News gathering, research and evaluation	Students should be able to: • find an appropriate local news story and regional or national story; • use a log book to record their research, planning and decision making; • consider audience and purpose; • demonstrate news sense; • assess material from a variety of sources in terms of value, reliability and relevance; • carry out interviews; • select, omit and prioritise primary and secondary source material gathered, including recorded vox pops and/or interviews; • consider any relevant legal and ethical issues; and • analyse and evaluate their judgements and decision making throughout the process of research and planning.

Content	Learning Outcomes
News gathering, research and evaluation (cont.)	Students should be able to: • evaluate the success of their final outcomes, considering their chosen publication's remit, demography and target readership, and reflecting on their original intentions and decisions;
Writing and editing skills	• prioritise and structure story content appropriately; • choose appropriate angle; • write appropriate headlines, introductions and captions; • use language, style and tone that is appropriate to the audience and format; • use appropriate sentence structure and length; • omit redundant words and phrases; • adhere to required word limits; • use accurate spelling, punctuation and grammar;
Technical and presentational skills	• present stories using conventions appropriate to the local print newspaper and regional or national online news website platforms; • select and use appropriate typography and page layout; • source and use images, colour and visual formatting devices appropriate to the platform; • capture, select and place an original image for their local story; and • use recording devices to capture public opinion in response to their regional or national story and edit together a considered selection of vox pops and/or interview excerpts for upload.

3.2 Unit 2: Radio and Review Portfolio

This unit introduces students to radio and review writing by completing two controlled assessment tasks. In Task 1, students write a radio bulletin or package script (this will alternate throughout the lifetime of the specification) in response to news material we provide in a pre-release stimulus booklet. In Task 2, students write a review for a film they have chosen according to a brief we provide. They must write the review for an audience and publication format that we specify. We release both tasks' stimulus booklets in September of the academic year of assessment. We provide further guidance on controlled assessment in Section 6.

Content	Learning Outcomes
Task 1: Radio Script **Working with news stimulus material and evaluation**	Students should be able to: • select and prioritise stories and/or news material from a provided stimulus for use in a radio bulletin or package, demonstrating news sense and considering audience and context; • carry out thorough fact checking; • select and omit facts from the stimulus material to include in their script; • carry out further research into their selected stories or news material (including quotations and audio clips) as appropriate to audience, purpose and story angle; • consider any relevant legal and ethical issues; • analyse and evaluate their judgements and decision making throughout the process of research and planning; and • evaluate the success of their final outcome, considering the radio station's remit, demography and target audience, and reflecting on their original intentions and decisions.

Content	Learning Outcomes

Script writing and editing skills	Students should be able to:
	
	• apply an appropriate style of writing to their radio bulletin or package script, considering:
	  – target audience;
	  – time of broadcast;
	  – story structure;
	  – sentence structure;
	  – language for presenting;
	  – word or time limit; and
	  – accuracy in spelling, punctuation, grammar and use of standard English;

Radio bulletin or package conventions	• use appropriate script formatting conventions, noting timings and using the following conventions, where relevant:
	  – intros, outros and links;
	  – stingers;
	  – voice-over (VO);
	  – music, sound effects (SFX) and atmos.;
	  – audio clips; and
	  – fades;

Task 2: Film Review **Research and evaluation**	• select a film to review in response to the stimulus booklet and according to the assessment requirements; • research and prepare a four page press pack of all relevant information about the film (including images) before writing the review, clearly considering key judgements and points to include in their review; • consider any relevant legal and ethical issues; • analyse and evaluate their judgements and decision making throughout the process of research and planning; and • evaluate the success of their final outcome, considering the publication's remit, demography and target readership, and reflecting on their original intentions and decisions.

Content	Learning Outcomes
Review writing and editing skills	Students should be able to: • write the film review, appropriately considering the film's intended target audience; • fulfil the reviewer's role to: − inform; − describe; − analyse; − advise; and − entertain; • write in an original voice, avoiding clichés; • use language appropriately to convey opinion; • summarise plots concisely, avoiding spoilers and plot twists; • select and use short extracts or examples appropriately; • analyse key stylistic features, such as plot, acting, music and special effects; • express opinions that are substantiated and fair; • make a final judgement and recommendation, clearly considering audience and purpose; • use accurate spelling, punctuation and grammar; • adhere to required word limits;
Technical and presentational skills	• present their review using conventions appropriate to the platform, for example teen magazine or youth section of a regional or national online news website; • select and use appropriate typography and page layout; and • source and use images, colour and visual formatting devices appropriate to the platform.

3.3   Unit 3: **Industry, Theory and Practice**

In this unit, students apply their knowledge and skills in an online examination environment. Students wear headphones and sit the examination on computer, typing their answers into the digital interface. The online environment can feature a variety of different types of new stimulus, including both audio and audiovisual material. It also features phased release material in the Newsroom section.

The online examination has **two parts**.

Part 1, which lasts 1 hour 30 minutes, draws on students' knowledge of the journalism industry, including law, ethics, regulation and cross-platform conventions. It includes both short structured questions and also questions requiring extended writing and analysis of a range of conventions and writing styles. Students also tackle practical journalistic tasks associated with editing, sub-editing and public relations (PR).

Part 2, which follows a supervised 15 minute screen break, lasts for 30 minutes. Students receive a pre-release news stimulus before the examination, we issue these in February. They are expected to familiarise themselves with this stimulus before the examination and will have access to a clean copy of it when the examination begins. Students must use this stimulus, along with further information provided during the examination, to write a news story.

Content	Learning Outcomes

Part 1
Section A:
Law, Industry and Cross-Platform Conventions
    The role and purpose of journalism
	Students should be able to:
	
	• identify that the role of the journalist is to:
	  − inform;
	  − educate; and
	  − entertain;
	
	• explain the responsibility of the journalist in relation to the fourth estate;
	
	• explain the difference between public service and commercial news media outlets in terms of funding and output; and

Technology, conventions and modern journalism	• identify and define the following trends in journalism arising from the development of technology, including:
	  − multi-platform journalism;
	  − digital interactivity;
	  − social media; and
	  − citizen journalism.

Content	Learning Outcomes

Technology, conventions and modern journalism (cont.)	Students should be able to:
	
	• identify, consider and define the purpose of the following technical and presentational features and conventions used in print and online news platforms, and analyse their effectiveness in relation to the target audience:
	
	Print:
	− page layout and typography;
	− masthead;
	− headlines, subheadings, straplines and standfirsts;
	− quotations and/or sources;
	− bylines;
	− pull quotes;
	− blurb, plug and puff;
	− sidebars;
	− graphics and illustrations;
	− image selection and placing; and
	− captions; and
	
	Online:
	− page layout including top navigation, tabbed content areas, thumbnails, grid-based layouts, header and sidebar banners;
	− colour schemes and typography;
	− image selection and placing;
	− online multimedia tools used to support a story, for example:
	      videos and podcasts;
	      timelines;
	      maps;
	      image slideshows; and
	      word clouds;
	− devices designed to encourage interactivity and engagement with the audience, for example:
	      vox pops;
	      polls;
	      user-generated content; and
	      comments sections; and
	− devices used to access further coverage of a story, for example:
	      links to further story coverage;
	      links to related current stories;
	      links to related archive stories; and
	      links to live blogs.

Content	Learning Outcomes

Technology, conventions and modern journalism (cont.)	Students should be able to:
	
	• identify, consider and define the purpose of the following technical and presentational features and conventions used in radio and TV news platforms, and analyse their effectiveness in relation to the target audience:
	
	Radio:
	– mode of address and the way in which information is presented and how that varies across different formats and programmes;
	– the role of:
	      studio newsreaders;
	      reporters and correspondents; and
	      contributors (for example experts, witnesses and members of the public);
	– intros, outros and links;
	– stingers;
	– VO;
	– music, SFX and atmos., actuality;
	– audio clips; and
	– fades; and
	
	TV:
	– mode of address and the way in which information is presented and how that varies across different formats and programmes;
	– the role of:
	      newsreaders and presenters;
	      reporters and correspondents; and
	      contributors (for example experts, witnesses and members of the public);
	– actuality footage;
	– piece to camera;
	– cut away;
	– VO;
	– two-way interview;
	– links to the studio; and
	– graphics.

Content	Learning Outcomes
Professional roles in journalism	Students should be able to: • list the responsibilities of the following professional roles in print, online, radio and TV news platforms: **Print and online:** − editor; − reporter; − sub-editor; and − photographer; **Radio and TV:** − news producer; − news presenter; − news reporter; − sound technician and camera crew (camera operator and grip); and − video editor (TV);
Journalism law, regulation and ethics	• explain the difference between legal and ethical considerations in journalism; • identify and define the following legal terms: − defamation; and − libel; • cite one example of defamation (either real or imagined); • identify and define the following legal defences: − justification (truth); − honest opinion; − absolute and qualified privilege; − offer of amends; and − accord and satisfaction; • cite one example (either real or imagined) to illustrate how each defence might be used; and • define the purpose of the Freedom of Information Act 2000.

Content	Learning Outcomes
Journalism law, regulation and ethics (cont.)	Students should be able to: • identify the 12 key ethical principles within the National Union of Journalists (NUJ) code of conduct; • cite one example (either real or imagined) of how each of the NUJ's ethical principles might be upheld or breached; • identify the titles of Sections 1–8 of the Ofcom Broadcasting Code and demonstrate understanding of the principles they relate to; • cite one example (either real or imagined) of how each of the Ofcom Broadcasting principles might be upheld or breached;
Section B: Sub-Editing, Editing and Public Relations **The skills of the editor and sub-editor**	• use appropriate writing styles to complete the following editorial tasks: – select and prioritise news material; – write appropriate captions for images; and – compose headlines;
PR	• write PR material including press releases and tweets, applying conventions appropriate to audience and purpose;
Section C: Journalism Analysis	• analyse language and writing styles across different print and online news media formats and for a range of different target audiences: – local, regional and national; – newspapers and magazines; and – quality and tabloid; • analyse the effectiveness of the presentational features and conventions used in the stimulus material provided; and • consider the ethical implications of bias and spin.

Content	Learning Outcomes

Part 2
Section D:
Newsroom Task
  Working with
  sources
 	
  Writing and
  editing skills
	Students should be able to:
	
	• use pre-release material and additional information provided during the examination to write a news story;
	
	• assess the value, reliability and relevance of the print, audio and/or audiovisual stimulus from the sources provided;
	
	• select, omit and prioritise material appropriately;
	
	• consider any relevant legal and ethical issues;
	
	• demonstrate news sense;
	
	• consider audience and purpose;
	
	• prioritise and structure story content using an appropriate angle;
	
	• use the inverted pyramid structure;
	
	• write a brief, direct and informative introduction;
	
	• use language and tone that is appropriate to the audience and format;
	
	• recognise, edit and rewrite jargon in plain English;
	
	• write in simple, clear English that is devoid of clichés;
	
	• use appropriate sentence structure and length;
	
	• use quotations appropriately;
	
	• omit redundant words and phrases;
	
	• use accurate spelling, punctuation and grammar; and
	
	• adhere to required word limits.

4   Scheme of Assessment

4.1   Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.
There will be one examination series each year, in Summer.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2   Assessment objectives

There are three assessment objectives for this specification. Candidates must:

AO1   demonstrate knowledge and understanding of journalistic concepts, contexts and practices;

AO2   apply knowledge, understanding and skills when researching, planning, creating and presenting journalistic products; and

AO3   analyse, evaluate and make reasoned judgements about existing journalistic products and materials, including their own work.

4.3   Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)			Overall Weighting (%)
	Controlled Assessment		External Assessment	
	Unit 1	Unit 2	Unit 3	
AO1	2.5	2.5	15	20
AO2	15	15	20	50
AO3	7.5	7.5	15	30
Total Weighting	25	25	50	100

4.4 Quality of written communication

In GCSE Journalism in the Media and Communications Industry, candidates must demonstrate their quality of written communication (QWC). They need to:

- 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 that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

QWC is assessed in responses to questions and tasks that require extended writing. As a journalistic requirement, specific elements of quality of written communication may also be assessed under AO2 in questions and tasks that require shorter responses. Where this is the case, it will be clearly stated in the question or task.

4.5 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 determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5   Grade Descriptions

Grade descriptions are provided to 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	Candidates recall, select and communicate a detailed knowledge and thorough understanding of journalistic concepts in context. They clearly understand the nature and operational features of journalism practice. They identify and use relevant terminology effectively, employing appropriate forms and conventions. Candidates research and plan their work independently and effectively across a variety of news formats. They provide evidence of meaningful primary and secondary research and record a wide range of relevant facts and interview materials in a discerning manner. They show evidence of confident crafting when writing their final pieces, clearly prioritising the most newsworthy material. They use a wide and appropriate vocabulary and select written conventions that are relevant to the format and appeal effectively to the target readership. They present their work using a broad range of production skills and show clear understanding of how presentation must be tailored to meet audience needs and expectations. They handle technology confidently and use the techniques and presentational conventions of the required format appropriately and effectively. Candidates use analytical techniques, underpinning concepts, and a wide-ranging critical vocabulary to evaluate and compare news material. They present perceptive, reasoned and informed judgements when selecting and working with different sources. Their written communication is logical and structured with precise and accurate use of language, supporting ideas and arguments with evidence throughout. They evaluate their own work perceptively and insightfully, making clear analytical connections between process, product and purpose.

Grade	Description
C	Candidates recall, select and communicate a sound knowledge and understanding of journalistic concepts in context. They show some understanding of the nature and operational features of journalism practice. They identify and use relevant terminology and can employ appropriate forms and conventions. Candidates research and plan their work across a variety of news formats. They provide evidence of primary and secondary research and record a range of facts and interview materials that are mostly relevant. They show some evidence of crafting when writing their final pieces, prioritising newsworthy material. They use an appropriate vocabulary and select written conventions that are relevant to the target readership and format. They present their work using an appropriate range of production skills and show some understanding of how presentation must be tailored to meet audience needs and expectations. They handle technology competently and use some of the appropriate techniques and presentational conventions of the required format. Candidates use adequate analytical techniques and an appropriate critical vocabulary to evaluate and compare news material. They present some reasoned judgements when selecting and working with different sources. Their written communication is structured with an appropriate and mostly accurate use of language and evidence is provided in most cases to support ideas and arguments. They evaluate their own work, making connections between process and outcome.

Grade	Description
F	Candidates recall, select and communicate a basic knowledge and understanding of journalistic concepts. They show limited understanding of the nature and operational features of journalism practice. There is little use of appropriate language and terminology. Candidates use minimal research and planning to inform their own work. They provide little evidence of primary and secondary research and record a limited range of facts and interview materials. They show little evidence of crafting when writing their final pieces, without clearly prioritising newsworthy material. They use an uncomplicated vocabulary that is largely inappropriate for the target readership and format. They present their work using limited production skills with little understanding of audience needs and expectations. They make a basic attempt at using technology, with limited application of appropriate techniques and presentational conventions. Candidates write descriptively with little evidence of analysis or evaluation. They make some superficial judgements when selecting and working with sources. Their written communication lacks structure and is characterised by repeated errors, which impacts on intended meaning. They offer a description rather than an evaluation of process and outcome in relation to their own work.

6   Guidance on Controlled Assessment

6.1   Controlled assessment review

Each candidate chooses their own subject or theme for the Unit 1 controlled assessment tasks.

We will replace our Unit 2 controlled assessment stimulus every year to ensure that the tasks are specific to each year of assessment, continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2   Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- researching and planning news writing processes, from original intentions and ideas generation through to completion, and producing a log book;
- identifying, gathering and recording relevant news information from both primary and secondary sources, showing understanding of news value;
- analysing and making reasoned judgements about sourced and provided news material;
- writing news copy, clearly considering audience, purpose and format;
- using a range of technical and presentational conventions appropriate to different digital news platforms, including photography, page design and recording vox pops and interviews; and
- analysing and evaluating finished products, reflecting on judgements and decisions made.

6.3   Controlled assessment tasks

6.3.1 Unit 1: Cross-Platform Research Portfolio

Candidates must complete **two** writing tasks in this unit.

For each task, candidates must research, write and present a print news story for a specified audience and news platform.

The assessment weightings in this unit are as follows:

AO1	demonstrate knowledge and understanding of journalistic concepts, contexts and practices	**2.5%**
AO2	apply knowledge, understanding and skills when researching, planning, creating and presenting journalistic products	**15%**
AO3	analyse, evaluate and make reasoned judgements about existing journalistic products and materials, including their own work	**7.5%**

See Appendix 2 for the assessment criteria.

Task 1: Local Print Story

Candidates must research, write and present an original **400 word news story** for a **weekly newspaper** in their **loca**l **town or county** area (for example Ulster Star or Derry Journal). The story must be accompanied by an **original photograph**, captured by the candidate, and presented for publishing within the required page format. Candidates must gather a range of primary sources for this story; the local focus should make these easily accessible.

Candidates must record their research and planning in a **log book** and must submit this for moderation along with an **evaluation (maximum 400 words)** of both process and outcome.

Task 1 Checklist

Candidates must:

- consult primary and secondary sources when carrying out their initial research and news gathering;
- record their research, planning and decision-making process in a log book;
- write their local story, using the log book for reference;
- capture an original photograph to accompany their story;
- design and format the page on which the story and photograph will feature, including additional text and visuals to contribute to the page's house style; and
- write an evaluation of the finished piece, reflecting on both process and outcome.

Please note that the newspaper page must be submitted for moderation as a PDF file.

Task 2: Online Regional or National Story

Candidates must research, write and present a **350 word online news story** for a **daily regional** (for example Belfast Telegraph or Irish News) **or national** (for example Guardian or Times) **newspaper**. The story must be accompanied by a **sourced image** and presented for publishing within the required page format. Due to the wider scope of this story, primary sources beyond the required vox pops may not be as easily accessible. However, candidates are still expected to gather these during their research and planning, where possible.

The regional or national story the candidate chooses must have sufficient scope to stimulate a range of local opinions. Candidates will present these opinions in an accompanying montage of **vox pops and/or interview excerpts** they have recorded of local people's reactions. These vox pops can be either audio or audiovisual recordings. The montage must be a **maximum of 60 seconds** long and must reflect the opinions of at least four people.

Candidates must record their research and planning in a **log book** and must submit this for moderation along with an **evaluation (maximum 400 words)** of both process and outcome.

Task 2 Checklist

Candidates must:

- consult primary and secondary sources when carrying out their initial research and news gathering;
- record their research, planning and decision-making process in a log book;
- write their online story, using the log book for reference;
- source an image to accompany their story;
- design the web page on which the story, image and vox pops and/or interview excerpts will feature, including additional text and visuals to contribute to the page's house style;
- record vox pops and/or interview excerpts of local people in their area and edit these into a montage to reflect a range of opinions; and
- write an evaluation of the finished piece, reflecting on both process and outcome.

Please note that the web page does not have to be a functioning news web page, but must feature the visual conventions and design features of one. The story, image and vox pop and/or interview montage must be clearly and appropriately positioned on the page. The page must be submitted for moderation as a PDF file. The vox pop montage can be submitted as a separate .mov file (if audiovisual) or .mp3 file (if audio only).

Candidates' **finished pieces** for both tasks must demonstrate their ability to:

- select and prioritise news material according to audience and purpose;
- use written conventions and vocabulary appropriately and accurately; and
- use technology to present relevant technical and presentational conventions effectively, including page design, photography and audio or audiovisual recordings.

Candidates' **log books** for both tasks must demonstrate their ability to:

- carry out independent primary and secondary research and work with a variety of sources, including use of interview techniques;
- explain their reasons and judgements when choosing their story and selecting related news material, including sourced or captured images and audio or audiovisual recordings;
- consider the conventions (both written and presentational) of the required news format and expectations of the target audience;
- consider any relevant legal and ethical issues; and
- plan and organise the different stages of production effectively, including resource and time management.

Candidates' **evaluations** for both tasks (each evaluation should not exceed **400 words**) must demonstrate their ability to:

- reflect on the strengths and weaknesses of the final product, considering the quality of both the writing and the presentation;
- make reasoned judgements about their work, reflecting on their original intentions and decisions throughout the process; and
- consider the learning points from the task.

6.3.2 Unit 2: Radio and Review Portfolio

Candidates must complete **two** writing tasks in this unit.

The assessment weightings in this unit are as follows:

AO1	demonstrate knowledge and understanding of journalistic concepts, contexts and practices	**2.5%**
AO2	apply knowledge, understanding and skills when researching, planning, creating and presenting journalistic products	**15%**
AO3	analyse, evaluate and make reasoned judgements about existing journalistic products and materials, including their own work	**7.5%**

See Appendix 3 for the assessment criteria.

Task 1: Radio Script

Candidates must produce a **three minute news bulletin** script <u>or a two minute news package</u> script for radio. The format each year will either be a bulletin or a package and we will specify this in a stimulus booklet released to centres on the first Monday in September of the academic year of assessment.

Candidates must also submit an **evaluation (maximum 400 words)** of both process and outcome.

Teachers can issue the stimulus booklet to candidates at any stage of the course. The task starts when teachers issue the stimulus booklet to candidates. Candidates should ideally complete the task within **five weeks** of receiving the stimulus booklet.

The stimulus booklet contains news material that must be used to compile the script. It also clarifies the context of production, including the type of radio station and time of broadcast. Candidates must use the stimulus booklet to record fact checking and further background research.

As specified in Section 6.6, candidates **must** write their final script under formal supervision. Candidates must only be permitted access to their marked-up stimulus booklet when writing their script under supervision. Centres must submit the marked-up stimulus booklet to us for moderation along with the completed and formatted script and evaluation.

Task 1 Checklist

Candidates must:

- carry out thorough fact checking and background research of the material provided, including clear annotation and appending any additional research;
- select material for use in their final script;
- consider any relevant legal and ethical issues;
- record and reflect on key research, planning and decision-making considerations on the stimulus booklet;
- write and format their script, using appropriate presentational features and conventions; and
- write an evaluation of the finished script, reflecting on both process and outcome.

Please note that the script must be submitted for moderation as a PDF file.

Task 2: Film Review

Candidates must write a **300 word** film review (with one accompanying sourced image) for a film of their choice. This is in response to a stimulus booklet we will release to centres on the first Monday in September of the academic year of assessment. The review must be accompanied by a **sourced image** and presented for publishing within the required page format.

Candidates must prepare a **four page press pack** with evidence of background research and planning and must also submit an **evaluation (maximum 400 words)** of both process and outcome.

Teachers can issue the stimulus booklet to candidates at any stage of the course. The task starts when teachers issue the stimulus booklet to candidates. Candidates should ideally complete the task within **five weeks** of receiving the stimulus booklet.

The films candidates choose to review must have had a theatrical UK release and must meet the requirements set out in the stimulus booklet.

The target readership of the review will always be children or young people.

The precise target readership (for example pre-school children or teenagers) and the context of production (including the specified print platform, whether newspaper, website or magazine) will change each year and will be specified in the stimulus booklet. The booklet will also offer a choice between two film genres each year and the required timeframe of the chosen film's release date (for example within the last five years).

As specified in Section 6.6, candidates **must** write this review under formal supervision. Candidates must therefore compile a press pack of information and key review points, which they can use when writing their review under supervision. This must be a maximum of four pages, including images, containing key information and points to include in the final review. Candidates must only be permitted access to

this pre-prepared press pack when writing the review under supervision. Centres must submit the press pack to us for moderation along with the completed and formatted review page and evaluation.

The press pack should contain:

- no more than a half page of key facts and background information about the film, including quotations if relevant;
- no more than a half page synopsis of the film;
- no more than two pages of key review points and judgements, which should consider:
  - genre or type of film and its intended audience;
  - cast and/or crew (for example if famous or notable) and other related films, if relevant;
  - content and/or story (for example characters, notable plot points);
  - style and technique (for example music or effects);
  - appropriateness and appeal of film in relation to the reviewer's readership;
  - key strengths of the film (if any);
  - key weaknesses of the film (if any);
  - relevant legal or ethical issues (if any); and
  - summative review conclusions; and
- one page with up to four images to select from.

Task 2 Checklist

Candidates must:

- select a film according to the brief provided;
- view the film, making notes, and carry out some additional background research, including sourcing images to accompany the review;
- select material from their film viewing notes and additional background research to include in their four page press pack, including a page of up to four images to choose from;
- consider any relevant legal and ethical issues;
- record and reflect on key research, planning and decision-making considerations in their press pack;
- write their review under supervision, using the press pack for reference;
- design and format the page on which the review will feature, selecting and including two images from their press pack and adding any other additional text or visuals to contribute to the page's house style; and
- write an evaluation of the finished review, reflecting on both process and outcome.

Please note that the review page must be submitted for moderation as a PDF file.

6.4   Level of control

Rules for controlled assessment in GCSE Journalism in the Media and Communications Industry are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.5   Task setting

The level of control for task setting is high. This means that we set the tasks.

Centres have the opportunity to contextualise the controlled assessment tasks to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

6.6   Task taking

There are different levels of control in the tasks.

Research and planning for all tasks are set at a **medium** level of control. This means that some research and planning activity will take place in the classroom under informal supervision and some outside of school.

Writing up of the final pieces for all tasks is set at a **high** level of control. All final pieces (including evaluations) must be written and formatted in the classroom under formal supervision, with access to resources limited to materials that candidates have prepared during their research and planning.

These prepared materials include:

Unit 1
Tasks 1 and 2 – the log book (including captured and/or sourced image files and audio or audiovisual material as required for each task) and any associated text and imagery for use when formatting pages for publishing.

Unit 2
Task 1 – the marked-up radio stimulus booklet.

Task 2 – a press pack (maximum of four pages) with background information gathered for the film review (including a page of up to four images to choose from) and any associated text and imagery for use when formatting pages for publishing.

Areas of Control	Detail of Control
Authenticity	• Teachers must be able to authenticate candidates' research and planning work and their finished pieces. • Teachers must ensure that candidates acknowledge and reference any sources used in their work. **Research and Planning** • Candidates work independently and carry out research, photography and audio recordings under informal supervision. Candidates may therefore undertake some aspects of this work outside of school. However, this process should be supported by ongoing discussions between the teacher and the candidate, and a sufficient quantity of work must take place in the classroom. This will enable the teacher to make a confident judgement about the authenticity of the candidate's work. **Writing and Formatting** • When candidates have completed their planning and research for Unit 1 and 2 tasks, they must produce the final written pieces, edited vox pops and associated presentational formatting under formal supervision (in direct sight of the teacher at all times). • When candidates have completed their writing and formatting, they must also write their evaluations under formal supervision.

Feedback	• Teachers must guide and supervise all candidates in relation to the following:
	  – monitoring progress;
	  – preventing plagiarism;
	  – ensuring compliance with health and safety requirements; and
	  – ensuring work is completed in accordance with the procedures and marking criteria.
	• If candidates require individual support and guidance, teachers must reflect this in the mark band that they select in the assessment criteria grid, in the marks that they award and in their commentary.

Areas of Control	Detail of Control
Time Limit/Word Limit	**Unit 1: Cross-Platform Research Portfolio** • The recommended time for candidates to write up their two stories is **4 hours** (under formal supervision). This does not include planning, research, evaluation, editing or formatting time. • **Task 1 Local Print Story: 400 words** • **Task 2 Online Regional or National Story: 350 words** • **Evaluation (of each story): 400 words** **Unit 2: Radio and Review Portfolio** • The recommended time for candidates to write up their script and review is **4 hours** (under formal supervision). This does not include planning, research, evaluation or formatting time. • Overall recommended time for completion: **5 weeks per task** (including planning, research, evaluation and formatting time). • **Task 1 Radio Bulletin: 3 minutes or** • **Radio Package: 2 minutes** • **Task 2 Film Review: 300 words** • **Evaluation (of each task): 400 words**
Collaboration	**Research and Planning** • Candidates may complete aspects of the initial planning and research for each task in collaboration with others (for example on a significant local story covered by multiple candidates). However, candidates must provide evidence in their log books and press packs of their individual research and planning considerations and practices. **Writing** • Each candidate must write, edit and format their own work individually.

Areas of Control	Detail of Control

Resources	• Candidates' access to resources (including software and technical equipment) is determined by those available to the centre.
	• Centres must provide resources appropriate to the task, which are fit for purpose and will enable candidates to access the full range of marks.
	• Centres should limit candidates' access to only those resources that are needed and permitted at the relevant stages of the task.
	
	Research and Planning
	• Candidates may conduct independent research, including both online and in their local area, consulting primary sources and secondary sources as required.
	• Candidates must reference any resources and sources that they have accessed during their research and planning in their log book, radio stimulus booklet and press pack.
	
	Writing
	• Candidates should not have access to the internet once they have completed their research and have started task writing, editing and formatting under formal supervision.
	• At the writing, editing and formatting stages, candidates should be allowed access to the following task-specific resources:
	  − Unit 1 Tasks 1 and 2: log book (including captured and/or sourced image, audio and/or audiovisual files and any text or imagery for use when formatting);
	  − Unit 2 Radio Task: radio stimulus booklet (marked up);
	  − Unit 2 Film Review Task: stimulus booklet and press pack (including up to four images and any associated text and imagery for use when formatting); and
	  − All Tasks: the relevant (offline) equipment and software required for editing and/or formatting their finished pieces.

Areas of Control	Detail of Control

6.7   Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

When making judgements, teachers should follow the procedure set out below:

- make a broad judgement by identifying the mark band that best describes the candidate's achievement; and
- refine this initial judgement.

For example, if a teacher decides that the Unit 1 log book best fits Mark Band 4 (12–15 marks), then to refine this decision, they should consider the following:

- if the candidate has only just fulfilled some of the criteria to the standard required, then the work is likely to be worth 12 marks, the bottom of the mark band;
- if the candidate fulfils most of the criteria to the standard required, then the work is likely to be worth 13–14 marks, the mid to upper level of the mark band; and
- if the candidate fulfils all of the criteria to the standard required, then the work may be worth 15 marks, the very top of the mark band.

Teachers must annotate the candidate's work in detail to ensure fairness and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation, either in the margin or on the text.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.8   Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.9   Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.10   Drafting/Redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessment*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
Students should be able to: • communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example writing their film review*;   • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example writing their radio bulletin or package script*;   • participate in discussions, debates and interviews, *for example carrying out primary research for their local print news story*;   • interpret, analyse and present information in oral, written and ICT formats, *for example presenting their online news story using appropriate page design*; and   • explore and respond, both imaginatively and critically, to a variety of texts, *for example researching and background checking news stimulus material*.
Using Mathematics
Students should be able to: • use mathematical language and notation with confidence, *for example using statistics to support an argument*;   • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example calculating broadcast timings against word counts*;   • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example identifying a demographic sample then carrying out a survey*;   • interpret and analyse a wide range of mathematical data, *for example carrying out statistical research*;   • assess probability and risk in a range of simulated and real-life contexts, *for example evaluating a range of statistical data about different aspects of a contentious or divisive issue*; and   • present mathematical data in a variety of formats which take account of audience and purpose, *for example presenting statistical research appropriately for a target readership*.

Using ICT
Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example accessing a range of secondary sources online, recording and editing audio and/or audiovisual interviews with primary sources and formatting news pages.*

7.2   Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management
Students should be able to: • plan work, *for example planning, scheduling and carrying out primary and secondary research*;   • set personal learning goals and targets to meet deadlines, *for example managing ongoing research using a detailed log book*;   • monitor, review and evaluate their progress and improve their learning, *for example evaluating both the process and outcome of their news writing, highlighting lessons learned and areas for improvement*; and   • effectively manage their time, *for example writing copy for an evolving news story under time-restricted examination conditions in response to phased release news stimulus material*.
Working with Others
Students should be able to: • learn with and from others through co-operation, *for example recording audio or audiovisual interviews with primary sources and members of the public*;   • participate in effective teams and accept responsibility for achieving collective goals, *for example working in news teams with their fellow students to successfully gather and record news in their local area*; and   • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example carrying out interviews, taking part in press conferences and consulting with a variety of primary sources, including both experts and members of the public*.

Problem Solving
Students should be able to: • identify and analyse relationships and patterns, *for example compiling research from a variety of sources to illustrate the implications of a particular news story*; • propose justified explanations, *for example consulting and presenting the opinions and views of experts*; • reason, form opinions and justify their views, *for example writing persuasively argued and well-illustrated review material*; • analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example researching and background checking the validity of different types of news material in light of legal and ethical considerations*; • analyse and evaluate multiple perspectives, *for example offering a balanced representation of viewpoints about a particular news issue*; • explore unfamiliar views without prejudice, *for example including diverse opinions in their vox pop or interview montage*; • weigh up options and justify decisions, *for example planning which sources to approach on a particular issue and justifying choices made in their log book*; and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example recording the ongoing process of story research and planning, identifying obstacles encountered and strategies used to overcome these*.

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Journalism in the Media and Communications Industry microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Nola Fitzsimons
  (telephone: (028) 9026 1200, extension 2235, email: nfitzsimons@ccea.org.uk)

- Subject Officer: Ingrid Arthurs
  (telephone: (028) 9026 1200, extension 2398, email: iarthurs@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)

- Business Assurance (Complaints and Appeals)
  (telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision **(High level of control)**	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision **(Medium level of control)**	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision **(Limited level of control)**	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Appendix 1

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding organisation
Task setting	The specification of the assessment requirements Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported May comprise separately assessed components

Appendix 2

Assessment Criteria for Unit 1: Cross-Platform Research Portfolio
Task 1: Local Print Story

Total marks: 25

Local Print Story	Level 1 1–6	Level 2 7–12	Level 3 13–18	Level 4 19–25
AO2 apply knowledge, understanding and skills when creating and presenting journalistic products	Candidate makes a basic attempt to select and prioritise material for the story. Their photograph has little appeal.	Candidate makes an adequate attempt to select and prioritise material for the story with some consideration of newsworthiness. Their photograph has some appeal.	Candidate makes a good attempt to select and prioritise material for the story, most of which reflects the most newsworthy elements. Their photograph has good appeal.	Candidate makes excellent selection and prioritisation of material for the story, which consistently reflects the most newsworthy elements. Their photograph has excellent appeal.
	Writing demonstrates little evidence of crafting, using vocabulary that is largely inappropriate for purpose and target readership. There is limited use of standard English.	Writing demonstrates some evidence of crafting, using vocabulary that is at times appropriate for purpose and target readership. There is mostly consistent use of standard English.	Writing consistently demonstrates evidence of crafting, using vocabulary that is appropriate for purpose and appeals to the target readership. There is consistent use of standard English.	Writing consistently demonstrates evidence of confident crafting, using a wide vocabulary that is appropriate for purpose and appeals effectively to the target readership. There is consistently assured use of standard English.
	Candidate makes a limited and mostly unsuccessful attempt to use appropriate formatting and technical conventions.	Candidate makes an adequate, though mostly inconsistent attempt to use appropriate formatting and technical conventions.	Candidate makes a good and mostly successful attempt to use appropriate formatting and technical conventions.	Candidate shows an excellent ability to successfully use formatting and technical conventions consistently and effectively throughout.
	QWC is basic.	QWC is adequate.	QWC is good.	QWC is excellent.
		Award zero for work not worthy of credit.		**Total marks: 25**

Assessment Criteria for Unit 1: Cross-Platform Research Portfolio
Task 2: Online Regional or National Story

Total marks: 25

Online Regional or National Story	Level 1 1–6	Level 2 7–12	Level 3 13–18	Level 4 19–25
AO2 apply knowledge, understanding and skills when creating and presenting journalistic products	Candidate makes a basic attempt to select and prioritise material for the story. Vox pops/interview excerpts are indiscriminate and lack relevance and balance. Their image has little appeal.	Candidate makes an adequate attempt to select and prioritise material for the story with some consideration of newsworthiness. Vox pops/interview excerpts show some relevance and balance. Their image has some appeal.	Candidate makes a good attempt to select and prioritise material for the story, most of which reflects the most newsworthy elements. Vox pops/interview excerpts are relevant and balanced. Their image has good appeal.	Candidate makes excellent selection and prioritisation of material for the story, which consistently reflects the most newsworthy elements. Vox pops/interview excerpts are insightful, well balanced, discerning and purposefully presented. Their image has excellent appeal.
	Writing demonstrates little evidence of crafting, using vocabulary that is largely inappropriate for purpose and target readership. There is limited use of standard English.	Writing demonstrates some evidence of crafting, using vocabulary that is at times appropriate for purpose and target readership. There is mostly consistent use of standard English.	Writing consistently demonstrates evidence of crafting, using vocabulary that is appropriate for purpose and appeals to the target readership. There is consistent use of standard English.	Writing consistently demonstrates evidence of confident crafting, using a wide vocabulary that is appropriate for purpose and appeals effectively to the target readership. There is consistently assured use of standard English.
	Candidate makes a limited and mostly unsuccessful attempt to use appropriate formatting and technical conventions.	Candidate makes an adequate, though mostly inconsistent attempt to use appropriate formatting and technical conventions.	Candidate makes a good and mostly successful attempt to use appropriate formatting and technical conventions.	Candidate shows an excellent ability to successfully use formatting and technical conventions consistently and effectively throughout.
	QWC is basic.	QWC is adequate.	QWC is good.	QWC is excellent.
		Award zero for work not worthy of credit.		**Total marks: 25**

Assessment Criteria for Unit 1: Cross-Platform Research Portfolio

Log Book

Total marks (per task): 15

Use this grid to mark each task's log book.

Available marks per task: 15

Total available marks for both tasks: 30

Log Book	Level 1 1–3	Level 2 4–7	Level 3 8–11	Level 4 12–15
AO2 apply knowledge, understanding and skills when researching and planning	There is little evidence of independent primary and secondary research, presenting facts and interview material in an indiscriminate and unplanned manner.	There is evidence of adequate independent primary and secondary research, presenting facts and interview material with some sense of relevance and planning.	There is evidence of good independent primary and secondary research, presenting a range of facts and interview material with a sense of relevance, planning and purpose.	There is evidence of excellent independent primary and secondary research, presenting a wide range of relevant and meaningful facts and interview material with clear, purposeful, discerning and effective planning throughout.
AO3 analyse, evaluate and make reasoned judgements about journalistic materials	Candidate has made a basic attempt to evaluate the material gathered, making limited assertions about its potential significance, relevance and viability. QWC is basic.	Candidate has made an uneven but adequate attempt to analyse the material gathered, offering some reasoned judgements about its potential significance, relevance and viability. QWC is adequate.	Candidate has made a good attempt to analyse the material, consistently offering competent reasoned judgements about its potential significance, relevance and viability. QWC is good.	Candidate has made an excellent attempt to analyse the material gathered, offering confident and perceptive judgements about its potential significance, relevance and viability. QWC is excellent.
		Award zero for work not worthy of credit.		**Total marks (per task): 15**

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Assessment Criteria for Unit 1: Cross-Platform Research Portfolio

Total marks (per task): 10

Evaluation

Use this grid to mark each task's evaluation.

Available marks per task: 10

Total available marks for both tasks: 20

Evaluation	Level 1 1–2	Level 2 3–4	Level 3 5–7	Level 4 8–10
AO1 demonstrate knowledge and understanding of journalistic concepts, contexts and practices	Candidate demonstrates basic knowledge of relevant journalistic conventions and practices.	Candidate demonstrates adequate knowledge and understanding of relevant journalistic conventions and practices.	Candidate demonstrates good knowledge and understanding of a range of relevant journalistic conventions and practices.	Candidate demonstrates excellent knowledge and understanding of a wide range of relevant journalistic conventions and practices.
AO3 analyse, evaluate and make reasoned judgements about their own work	Analysis and evaluation are limited. Explanations of the strengths and weaknesses of process and outcome are descriptive. QWC is basic.	Analysis and evaluation are adequate. Explanations of the strengths and weaknesses of process and outcome show evidence of some reasoned judgements. QWC is adequate.	Analysis and evaluation are competent. Explanations of the strengths and weaknesses of process and outcome are consistent and show evidence of reasoned judgements. QWC is good.	Analysis and evaluation are highly competent. Explanations of the strengths and weaknesses of process and outcome are insightful and show evidence of perceptive, reasoned judgements throughout. QWC is excellent.
Award zero for work not worthy of credit.				**Total marks (per task): 10**

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Assessment Criteria for Unit 1: Cross-Platform Research Portfolio

QWC

Use this grid when assessing QWC in each of the task's three pieces of written work: the log book, the evaluation and the story.

	Level 1	Level 2	Level 3	Level 4
QWC	Overall Impression: Basic	Overall Impression: Adequate	Overall Impression: Good	Overall Impression: Excellent
	Presentation, spelling, punctuation and grammar present significant errors so that intended meaning is not clear. The organisation of material may lack clarity and coherence.	Presentation, spelling, punctuation and grammar are uneven and contain inaccuracies, but mostly make meaning clear. Relevant material is organised with some clarity and coherence.	Presentation, spelling, punctuation and grammar are mostly accurate and are sufficiently competent to make meaning clear. Relevant material is organised with clarity and coherence.	Presentation, spelling, punctuation and grammar are accurate throughout and are of a sufficiently high standard to make meaning clear and well-articulated. Relevant material is organised with a high degree of clarity and coherence.
	There is limited use of journalistic terminology, reflecting an insecure understanding.	There is adequate use of journalistic terminology, reflecting a developing understanding.	There is consistently appropriate use of journalistic terminology, reflecting a good understanding.	There is confident use of journalistic terminology, reflecting an assured understanding.
	At this level, candidates may require support and guidance.	At this level, candidates may only require guidance.	At this level, candidates may only require little guidance.	At this level, candidates work independently.

Appendix 3

Assessment Criteria for Unit 2: Radio and Review Portfolio

Task 1: Radio Script

Total marks: 25

Radio Script	Level 1 1–6	Level 2 7–12	Level 3 13–18	Level 4 19–25
AO2 apply knowledge, understanding and skills when creating and presenting journalistic products	Candidate makes a basic attempt to select and prioritise material for the script.	Candidate makes an adequate attempt to select and prioritise material for the script with some consideration of newsworthiness.	Candidate makes a good attempt to select and prioritise material for the script, most of which reflects the most newsworthy elements.	Candidate makes excellent selection and prioritisation of material for the script, which consistently reflects the most newsworthy elements.
	Writing demonstrates little evidence of crafting, using vocabulary that is largely inappropriate for purpose and target audience. There is limited use of standard English.	Writing demonstrates some evidence of crafting, using vocabulary that is at times appropriate for purpose and target audience. There is mostly consistent use of standard English.	Writing consistently demonstrates evidence of crafting, using vocabulary that is appropriate for purpose and appeals to the target audience. There is consistent use of standard English.	Writing consistently demonstrates evidence of confident crafting, using a wide vocabulary that is appropriate for purpose and appeals effectively to the target audience. There is consistently assured use of standard English.
	Candidate makes a limited and mostly unsuccessful attempt to use appropriate formatting and technical conventions.	Candidate makes an adequate, though mostly inconsistent attempt to use appropriate formatting and technical conventions.	Candidate makes a good and mostly successful attempt to use appropriate formatting and technical conventions.	Candidate shows an excellent ability to successfully use formatting and technical conventions consistently and effectively throughout.
	QWC is basic.	QWC is adequate.	QWC is good.	QWC is excellent.
	Award zero for work not worthy of credit.			**Total marks: 25**

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Assessment Criteria for Unit 2: Radio and Review Portfolio
Task 2: Film Review

Total marks: 25

Film Review	Level 1 1–6	Level 2 7–12	Level 3 13–18	Level 4 19–25
AO2 apply knowledge, understanding and skills when creating and presenting journalistic products	Candidate makes a basic attempt to select and prioritise material for the review. Their image has little appeal.	Candidate makes an adequate attempt to select and prioritise material for the review with some consideration of newsworthiness and elements that will engage. Their image has some appeal.	Candidate makes a good attempt to select and prioritise material for the review, most of which reflects the most newsworthy and engaging elements. Their image has good appeal.	Candidate makes excellent selection and prioritisation of material for the review, which consistently reflects the most newsworthy and engaging elements. Their image has excellent appeal.
	Writing demonstrates little evidence of crafting, using vocabulary that is largely inappropriate for purpose and target readership. There is limited use of standard English.	Writing demonstrates some evidence of crafting, using vocabulary that is at times appropriate for purpose and target readership. There is mostly consistent use of standard English.	Writing consistently demonstrates evidence of crafting, using vocabulary that is appropriate to the target readership. There is consistent use of standard English.	Writing consistently demonstrates evidence of confident crafting, using a wide vocabulary that is appropriate for purpose and appeals effectively to the target readership. There is consistently assured use of standard English.
	Candidate makes a limited and mostly unsuccessful attempt to use appropriate formatting and technical conventions.	Candidate makes an adequate, though mostly inconsistent attempt to use appropriate formatting and technical conventions.	Candidate makes a good and mostly successful attempt to use appropriate formatting and technical conventions.	Candidate shows an excellent ability to successfully use formatting and technical conventions consistently and effectively throughout.
	QWC is basic.	QWC is adequate.	QWC is good.	QWC is excellent.
	Award zero for work not worthy of credit.			**Total marks: 25**

Assessment Criteria for Unit 2: Radio and Review Portfolio

Radio Stimulus/Press Pack

Total marks (per task): 15

Use this grid to mark each task's stimulus material/press pack and evaluation.

Available marks per task: 15

Total available marks for both tasks: 30

Radio Stimulus/Press Pack	Level 1 1–3	Level 2 4–7	Level 3 8–11	Level 4 12–15
AO2 apply knowledge, understanding and skills when researching and planning	There is little evidence of independent secondary research in the stimulus material/press pack, presenting facts and research material in an indiscriminate and unplanned manner.	There is evidence of adequate independent secondary research in the stimulus material/press pack, presenting facts and research material with some sense of relevance and planning.	There is evidence of good independent secondary research in the stimulus material/press pack, presenting a range of facts and research material with a sense of relevance, planning and purpose.	There is evidence of excellent independent secondary research in the stimulus material/press pack, presenting a wide range of relevant and meaningful facts and research material with clear, purposeful, discerning and effective planning throughout.
AO3 analyse, evaluate and make reasoned judgements about journalistic materials	Candidate has made a basic attempt to evaluate the material gathered, making limited assertions about its potential significance, relevance and viability. Candidate corrects 0–2 errors in the radio stimulus.	Candidate has made an uneven but adequate attempt to analyse the material gathered, offering some reasoned judgements about its potential significance, relevance and viability. Candidate corrects 3–5 errors in the radio stimulus.	Candidate has made a good attempt to analyse the material, consistently offering competent reasoned judgements about its potential significance, relevance and viability. Candidate corrects 6–8 errors in the radio stimulus.	Candidate has made an excellent attempt to analyse the material gathered, offering confident and perceptive judgements about its potential significance, relevance and viability. Candidate corrects 9–10 errors in the radio stimulus.
	QWC is basic.	QWC is adequate.	QWC is good.	QWC is excellent.
	Award zero for work not worthy of credit.			**Total marks (per task): 15**

Assessment Criteria for Unit 2: Radio and Review Portfolio

Evaluation

Use this grid to mark each task's evaluation.

Available marks per task: 10

Total available marks for both tasks: 20

Total marks (per task): 10

Evaluation	Level 1 1–2	Level 2 3–4	Level 3 5–7	Level 4 8–10
AO1 demonstrate knowledge and understanding of journalistic concepts, contexts and practices	Candidate demonstrates basic knowledge of relevant journalistic conventions and practices.	Candidate demonstrates adequate knowledge and understanding of relevant journalistic conventions and practices.	Candidate demonstrates good knowledge and understanding of a range of relevant journalistic conventions and practices.	Candidate demonstrates excellent knowledge and understanding of a wide range of relevant journalistic conventions and practices.
AO3 analyse, evaluate and make reasoned judgements about their own work	Analysis and evaluation are limited. Explanations of the strengths and weaknesses of process and outcome are descriptive. QWC is basic.	Analysis and evaluation are adequate. Explanations of the strengths and weaknesses of process and outcome show evidence of some reasoned judgements. QWC is adequate.	Analysis and evaluation are competent. Explanations of the strengths and weaknesses of process and outcome are consistent and show evidence of reasoned judgements. QWC is good.	Analysis and evaluation are highly competent. Explanations of the strengths and weaknesses of process and outcome are insightful and show evidence of perceptive, reasoned judgements throughout. QWC is excellent.
	Award zero for work not worthy of credit.			**Total marks (per task): 10**

Assessment Criteria for Unit 2: Radio and Review Portfolio

QWC

Use this grid when assessing QWC in each of the task's three pieces of written work: the stimulus material/press pack, the evaluation and the script/review.

	Level 1	Level 2	Level 3	Level 4
QWC	Overall Impression: Basic	Overall Impression: Adequate	Overall Impression: Good	Overall Impression: Excellent
	Presentation, spelling, punctuation and grammar present significant errors so that intended meaning is not clear. The organisation of material may lack clarity and coherence.	Presentation, spelling, punctuation and grammar are uneven and contain inaccuracies, but mostly make meaning clear. Relevant material is organised with some clarity and coherence.	Presentation, spelling, punctuation and grammar are mostly accurate and are sufficiently competent to make meaning clear. Relevant material is organised with clarity and coherence.	Presentation, spelling, punctuation and grammar are accurate throughout and are of a sufficiently high standard to make meaning clear and well-articulated. Relevant material is organised with a high degree of clarity and coherence.
	There is limited use of journalistic terminology, reflecting an insecure understanding.	There is adequate use of journalistic terminology, reflecting a developing understanding.	There is consistently appropriate use of journalistic terminology, reflecting a good understanding.	There is confident use of journalistic terminology, reflecting an assured understanding.
	At this level, candidates may require support and guidance.	At this level, candidates may only require guidance.	At this level, candidates may only require little guidance.	At this level, candidates work independently.

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