

GCE



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

For first teaching from September 2016
For first award of AS level in Summer 2017
For first award of A level in Summer 2018
Subject Code: KD1



Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE in Journalism in the Media and Communications Industry for first teaching from September 2016.

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 (40 percent) and the A2 (60 percent). We award a grade A* to students who achieve both an A grade in the full A Level qualification and at least 90 percent of the maximum uniform marks available across 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

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	KD1
QAN AS Level	601/8921/6
QAN A Level	601/8922/8

A CCEA Publication © 2016

You may download further copies of this publication from www.ccea.org.uk

Contents

1	Introduction	3
1.1	Aims	3
1.2	Key features	3
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	4
2	Specification at a Glance	5
3	Subject Content	6
3.1	Unit AS 1: Journalism in Print	6
3.2	Unit AS 2: Print Portfolio	9
3.3	Unit A2 1: Cross-Platform Journalism and Digital Interactivity	12
3.4	Unit A2 2: Online Print and Broadcast Feature Portfolio	17
4	Scheme of Assessment	22
4.1	Assessment opportunities	22
4.2	Assessment objectives	22
4.3	Assessment objective weightings	22
4.4	Quality of written communication	22
4.5	Synoptic assessment at A2	23
4.6	Stretch and challenge at A2	23
4.7	Reporting and grading	23
5	Grade Descriptions	24
6	Guidance on Internal Assessment	29
6.1	Setting of tasks	29
6.2	Supervision of candidates	29
6.3	Assessment conditions	29
6.4	Marking and internal standardisation	30
6.5	Moderation	30
7	Links	31
7.1	Support	31
7.2	Curriculum objectives	31
7.3	Skills development	32
7.4	Examination entries	32
7.5	Equality and inclusion	32
7.6	Contact details	33

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 2016. You can view and download the latest version of this specification on our website at 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 2017 and the first A Level awards in 2018.

The specification builds on the broad objectives of the Northern Ireland Curriculum.

Our GCE in Journalism in the Media and Communications Industry is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and within a context related to employability.

As with all GCEs, the guided learning hours for this specification are:

- 180 hours for the Advanced Subsidiary award; and
- 360 hours for the Advanced Level award.

1.1 Aims

This specification aims to encourage students to:

- apply their skills to relevant work-related scenarios both in their own print and feature portfolio work and in the time-pressured environment of an examination;
- work independently and in group settings;
- research, develop and present their findings in a variety of formats including print, online and broadcast platforms;
- develop advanced study skills in preparation for third level education; and
- demonstrate their understanding and application of key concepts through internal and external assessments.

1.2 Key features

The key features of the specification appear below.

- The specification 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 and subject content, high level of 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 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 at GCSE in English, Journalism in the Media and Communications Industry, Media Studies and ICT.

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 KD1.

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.

2 Specification at a Glance

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

Content	Assessment	Weightings	Availability
AS 1: Journalism in Print	External written examination 2 hours Compare and contrast two unseen print journalism stimuli. Respond to unseen print journalism writing, PR or subediting tasks. Answer one essay question.	40% of AS 16% of A Level	Every Summer from 2017
AS 2: Print Portfolio	Internal assessment Produce a portfolio of different story types for a local or regional newspaper or magazine.	60% of AS 24% of A Level	Every Summer from 2017
A2 1: Cross-Platform Journalism and Digital Interactivity	External written examination 2 hours Respond to unseen writing and cross-platform newsroom scenario tasks. Answer one essay question on a debate topic of choice.	24% of A Level	Every Summer from 2018
A2 2: Online Print and Broadcast Feature Portfolio	Internal assessment Conduct a theme-based analytical cross-platform case study and Produce two features: one for online print and one for broadcast.	36% of A Level	Every Summer from 2018

3 Subject Content

We have divided the course into four units: two units at AS level and two units at A2. The content of each unit, as well as the respective learning outcomes, appears below.

3.1 Unit AS 1: Journalism in Print

This unit enables students to apply the specification's key media concepts to print journalism. The assessment offers students the opportunity to analyse a variety of unseen stimuli representing different formats and story types in the field of print journalism. The examination for this unit assesses how students apply their print journalism writing skills under time pressure in a range of tasks and scenarios including hard news, subediting and PR. This unit is externally assessed through a two hour examination paper.

Content	Learning Outcomes
Development of Industry and Technology in Print Journalism	Students should be able to: <ul style="list-style-type: none"> • understand the key industry developments in the history of print journalism in the UK and Ireland;
Media Concepts and Contexts in Print Journalism	<ul style="list-style-type: none"> • identify and evaluate the key technological innovations in the history of print journalism (for example the printing press and the use of desktop publishing software) that have contributed to the development of: <ul style="list-style-type: none"> – different print formats and conventions; – different target audiences; and – the role, purpose and scope of print journalism;
Language, Forms and Conventions in Print Journalism	<ul style="list-style-type: none"> • apply the following key media concepts in their study and analysis of print journalism products and practices: <ul style="list-style-type: none"> – language, forms and conventions; – audience and news value; and – institutions, ownership, law and regulation; • identify and evaluate the following in print journalism: <ul style="list-style-type: none"> – formats: newspapers (tabloid and broadsheet; local, regional and national) and magazines (paid circulation); – story types: news, features, reviews, columns, editorials and photomontages; and – story themes: culture and arts, crime, education, environment, human interest, politics, social issues, sport, and war and conflict; and • analyse and evaluate how language (for example sentence and paragraph length, punctuation, spelling, use of active and passive writing voices) is used to communicate with different audiences across the different print formats and story types.

Content	Learning Outcomes
<p>Language, Forms and Conventions in Print Journalism (cont.)</p> <p>Audience and News Value in Print Journalism</p> <p>Institutions, Ownership, Law and Regulation in Print Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse how different technical conventions and presentational styles and techniques are used to communicate with audiences across the different print formats and story types; • identify and evaluate how story and news angles change; • explain why different types of print stories contain different facts and sources of information when communicating to different audiences; • explain and evaluate how different types of print stories prioritise and order their facts and information differently depending on the intended message they wish to communicate to their audiences; • identify the different types of ownership in contemporary print journalism; • understand and consider the industry guidelines and ethical issues which print journalists must follow (including the NUJ Code of Conduct and the function of regulatory bodies); and • understand and consider the main legal issues affecting print journalists: <ul style="list-style-type: none"> – contempt of court; – defamation; – the difference between slander and libel; – what the journalist should do when faced with a possible defamation claim; – what the claimant must prove; – the main journalistic defences: justification (truth), fair comment, privilege, accord and satisfaction, and offer of amends; and – the Freedom of Information Act 2000: <ul style="list-style-type: none"> the history of the Act; the impact of the Act; the detail and practical workings of the Act; how to make a Freedom of Information Act request; organisations covered by the Act; exemptions to the Act; enforcement of the Act; and who has veto over the Act.

Content	Learning Outcomes
<p>Skills and Practice in Print Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the following roles within print journalism: <ul style="list-style-type: none"> – editor; – subeditor; – reporter; – researcher; and – photographer; • apply the following skills and knowledge across a range of print formats and story types to a variety of time-limited scenario-based writing tasks (including a press release): <ul style="list-style-type: none"> – news sense; – legal and ethical considerations; – story/construction; – writing and rewriting; and – subediting; and • select, prioritise and use information from a range of sources provided in the exam, including: <ul style="list-style-type: none"> – press conference statements; – press releases; – interviews; – archive material; and – public documents.

3.2 Unit AS 2: Print Portfolio

This unit introduces students to the skills of print journalism, focusing on both written and photojournalism. It enables students to develop and apply knowledge and understanding of a variety of formats and story types. Students must produce their own print portfolio in a local real world context. This unit is internally assessed. We supply specific instructions on the structure, content and size of the print portfolio in the assessment materials. We provide further guidance on internal assessment in Section 6.

Content	Learning Outcomes
<p>Media Concepts and Contexts in Print Journalism</p> <p>Professional Roles and Practices in Print Journalism</p> <p>Research and News Gathering Skills and Techniques in Print Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of the following key media concepts in their own practice: <ul style="list-style-type: none"> – language, forms and conventions; – audience and news value; and – institutions, ownership, law and regulation; • apply knowledge and understanding of the following formats and story types within the print platform: <ul style="list-style-type: none"> – formats: newspapers and magazines; and – story types: news, features, reviews, editorials and photojournalism (for example photomontage); • understand and apply aspects of the following professional roles as appropriate to the production of their portfolio: <ul style="list-style-type: none"> – reporter; – researcher; – photographer and photojournalist; – subeditor; and – editor; • address legal and ethical considerations in their use of sources (choice and angle of story, use and tone of language, use and manipulation of images and photographs); • apply knowledge and understanding of current codes of practice and industry guidelines; • select a print format and identify an appropriate target audience for their portfolio publication; • find and prioritise real story ideas appropriate for audience and purpose, demonstrating understanding of news value; and • explain intentions and reasoning for their choices.

Content	Learning Outcomes
<p>Research and News Gathering Skills and Techniques in Print Journalism (cont.)</p> <p>Writing Skills and Techniques in Print Journalism</p> <p>Technical and Presentational Skills and Formatting in Print Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of a range of primary and secondary research techniques; • evaluate and select appropriate primary and secondary sources (for example public documents and local interviews); • use a range of interview techniques and question types, employing appropriate audio recording equipment; • investigate and record photo opportunities to use in the portfolio to accompany stories and also to use in the photojournalism task; • plan and record the research and development process in an ongoing log, citing all sources appropriately; • select and omit facts and content that they have obtained through primary and secondary research as appropriate to audience, purpose, angle and story format; • use quotations appropriately; • apply the appropriate style of writing across a range of story types including consideration of: <ul style="list-style-type: none"> – story structure; – sentence structure; – use of appropriate language including techniques (for example puns or alliteration); and – use of appropriate voice (passive or active); • write to a range of word limits; • demonstrate accuracy in spelling, punctuation and grammar; • subedit their own work and write captions, headlines and/or straplines as appropriate to story type; and • design a house style for their chosen publication (newspaper or magazine) and use appropriate software (for example Word or Frontpage) to apply this to their portfolio.

Content	Learning Outcomes
<p>Technical and Presentational Skills and Formatting in Print Journalism (cont.)</p> <p>Evaluation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • position their portfolio stories on the relevant page of the publication (where appropriate editorially, more than one portfolio story may appear on one page); • format each page fully to the agreed house style with additional presentational features where relevant; • use the appropriate software, for example Adobe Acrobat, to convert the final publication pages into compressed PDF files for submission; • evaluate the strengths and weaknesses of their final portfolio pieces in relation to their original intentions of addressing news value, audience and purpose; and • reflect on the success of the process by analysing the effectiveness of their research, writing and technical production skills.

3.3 Unit A2 1: Cross-Platform Journalism and Digital Interactivity

This unit enables students to extend their study of the specification's key media concepts to online and broadcast journalism. It includes additional and more advanced analysis of ideology, representation and values. The examination for this unit assesses how students apply their online, print and broadcast journalism skills under time pressure. It requires them to respond to news scenarios and writing-based tasks. To do this, they need to consider strategies that would apply in a real, cross-platform newsroom. This unit is externally assessed through a two hour examination paper.

Content	Learning Outcomes
<p>Development of Cross-Platform Technologies in Online, Print and Broadcast Journalism</p> <p>Advanced Media Concepts, Contexts and Debates in Online, Print and Broadcast Journalism</p> <p>Language, Forms and Conventions in Online, Print and Broadcast Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse the impact of key technological innovations in both broadcast and online journalism and how these have contributed to the development of: <ul style="list-style-type: none"> – a wider range of cross-platform formats and conventions; – different types of target audiences and more opportunities for interactivity; and – the role, purpose and scope of journalism in an increasingly diversified digital landscape; • apply the following key media concepts in their analysis of cross-platform products and practices: <ul style="list-style-type: none"> – language, forms and conventions; – audience and news value; – institutions, ownership, law and regulation; and – ideology, values and representation; • analyse and evaluate issues related to the following key debate areas, citing examples from their own study and practice throughout the course: <ul style="list-style-type: none"> – journalism and representation; – journalism and digital interactivity; – journalism law and ethics; – journalism and ownership; and – journalism and communications; and • analyse and evaluate the following range of platforms: <ul style="list-style-type: none"> – print; – broadcast (public service and commercial); and – online.

Content	Learning Outcomes
<p>Language, Forms and Conventions in Online, Print and Broadcast Journalism (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse and evaluate the following range of platforms: <ul style="list-style-type: none"> – newspapers (tabloid, broadsheet, local, regional and national); – magazines (paid circulation); – radio news; – TV news; and – news and magazine websites; • analyse and evaluate the following range of print story types (including online print): <ul style="list-style-type: none"> – news (topical and hard news); – features; – columns; – reviews; – editorials; – photomontages; and – additional online enhancements (for example social networking, blogs, audio and video); • analyse and evaluate the following range of broadcast story types/items: <ul style="list-style-type: none"> – broadcast radio and TV feature packages and bulletins (including mini wrap or bulletin wrap); – news (topical and hard news, including breaking news or snaps, headlines, copy stories, voicers/voice reports and teasers/promos); – reviews; – studio interviews and debates; and – additional audio and/or visual enhancements (for example use of SFX and music or graphics and text feeds); • identify and analyse a range of story themes in cross-platform print, online and broadcast contexts: <ul style="list-style-type: none"> – culture and arts; – crime; – education; – environment; – human interest; – politics; – social issues; – sport; and – war and conflict.

Content	Learning Outcomes
<p>Language, Forms and Conventions in Online, Print and Broadcast Journalism (cont.)</p> <p>Audience and News Value in Online, Print and Broadcast Journalism</p> <p>Institutions, Ownership, Law and Regulation in Online, Print and Broadcast Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse and compare how language (for example sentence and paragraph length, punctuation, spelling, and the use of the active and passive voice) is used to communicate with different audiences across different platforms, formats and story types; • analyse and compare how different technical conventions and presentational styles and techniques are used to communicate with audiences across different platforms, formats and story types; • evaluate how story and news angles change across different platforms, formats and story types; • analyse and evaluate how different types of story contain different facts and sources of information when communicating to different audiences using different platforms and formats; • analyse and evaluate how different stories prioritise and order their facts and information differently across different platforms and formats, depending on the intended message they wish to communicate to their audiences; • analyse the impact of ‘citizen journalism’ on the work of the professional cross-platform journalist; • analyse and evaluate the ways in which journalists can maximise interaction with their audiences (for example using online digital features such as social networking and blogs); • compare and contrast the types of regulated and non-regulated ownership in both print and broadcast journalism; • analyse the different characteristics of public service and commercial broadcast ownership and discuss how these different characteristics can be seen to shape and influence the practice of journalists; and • analyse the roles and responsibilities of the journalist in relation to public affairs and the fourth estate.

Content	Learning Outcomes
<p>Institutions, Ownership, Law and Regulation in Online, Print and Broadcast Journalism (cont.)</p> <p>Ideology, Values and Representation in Online, Print and Broadcast Journalism</p> <p>Skills and Practice in Online, Print and Broadcast Journalism: The Cross-Platform Newsroom</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the industry guidelines which broadcast journalists must follow (including the BBC Producers' Guidelines and Ofcom Guidelines); • consider the legal issues and considerations affecting online and broadcast journalists; • compare and contrast how language, forms and conventions can represent underlying ideologies (political, social and cultural) across different platforms and formats; • analyse how language, forms and conventions used in journalism can create unfair representations and stereotypes in different ways across different platforms and formats; • identify and analyse 'bias' and 'spin' in a range of story types and across different platforms and formats; • analyse how differences in media ownership can be seen to influence ideology and bias in journalistic style and content; and • demonstrate knowledge and understanding of the following roles in cross-platform print, broadcast and online journalism: <ul style="list-style-type: none"> – editor; – subeditor; – reporter; – researcher; – photographer; – producer; – presenter; – anchor; – camera operator; – sound technician; and – graphic designer.

Content	Learning Outcomes
<p>Skills and Practice in Online, Print and Broadcast Journalism: The Cross-Platform Newsroom (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • apply the following knowledge and skills appropriately to a variety of time-pressured writing tasks and real life cross-platform newsroom scenarios: <ul style="list-style-type: none"> – news sense; – legal and ethical considerations; – story and script construction; – writing (print copy and broadcast script content); – rewriting; – subediting (including compiling running orders); – following the story; and – using and maximising online interactivity; • outline step-by-step strategies they would use in response to tasks and scenarios set in the exam, providing a rationale for decisions made; and • select, prioritise and use information provided from a range of sources in their writing and scenario-based tasks, including: <ul style="list-style-type: none"> – press conference statements; – press releases; – interviews (audio and video); – archive material; – audio and video location footage; and – public documents.

3.4 Unit A2 2: Online Print and Broadcast Feature Portfolio

This unit enables students to extend their skills to both online print and broadcasting. It requires an increased depth of analysis and research. Students must produce a case study and a cross-platform feature portfolio with both written and audio or audiovisual outcomes. This unit is internally assessed. We supply specific instructions on the structure, content and size of the case study and cross-platform feature portfolio in the assessment materials. We provide further guidance on internal assessment in Section 6.

Content	Learning Outcomes
<p>Advanced Media Concepts and Contexts in Online Print and Broadcast Journalism</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of the following key media concepts in their own practice: <ul style="list-style-type: none"> – language, forms and conventions; – audience and news value; – institutions, ownership, law and regulation; and – ideology, values and representation; • apply knowledge and understanding of the following platforms, formats and story themes to inform their creation of a cross-platform feature portfolio: <ul style="list-style-type: none"> – platforms and formats: broadcast radio and broadcast TV (public service and commercial), and online newspapers (both tabloid and broadsheet); and – feature story themes: culture and art, crime, education, environment, human interest, politics, social issues, sport, and war and conflict;
<p>Professional Roles and Practices in Online Print and Broadcast Journalism</p>	<ul style="list-style-type: none"> • understand and apply aspects of the following professional roles as appropriate to the production of their cross-platform portfolio: <ul style="list-style-type: none"> – online print: reporter, researcher, photographer and photojournalist, subeditor, editor, online graphic designer; – radio broadcast: reporter, researcher, sound technician, editor, presenter; and – TV broadcast: reporter, researcher, camera operator, sound technician, photographer, video editor, presenter; • address legal and ethical considerations in their use of sources (choice and angle of each feature, use and tone of language, use and manipulation of images, photographs, video and audio material); and • apply knowledge and understanding of current codes of practice and industry guidelines.

Content	Learning Outcomes
<p>Cross-Platform Research and Study in Online Print and Broadcast Journalism</p> <p>Research Skills and Techniques for Online Print and Broadcast Feature Production</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate a current national or international news story across both online and broadcast platforms; • compare and contrast the ways in which the story has been reported across each platform, considering the specification's key media concepts in their analysis; • analyse and evaluate further differences in coverage between public service and commercial versions and between tabloid and broadsheet online newspaper versions of the story; • record any evidence of how online technologies have been used to maximise exposure of the story and to enhance interactivity with the audience; • select a story theme and identify appropriate target audiences for their cross-platform portfolio; • choose an appropriate broadcast platform (radio or TV) based on availability of technical resources, primary sources, story theme and audience considerations; • find and prioritise a real story feature idea from the chosen theme that is appropriate for audience and purpose, demonstrating understanding of news value; • analyse intentions and reasoning behind choices made; • apply knowledge and understanding of a range of primary and secondary research techniques; • evaluate and select appropriate primary and secondary sources (for example public documents, found audio or video clips, local interviews, vox pops); • use a range of interview techniques and question types, employing appropriate audio and video recording equipment; and • apply competent technical skill in the recording of audio or video material that is intended for use in the final broadcast feature to ensure clarity for the audience.

Content	Learning Outcomes
<p>Research Skills and Techniques for Online Print and Broadcast Feature Production (cont.)</p> <p>Feature and Scriptwriting Skills and Techniques for Online Print and Broadcast Production</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • investigate and record photo opportunities for use in the portfolio both to accompany the online feature and/or vox pops (if podcast) and for possible use in any final video feature; • plan and record the research and development process in an ongoing log, citing sources appropriately; • select and omit facts and content that they have obtained through primary and secondary research (including quotations) as appropriate to audience, purpose and story angle (including selection of appropriate vox pops); • evaluate the sound and/or AV quality of audio and video material when selecting it for use in the final broadcast package and vox pops (podcast or vodcast); • apply an appropriate style of writing for the online feature (whether tabloid or broadsheet style) including consideration of: <ul style="list-style-type: none"> – story structure; – sentence structure; – use of appropriate language including techniques (for example puns, alliteration); and – use of appropriate voice (passive or active); • subedit their own work and write a caption, headline and/or strapline as appropriate to their chosen online feature; • apply an appropriate style of writing for the online feature (whether tabloid or broadsheet style) including consideration of: <ul style="list-style-type: none"> – story structure; – sentence structure; – use of appropriate language for presenting; – use of appropriate voice (passive or active); and – use of appropriate script formatting for presenting (for example use of links, VO, SFX or timings).

Content	Learning Outcomes
<p>Feature and Scriptwriting Skills and Techniques for Online Print and Broadcast Production (cont.)</p> <p>Technical, Presentational and Production Skills for Online Print and Broadcast Feature</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • write to a set word/time limit; • demonstrate accuracy in spelling, punctuation and grammar with consideration of standard English for the broadcast script; • design a house style for their chosen online newspaper website (whether tabloid or broadsheet) and use appropriate software (for example Word) to mock up an exemplar web page where their feature and vox pop links will be located; • position their written feature with associated images/photos, and the podcast/vodcast links within the mocked-up web page (additional presentational features which may not be directly associated with the feature but will demonstrate knowledge and understanding of the online format and house style should also be included); • use the appropriate software (for example Adobe Acrobat) to convert the final webpage into a compressed PDF file for submission; • explain how digital online features can be further used to enhance exposure of an online story and increase audience interactivity (giving examples of possible steps they might take to achieve this with their own portfolio feature); • use appropriate editing software (for example Windows Moviemaker or iMovie for video and/or Audacity or Garageband for audio) to edit together the selected vox pops and export as either a podcast (audio montage) or vodcast (video montage) in the appropriate file format (.avi, .mov or MP3 file); and • perform and record any necessary intros, links and outros for the feature package considering the key features of effective vocal presentation including: <ul style="list-style-type: none"> – clarity; – speed; and – diction (students may choose to recruit a peer to present if they wish).

Content	Learning Outcomes
<p>Technical, Presentational and Production Skills for Online Print and Broadcast Feature (cont.)</p> <p>Cross-Platform Evaluation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • edit audio or video footage (whether primary source or found secondary source material, for example archived material) using appropriate software (for example Windows Moviemaker or iMovie for video and/or Audacity or Garageband for audio) to compile the finished radio or TV package; • export the final feature package as a compressed .avi, .mov or MP3 file; • evaluate the strengths and weaknesses of their final portfolio pieces in relation to their original intentions, analysing news value, audience and purpose; • evaluate the success of the process, analysing the effectiveness of their research, writing and technical production skills; and • compare and contrast the differences between their online print and broadcast features, reflecting on considerations and observations made in their cross-platform case study.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of assessment units, see Section 2 of this specification.

Each unit is available for assessment in summer each year. It is possible to resit individual AS and A2 assessment units once and count the better result for each unit towards an AS or A level qualification. Candidates' results for individual assessment units can count towards a qualification until we withdraw the specification.

4.2 Assessment objectives

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

- demonstrate knowledge and understanding of journalistic concepts, contexts and debates (AO1);
- apply knowledge, understanding and skills when researching, planning and creating journalistic products (AO2); and
- analyse and evaluate existing journalistic products including their own practical work (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall A level qualification.

AO Weightings					
	AO1	AO2	AO3	AS	A level
AS1	4.8%	8.0%	3.2%	16%	16%
AS2	5.5%	13.7%	4.8%	24%	24%
A21	4.8%	12.0%	7.2%		24%
A22	6.1%	19.1%	10.8%		36%
Total	21.2%	52.8%	26%	40%	100%

4.4 Quality of written communication

In AS and A Level Journalism in the Media and Communications Industry candidates must demonstrate their quality of written communication (QWC). 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 online, print and broadcast 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 the synoptic assessment, candidates must 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; and
- relate the production methods and skills used in traditional journalism to 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 their own study relating to specific debate areas within journalism;
- development of cross-platform journalistic content based on primary research;
- the opportunity for candidates to evaluate their produced work in relation to styles and conventions used in the online 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 at least 90 percent of the maximum uniform marks across the A2 units. If candidates fail to attain a grade E, we report their results as unclassified (U).

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

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.

AS Grade Descriptions

Grade	Description
<p>AS</p> <p>Grade A</p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate thorough knowledge and understanding of key innovation, formats, audience, news value, institutions, ownership, law and regulations in print journalism; and • use technical language associated with journalism accurately and appropriately. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • research different types of stories that demonstrate excellent knowledge with a comprehensive, balanced and assured consideration of the key print journalism concepts and contexts; • apply media concepts, skills and knowledge effectively across a range of print formats and story types to a variety of time-limited writing tasks; • plan a portfolio of different types of stories for a local/regional newspaper/magazine which is well organised and demonstrates excellent understanding of print journalism practice; • carry out extensive and rigorous research with confident use of a wide range of discerning and effective primary and secondary strategies; • produce portfolio pieces which are purposefully and confidently crafted for audience and format with excellent technical and presentational formatting; and • articulate technical language fluently, appropriately and accurately.

Grade	Description
<p>AS</p> <p>Grade A</p>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate the ability to critically analyse how language, technical conventions, presentational style and techniques are used to communicate with different audiences across different formats and story types; • produce a critical and reflective evaluation of the portfolio pieces with perceptive awareness of the strengths and weaknesses of both processes and product; and • articulate technical language from a wide range of journalistic platforms fluently, appropriately and accurately.
<p>AS</p> <p>Grade E</p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate limited knowledge and understanding of key innovation, formats, audience, news value, institutions, ownership, law and regulations in print journalism; and • use basic technical language associated with journalism. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • produce research that demonstrates limited knowledge with an inconsistent and superficial consideration of the key print journalism concepts and contexts; • apply limited media concepts, skills and knowledge across a range of print formats and story types to a variety of time-limited writing tasks; • plan a portfolio of different types of stories for a local/regional newspaper/magazine which is basic and may be incomplete, demonstrating a limited understanding of print journalism practice; • use a limited range of strategies when carrying out research; • produce portfolio pieces which may be incomplete with limited awareness of audience, format and presentational formatting; and • use basic technical language. <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate a basic analysis of how language, technical conventions, presentational style and techniques are used to communicate with audiences across different print formats and story types; • produce a basic evaluation of the portfolio pieces, demonstrating a superficial awareness of the strengths and weakness of both processes and product; and • use basic technical language.

Grade	Description
<p>A2</p> <p>Grade A</p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate thorough knowledge and understanding of key technological innovations; advanced media concepts and contexts; language forms and conventions; and audience and news value; • demonstrate thorough knowledge and understanding of institutions, ownership, law and regulation; ideology, values and representation; and the various roles in cross-platform in print, broadcast and online journalism; • demonstrate excellent knowledge with a comprehensive, balanced and assured consideration of the key cross-platform concepts, contexts and debates in their case study research and evaluation; and • use technical language associated with a wide variety of journalistic platforms accurately and appropriately. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • apply advanced media concepts, contexts, skills and knowledge effectively across a range of print, online and broadcast formats and story types to a variety of time-pressured writing tasks and newsroom scenarios; • plan a cross-platform feature portfolio which is well organised and demonstrates excellent understanding of online print and broadcast practice; • carry out extensive and rigorous research with confident use of a wide range of discerning and effective primary and secondary strategies across both platforms; • produce portfolio pieces which are purposefully and confidently crafted for audience and format with excellent technical and presentational formatting showing a perceptive awareness of cross-platform conventions; and • articulate technical language associated with a wide range of journalistic platforms fluently, appropriately and accurately.

Grade	Description
<p>A2</p> <p>Grade A</p>	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate the ability to critically analyse the impact of key technological innovations and key debate areas in both broadcast and online journalism; • demonstrate the ability to critically analyse and evaluate the use of language, forms and conventions; and how language, technical conventions, presentational style and techniques are used to communicate with different audiences across different platforms, formats, story types and themes; • demonstrate the ability to critically analyse and evaluate audience, news value, institutions, ownership, law and regulation, ideology, values and representation in online, print and broadcast journalism; • offer an excellent analysis of the chosen story in their case study with a comprehensive, balanced and assured evaluation of the key cross-platform concepts, contexts and debates with perceptive awareness of the strengths and weakness of both processes and product; and • articulate technical language from a wide range of journalistic platforms fluently, appropriately and accurately.
<p>A2</p> <p>Grade E</p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate limited knowledge and understanding of key technological innovations; advanced media concepts and contexts; language forms and conventions; and audience and news value; • demonstrate limited knowledge and understanding of institutions, ownership, law and regulation; ideology, values and representation; and the various roles in cross-platform in print, broadcast and online journalism; • demonstrate limited knowledge and understanding with inconsistent and superficial consideration of the key cross-platform concepts, contexts and debates in their case study research and evaluation; and • use basic technical language associated with some journalistic platforms.

Grade	Description
<p>A2</p> <p>Grade E</p>	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • apply limited advanced media concepts, contexts, debates, skills and knowledge across print, online and broadcast formats and story types to time-pressured writing tasks and newsroom scenarios; • plan a cross-platform feature portfolio which is basic and may be incomplete, demonstrating a limited understanding of online print and broadcast practice; • carry out basic research with a limited range of strategies which are inconsistently applied across the two platforms; • produce portfolio pieces that may be incomplete with limited awareness of audience, format, presentational formatting, and cross-platform conventions; and • use basic technical language appropriate to some journalistic platforms. <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate limited ability to analyse the impact of key technological innovations and key areas of debate in both broadcast and online journalism; • demonstrate limited ability to analyse and evaluate the use of language, forms and conventions; and how language, technical conventions, presentational style and techniques are used to communicate with different audiences across different platforms, formats, story types and themes; • demonstrate limited ability to analyse and evaluate audience, news value, institutions, ownership, law and regulation, ideology, values and representation in online, print and broadcast journalism; • offer a limited analysis of the chosen story in their case study with an inconsistent and superficial consideration of the key cross-platform concepts, contexts and debates with superficial awareness of the strength and weaknesses of process and product; and • use only basic technical language appropriate to some journalistic platforms.

6 Guidance on Internal Assessment

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

- Unit AS 2: Print Portfolio; and
- Unit A2 2: Online Print and Broadcast Feature Portfolio.

6.1 Setting of tasks

We will provide centres with details of assessment tasks and guidance on how to complete and submit them. We advise centres to draw on their own areas of expertise when setting the tasks. The teacher should discuss the choice of tasks with candidates, as their individual preferences and aptitudes should also influence the choice. Teachers must ensure that the tasks candidates undertake for their internal assessments are appropriate and in line with the specification's assessment objectives. Teachers are also responsible for ensuring that candidates are aware that the aims and objectives of this specification call for both critical and creative responses to existing journalistic products. Teachers must provide candidates with advice on the feasibility of proposed production work.

6.2 Supervision of candidates

The teacher should ensure that the candidate completes the internal assessment in line with the specification requirements. The teacher should also ensure that the assessment can be marked using the criteria set out for each unit.

The teacher should supervise the work at all times to:

- monitor the candidate's progress;
- prevent plagiarism and repetition; and
- advise them on the most concise and effective methods to use when presenting their work.

Candidates must appropriately reference all the materials they use.

Teachers must sign a declaration to certify that, to the best of their knowledge, all the work the candidate has submitted for assessment is their own. Teachers must be fully aware of the third party copyright clause and of issues of intellectual property.

For up-to-date advice on plagiarism, or any kind of candidate malpractice, teachers should refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

6.3 Assessment conditions

Candidates will complete their internal assessment in conditions that combine classroom and independent study activities. These activities must ensure that the internal assessment remains reliable and fair. Teachers can ensure that the work candidates present for assessment will comply with our requirements by close supervision of portfolio work. This work may have been started in class and completed in the candidate's own time or alternatively, started beyond the classroom and completed in class.

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 carry out moderation in May or early June each year. We will advise centres about the procedures required for external moderation prior to the submission of candidates' 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.

7 Links

7.1 Support

We provide the following resources to support this specification:

- a subject microsite within our website; and
- specimen assessment materials.

We intend to expand our range of support to include the following:

- past papers and mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- guidance materials;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- a resource list; and
- exemplification of standards.

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland. In particular, it enables students to understand, relate to and explore:

- moral, ethical, social, economic, cultural and legislative issues by providing a conceptual framework of both study and practice which actively considers issues of representation, ideology, law and ethics;
- sustainable development and health and safety considerations by featuring both as potential topics of interest in their own investigative writing and as a key consideration in relation to their own practice as journalists; and
- the 'skills agenda' and employability, by providing varied opportunities to research, study, write and produce a variety of investigative, factual and issue-based stories and news items in different real world scenarios, across print, online and broadcast platforms.

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

7.3 Skills development

This specification provides opportunities for students to develop the following key skills:

- application of number – writing to specific word counts and column inches or recording a broadcast report to a set time limit;
- communication – quality and appropriateness of written communication in different styles of story or news item and quality of audio and/or video presentation in different types of broadcast report;
- improving own learning and performance – researching, planning and evaluating their own writing and production outcomes;
- information and communication technology – recording interviews and vox pops, formatting articles for print and online and editing audio and/or video material for broadcast;
- problem solving – responding to unseen real world newsroom scenarios and writing tasks in a time-pressured exam context, finding and selecting primary and secondary sources in light of legal and ethical considerations and tackling technical issues with audio or video material in an edit; and
- working with others – primary research, conducting interviews and working with peers they have recruited as camera or sound technicians.

7.4 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 in this section.

7.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

GCE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, 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.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, students with hearing impairments may be restricted in the type of media they use for internal assessment, for example aspects of audiovisual media.

It is important to note that where access arrangements are permitted (including the use of British Sign Language/Irish Sign Language Interpreters) 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 Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200, extension 2235, email: nfitzsimons@ccea.org.uk)
- Officer with Subject Responsibility: 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)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (Complaints and Appeals Manager: Marisa Getgood)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)



INVESTORS
IN PEOPLE

