BACKGROUND TO THE DEVELOPMENT PROCESS

During the specifications development process, we consult our stakeholders through:

- Questionnaires;
- Employer Panels
- Equality Panels
- Teacher workshops; and
- Subject Advisory Team meetings.

We consult with a range of stakeholders including:

- Teachers and Heads of Department in post-primary schools;
- Lecturers in Institutes of Further Education;
- Representatives from the world of work;
- Members of Subject Associations;
- Members of Education and Library Boards;
- Inspectorate Personnel from DENI;
- KS3 Pilot Schools Teachers;
- Specialists from our Curriculum Development Teams; and
- Equality Impact Assessment Teams.

CONTROLLED ASSESSMENT AND REGULATION

What is controlled assessment?

The concept of controlled assessment has been developed by the regulators to preserve the positive aspects of coursework whilst also addressing the concerns highlighted by teachers.

There are three processes involved in controlled assessment. These are:

- Task setting – ensuring that the tasks are valid and reliable by making them less predictable and formulaic;
- Task taking – addressing issues of authenticity; and
- Task marking – ensuring high quality judgements in assessment.

What are the regulations?

The following generic regulations apply to all subjects:

- Subjects with a 25% controlled assessment weighting are restricted to one task.
- Those with a 60% weighting may have up to three separate tasks, each with a minimum 20% weighting.
- Awarding bodies must provide guidance on word or time limits.
- Tasks are reviewed every one or two years in line with the subject regulations.

For detail on how controlled assessment affects this subject, check out the Controlled Assessment guidance booklet on the subject microsite.

GETTING STARTED

Whether you already teach a similar specification with another awarding body, or are considering offering this for the first time, getting started with our specification really couldn't be easier:

@ Visit www.ccea.org.uk/movingimagearts to view the specification.

Attend the next available support event. Go online for our up-to-date events schedule.

Go to **www.ccea.org.uk/movingimagearts** to download the full **GCSE Moving Image Arts Specification**

moving image arts

CONTACT US NOW

Subject Officer
Ingrid Arthurs
☎ (028) 9026 1200 ext 2398
✉ iarthurs@ccea.org.uk

For queries in relation to:
Specification content
Subject-specific issues
Interpretation of exemplar
papers & other materials

Specification Support Officer
Nola McLarnon
☎ (028) 9026 1200 ext 2235
✉ nmclarnon@ccea.org.uk

For queries in relation to:
Requesting a meeting
Requesting further support
General subject-specific
queries

Entries, Results and Certification Team
☎ (028) 9026 1262
✉ entriesandresults@ccea.org.uk

For queries in relation to:
Entries
Results

Distribution Team
☎ (028) 9026 1242
✉ cceadistribution@ccea.org.uk

For queries in relation to:
Requesting materials

Q&A Whatever your query, we guarantee you a prompt, friendly and efficient service when you contact us

Check out our online leaflet *Customer Charter* – at www.ccea.org.uk to view our service targets and our commitment to you.

"I'm really pleased to introduce this new GCSE specification. We have designed it to meet the needs of learners in Northern Ireland whilst also providing a qualification that has international currency.

We're proud to be your local awarding body.

Whether you have a query about specifications, examinations, entries or results, it is my priority to ensure that our dedicated subject officers and customer-focused teams listen, respond and provide you with a first-class service."

Anne Marie Duffy – Director of Qualifications, CCEA

WHAT TEACHERS SAY ABOUT OUR EXAMINATIONS SERVICE….

- 97.5% of teachers are satisfied with the support and helpfulness of our staff.
- 95.5% of teachers are satisfied with the reliability and appropriateness of the materials we dispatch.
- 93% of teachers are satisfied with our administration of examinations.

* Source: CCEA's 2007 Post-Primary Customer Satisfaction Research

cea *Rewarding Learning*

REVISED GCSE
SPECIFICATION SNAPSHOT FOR
MOVING IMAGE ARTS

For first teaching from September 2014
First assessment from Summer 2016
For first award in Summer 2016

moving image arts

SUMMARY

- **Component 1**: **Critical Understanding of Creative and Technical Moving Image Production** – External online examination, 1 hr 30 mins, 40% weighting, available Summer only

- **Component 2**: **Acquisition of Skills in Moving Image Production** - Controlled assessment, four skills-based tasks (released annually in a task stimulus booklet), submitted in digital format, 20% weighting, available Summer only

- **Component 3**: **Planning and Making a Moving Image Product** – Controlled assessment, production of a live action or animated film portfolio based on a genre stimulus scenario, submitted in digital format, 40% weighting, available Summer only

KEY FEATURES

- Helps students develop audio-visual literacy and creativity through hands-on learning in the craft of moving image arts
- Offers opportunities to build on the skills and capabilities developed in the Northern Ireland Key Stage 3 curriculum, particularly in the use of ICT and moving image
- Encourages ownership, self-expression and independence in the students' exploration of thoughts, ideas and creative practices
- Uses new digital technologies and creative learning possibilities, including online examination opportunities
- Enables flexible, interdisciplinary learning, encouraging synergies across multiple art forms and curricular areas
- Study should be informed by an understanding of these film language elements: Camera; Editing; Lighting; Sound; and Mise-en-scène
- Provides students with the opportunity to explore how contemporary filmmakers draw upon a rich history of genre conventions, styles and techniques
- All internal assessments are submitted in digital format
- All marks are submitted using an eCandidate Record Sheet (eCRS)
- Specification is Linear and will be first awarded in Summer 2016

BENEFITS TO LEARNERS

We have designed this specification to help learners develop:
- An understanding of film language in theory and in practice;
- Ideas, through investigating and experimenting with film-making techniques and processes;
- The ability to manage resources and equipment in relation to film production and to produce moving image artworks;
- Technical competence in the use of film-making techniques; and
- The ability to evaluate the effectiveness of their own practice.

CONTENT	ASSESSMENT	WHAT IS IMPORTANT?	WHY?
Component 1: Critical Understanding of Creative and Technical Moving Image Production This online examination asks students to respond to questions and scenarios related to: - Film language; - Genre and representation; - Creative production techniques; - Production management; and - Industry contexts.	**Controlled Assessment 40%** 1 hour 30 mins Students sit an external online exam divided into three sections: - Section A: Film Language, Genre and Representation; - Section B: Creative Production, Management and Industry Contexts; and - Section C: Comparative Analysis. The exam will include a variety of different types of stimulus, including previously unseen film clips, sound clips, film stills and script excerpts. The exam is externally set and marked.	Students should be able to: - demonstrate knowledge and understanding of genre conventions, film language techniques and visual style; - show knowledge and understanding of narrative and representation; - analyse and evaluate previously unseen moving image texts; and - draw upon knowledge and understanding they have developed of creative production, management and industry contexts in their own study and practice.	This component gives students an opportunity to show their creative and critical knowledge and understanding in the context of an externally marked exam. This is in compliance with the regulatory instructions. Students carry out the exam online on individual computers in centres. The exam reflects the digital nature of the whole course.
Component 2: Acquisition of Skills in Moving Image Production This component aims to develop the student's film making skills in five key areas. These are: - Storyboarding; - Camera Work; - Editing; - Postproduction Sound; and - Stop-Motion Animation.	**Controlled assessment 20%** Students complete four tasks from an annually released stimulus booklet, provided by CCEA: - Task 1: Storyboarding – stimulus script provided; - Task 2: Camera & Editing – stimulus script provided; - Task 3: Postproduction Sound – muted film clip provided; and - Task 4: Animation – voice-over sound clip provided.	Students should be able to: - show knowledge and understanding of a range of film making techniques; - apply techniques and stylistic choices appropriately in response to the stimulus provided; - plan and manage the resources and equipment required in the different tasks; and - apply a range of appropriate technical skills, making connections with the work of others and showing knowledge of genre conventions, where required.	This is a great opportunity for students to learn and develop the practical skills necessary for making moving image products. The complex combination of different skills required to create a film are broken down into discrete areas to enable students to focus on individual skills areas in isolation. Tasks are written in such a way as to allow some flexibility and room for individual creative interpretation.
Component 3: Planning and Making a Moving Image Product This component combines students' skills in the creation of a complete film and research portfolio. It also aims to extend the film making skills students have gained in Component 1 to now include: - Lighting; - Production Design/Mise-en-Scene; and - Production Management. The component also focuses on genre-specific conventions and techniques, drawing on the specification's six compulsory set genres.	**Controlled Assessment 40%** Students produce a complete live action or animated film and research portfolio based on a genre-specific stimulus scenario provided by CCEA. This portfolio must contain the following: - a Research Analysis (including a Synopsis) and Evaluation; - a Screenplay and Storyboard; - a Shotlist, a Shooting Schedule and a Director's Notebook with evidence of production research, design development and production management; and - a 2 minute narrative Film (can be 40-60 seconds if animated).	Students should be able to: - demonstrate personal creative goals within a moving image context and make connections with the work of others; - apply genre-specific and stylistic choices appropriately in response to the stimulus scenario provided; - demonstrate the ability to organise a range of resources and processes to facilitate the realisation of a moving image product; - use a variety of creative and technical skills to construct a complete final film; and - analyse and evaluate their own work.	This component gives students the opportunity to develop and apply a complex combination of technical skill, management ability and creative enterprise in the creation of their own film portfolio. A range of different genre scenarios are provided for each of the specification's six set genres and each scenario is written in such a way as to allow some flexibility and room for individual creative interpretation. The complex critical, creative and technical skills required in this task are directly applicable to vocations in the creative media industry and are also transferable and relevant to other areas of employment.

COUNT ON US FOR SUPPORT...

Local Support IN PERSON

- We are your local awarding body, so we can provide personalised support and visits to you and your centre upon request. Contact the Specification Support Officer named overleaf if you would like to arrange for us to visit you or your department.
- If you have a query or require advice/guidance, please contact the relevant person listed overleaf.

Local Support AT TEACHER-FOCUSED EVENTS

We provide a comprehensive programme of events to support this specification which includes:
- FREE launch events to introduce you to the new specification; and
- FREE seminars to support its teaching and assessment and to assist you with subject-specific issues.

We will mail invitations to Heads of Department at least three weeks in advance of each event. Alternatively, check out our full list of support events online at www.ccea.org.uk/events

Support ONLINE

Most of the support we provide will be available on your subject microsite. The site will contain:
- The latest version of the GCSE Moving Image Arts specification;
- Teacher Guidance materials;
- Student Guides;
- Specimen Papers and Mark Schemes; and
- Exemplification of Standards (available after the first examination series).

Visit your subject microsite by logging on to www.ccea.org.uk and selecting it from the dropdown menu.

Support IN PRINT

Some of the materials listed above are also available in print. To find out which materials and publications are currently available for your subject:
- Contact our Distribution Team on (028) 9026 1242.

Contact us if you don't find what you are looking for

Go to **www.ccea.org.uk/movingimagearts** to download the full GCSE Moving Image Arts Specification