

Summer 2021
Alternative Arrangements: AS and A level
Journalism in the Media and Communications
Industry Subject Guidance



Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCE AS or A level Journalism in the Media and Communications Industry.

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1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered.

This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in December 2020 by the Education Minister in respect of reducing the assessment burden in GCE AS and A level qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, at AS and A2 teachers can consider evidence for either Unit 1, Unit 2 or both units.

Subject	Current Arrangements	Unit Omission	Specification Adaptations
AS Journalism in the Media and Communications Industry	Unit AS 1 external assessment (16%) Unit AS 2 Internal assessment (24%)	Students could choose to sit <ul style="list-style-type: none"> • Unit 1 (16%) or • Unit 2 (24%) 	N/A
A2 Journalism in the Media and Communications Industry	Unit 1 external assessment (24%) Unit 2 internal assessment (36%)	Students could choose to sit <ul style="list-style-type: none"> • Unit 1 (24%) or • Unit 2 (36%) 	N/A

2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 and 2 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCE Journalism in the Media and Communications Industry, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers¹ and internal assessment which are available on the CCEA website at www.ccea.org.uk

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Evidence that is similar to a CCEA assessment for the qualification will be more useful in determining a student's grade than evidence that is considerably different from the qualification assessment in terms of question structure, content and/or assessment arrangements.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see Appendix 3 for definitions.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

¹ Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCE AS and A level Journalism in the Media and Communications Industry you may choose to use are included in the following table:

Evidence
CCEA assessment resources for Unit 2 – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.
Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.
Performance in CCEA past paper questions and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at www.ccea.org.uk . If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk
Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.
Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, bookwork.
Performance in internally assessed units – fully or partially completed: AS Unit 2: Print Portfolio A2 Unit 2: Online Print and Broadcast Feature Portfolio
Performance in any class assessments taken throughout their study of the GCE Journalism in the Media and Communications Industry specification – This may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types.
For resitting students , prioritise evidence generated during the 2020/21 academic year.

Assessment Objectives

Assessment objectives provide an indication of the skills and abilities that are normally assessed through the completion of examinations or internally assessed tasks, together with the knowledge and understanding specified in the subject content. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCE Journalism in the Media and Communications Industry are:

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

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

When considered alongside the assessment objectives set out above, the following sources and/or types of evidence may be of greatest value in supporting a holistic review of a student's attainment.

Please note that where a unit omission has impacted on an assessment objective, it is *not necessary* to consider evidence for this objective; however, where reliable evidence exists, centres may still wish to consider it in forming a holistic judgement.

Assessment Objective 1

- AS Unit 1 Past Papers/ Assessment Resource: For example, Section A Question 1
- AS Unit 2 Portfolio Tasks:
 - Statement of Intentions
 - Logbook
- A2 Unit 1: Past Papers/ Assessment Resource: For example, Section A Question 1
- A2 Unit 2 Portfolio Task: Case Study
- A2 Unit 1: Past Papers/ Assessment Resource

Assessment Objective 2

- AS Unit 1 Past Papers/ Assessment Resource: Particularly in Section A.
- AS Unit 2 Portfolio Tasks:
 - News Story
 - Feature,
 - Editorial,
 - Review,
 - Photo-montage
- A2 Unit 1 Past Papers/ Assessment Resource: Particularly in Section A.
- A2 Unit 2 Portfolio Tasks:
 - Logbook
 - Statement of Intentions
 - Online Feature News Article
 - 3 Minute Broadcast

Assessment Objective 3

- AS Unit 1 Past Papers/ Assessment Resource: Particularly in Section B
- AS Unit 2 Portfolio Task: Evaluation
- A2 Unit 1 Past Papers/ Assessment Resource: Particularly in Section B
- A2 Unit 2 Portfolio Task: Evaluation

Using AS Evidence at A Level

For A level, AS evidence may be considered alongside A2 evidence; however, the differences between AS and A2 should be borne in mind. For example, the AS qualification is weighted at 40% of the overall A level and has different grade descriptions. There is also no A* grade at AS. If AS evidence is used, it must be assessed against the grade descriptions at A2 (see Appendix 2 for more details). If you do decide to use AS evidence to support judgements at A2, this should be reflected in the Centre Determined Grades policy for your centre and in the Candidate Assessment Record, and it should be included in evidence submitted to CCEA for sampling in the CCEA review stage.

4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

CCEA 2021 Assessment Resources

In 2020, many students seeking a GCSE or GCE qualification grade had been awarded notional unit grades or uniform mark scores in previous examination series, to use as evidence in determining centre assessment grades; however, this is not the case in 2021. In the absence of this information, CCEA will supply assessment resources to your centre. These will be quality assured question papers and mark schemes for **all** units that normally have examinations. They will contain new questions and tasks not previously released to centres and must therefore be stored securely. These materials are not to be seen as high stakes assessments but rather viewed as materials which could form part of the evidence used to

inform Centre Determined Grades. We would encourage centres to use the assessment resources under high control conditions, where it is safe to do so, to ensure they have the greatest value.

CCEA will provide mark schemes to centres. To support a standardised approach in the use of the assessment resources, we will provide guidance to accompany the mark scheme.

We appreciate that decisions were taken in December 2020 in respect of unit omissions in AS and A level qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the assessment resources may be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

A centre decided to omit A2 Unit 1 in line with the Education Minister's announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence for Unit 2 only.

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered all of the content for Unit 2.*
- *Student A's Centre Determined Grade should be based on assessment of only the content covered.*

**Assessments adapted /Evidence gathered and reviewed
based on A2 Unit 2 Content**

All Students	Student A
<ul style="list-style-type: none">• Advanced Media Concepts and Contexts in Online Print and Broadcast Journalism• Professional Roles and Practices in Online Print and Broadcast Journalism• Cross-Platform Research and Study in Online Print and Broadcast Journalism• Research Skills and Techniques for Online Print and Broadcast Feature Production• Feature and Scriptwriting Skills and Techniques for Online Print and Broadcast Production• Technical, Presentational and Production Skills for Online Print and Broadcast Feature• Cross-Platform Evaluation	<ul style="list-style-type: none">• Advanced Media Concepts and Contexts in Online Print and Broadcast Journalism• Professional Roles and Practices in Online Print and Broadcast Journalism• Cross-Platform Research and Study in Online Print and Broadcast Journalism• Research Skills and Techniques for Online Print and Broadcast Feature Production

Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the CCEA assessment resources and existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

You may also wish to create a question paper that is of a similar standard to a CCEA GCE question paper. In doing so, you should refer to the specimen question paper and mark schemes, and the past papers and mark schemes, available on the CCEA qualification web page. These illustrate the standard, structure and requirements of the question paper.

You can generate the most valid evidence by using assessments that replicate, as far as possible, the standard, duration, format and security of CCEA question papers.

Exemplification of Examination Performance (EEP)

EEP booklets are available in the Support section of the qualification web page and include exam questions from the Summer 2017 and 2018 papers, exemplar answers by students and a senior examiner commentary on the answers.

Agreement Trial Materials

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

Chief Examiner/Principal Moderator Reports

The reports for 2017–2019 Summer series are available in the Reports section of the qualification web page and outline the performance of students in all aspects of this qualification.

CCEA Grade Boundaries

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

CCEA Analytics

You can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk

5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** and **E** in the GCE specification for both AS and A2 level, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. To support teachers in Summer 2021, we are providing an additional grade description at Grade C. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

Please see Appendices 1 and 2 for the Grade Descriptions at A, C and E for both AS and A level. These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. At this stage you may wish to make notes to record the qualities that are being looked for.
4. Consider the positive features of the evidence, based on the key features described in the Appendix.
5. Using the descriptions for Grades A, C and E, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.
 - a) *if you are of the view that the candidate's evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student's work; or*
 - b) *if you are of the view that the candidate's evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student's work.*

The table below summarises this approach:

Grade	Description/Advice
A* (A2 only)	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	See Grade A Description.
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C	See Grade C Description.
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	See Grade E Description.

6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly for teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: helpline@ccea.org.uk</u></p> <p>Telephone: 028 9026 1220.</p> <p>Helpline operates 9am-5pm, Monday to Friday for centres queries relating to Summer 2021</p> <p>For all other queries please contact centresupport@ccea.org.uk</p>
CCEA Entries	entriesandresults@ccea.org.uk
Subject Officer	<p>Ingrid Arthurs</p> <p>iarthurs@ccea.org.uk</p>
Specification Support Officer	<p>Nola Fitzsimons</p> <p>nfitzsimons@ccea.org.uk</p>

Appendix 1

AS Grade Descriptions and Key Features

Assessment Objective		AO1 Demonstrate knowledge and understanding of journalistic concepts, contexts and debates.		
		A	C	E
Grade Descriptions	<p>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>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate good 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 mostly accurately and appropriately. 	<p>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>AO1 Evidence</p> <ul style="list-style-type: none"> AS Unit 1 Past Papers/ Assessment Resource: For example, Section A Question 1 AS Unit 2 Portfolio Tasks: <ul style="list-style-type: none"> Statement of Intentions Logbook Homework/ Classwork related to these tasks 	<p>Grade A Key Features for S2021</p> <ul style="list-style-type: none"> Confident and insightful knowledge and understanding of print journalism. Perceptive awareness of style, form, target audience and purpose. A thorough knowledge of tasks, roles and responsibilities within print journalism. Insightful awareness with balanced knowledge and understanding of key concepts, contexts and debates within print journalism. Sustained consideration of source material. 	<p>Grade C Key Features for S2021</p> <ul style="list-style-type: none"> Satisfactory knowledge and understanding of print journalism. Some awareness of style, form, target audience and purpose. Adequate knowledge of tasks, roles and responsibilities within print journalism. Some awareness and understanding of key concepts, contexts and debates within print journalism. Uneven consideration of source material. Satisfactory use of examples to illustrate and support a discursive argument. Shows a satisfactory knowledge and understanding of some of the 	<p>Grade E Key Features for S2021</p> <ul style="list-style-type: none"> Limited knowledge and understanding of some print journalism. Basic awareness of style, form, target audience and purpose. Limited knowledge of tasks, roles and responsibilities within print journalism. Superficial awareness of key concepts, contexts and debates within print journalism. Basic consideration of source material. Minimal use of examples to illustrate a discursive argument. Shows a limited and inconsistent knowledge and understanding of a few (if any) of the following:

	<ul style="list-style-type: none">• Robust use of examples to effectively illustrate, support and enhance a discursive argument.• Shows an excellent knowledge and understanding of most of the following: formats, audience, news value, institutions, ownership, law and regulations in print journalism.	following: formats, audience, news value, institutions, ownership, law and regulations in print journalism.	formats, audience, news value, institutions, ownership, law and regulations in print journalism.
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Assessment Objective	AO2 Apply knowledge, understanding and skills when researching, planning and creating journalistic products.		
Grade Descriptions	A	C	E
	<p>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. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> research different types of stories that demonstrate good knowledge with satisfactory consideration of the key print journalism concepts and contexts; apply media concepts, skills and knowledge mostly competently 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 mostly organised and demonstrates satisfactory understanding of print journalism practice; carry out research which is often methodical with some good use of a range of primary and secondary strategies; produce portfolio pieces which are reasonably crafted for audience and format with some consideration of technical and presentational formatting; and use technical language appropriately and mostly accurately. 	<p>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.

AO2 Evidence	Grade A Key Features for S2021	Grade C Key Features for S2021	Grade E Key Features for S2021
<ul style="list-style-type: none"> • AS Unit 1 Past Papers/ Assessment Resource: Particularly in Section A. • AS Unit 2 Portfolio Tasks: <ul style="list-style-type: none"> – News Story – Feature, – Editorial, – Review, – Photo-montage • Homework/ Classwork related to these tasks 	<ul style="list-style-type: none"> • Discerning ability to select, prioritise and structure the most newsworthy elements of a journalistic product. • An astute ability to select and prioritise stories in terms of the platform and target audience. • Strategic and effective use of language used deliberately to inform, persuade, educate and entertain. • Adopt a variety of journalistic roles, responsibilities and skills (to include meeting word counts) convincingly. • Research is extensive and rigorous with confident use of a wide range of discerning and effective primary and secondary strategies. • Planning is well organised and demonstrates excellent understanding of print journalism practice • Demonstrates an excellent and accurate level of written communication including spelling, punctuation and grammar, applying terminology fluently and effectively. • Portfolio pieces are purposefully and confidently crafted for target audience, using consistent formatting which shows excellent technical and presentational skill. 	<ul style="list-style-type: none"> • Some ability to select, prioritise and structure the most newsworthy elements of a journalistic product. • Satisfactory ability to select and prioritise stories in terms of the platform and target audience. • Straightforward use of language used to inform, persuade, educate and entertain. • Adopt some journalistic roles, responsibilities and skills (some attempt to meet word counts). • Evidence of satisfactory research which is sometimes methodical, with a mostly sound use of primary and secondary strategies. • Planning is sound and demonstrates a satisfactory understanding of print journalism practice. • Demonstrates a satisfactory level of written communication including spelling, punctuation and grammar, with uneven application of terminology. • Portfolio pieces are reasonably crafted for target audience using mainly consistent formatting which shows reasonable technical and presentational skill. 	<ul style="list-style-type: none"> • Limited attempt to select, prioritise and structure elements of a journalistic product. • Limited attempt to select and prioritise stories in terms of the platform and target audience. • Basic and sometimes inappropriate use of language, with unclear journalistic purpose. • Limited ability to apply any journalistic roles or responsibilities (no attempt to meet word counts). • Limited evidence of research with basic or limited use of primary and secondary strategies • Planning is basic and may be incomplete, demonstrating a limited understanding of print journalism practice. • Demonstrates a basic level of written communication including spelling, punctuation and grammar with a high proportion of inaccuracies. • Portfolio pieces may be incomplete with limited awareness of target audience, technique or presentational formatting.

AO3 Analyse and evaluate existing journalistic products including their own practical work.							
Assessment Objective	AO3 Analyse and evaluate existing journalistic products including their own practical work.						
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	<ul style="list-style-type: none"> Confident and increasingly assured awareness of different perspectives. Fluent and effective use of journalistic terminology An excellent and accurate level of written communication including spelling, punctuation and grammar, applying terminology fluently and effectively. Relevant material is succinct, well organised and presented with a high degree of clarity and coherence. 	<ul style="list-style-type: none"> A satisfactory level of written communication including spelling, punctuation and grammar with uneven application of terminology and some inaccuracies. Relevant material is reasonably organised and presented with some of clarity and coherence. 	<ul style="list-style-type: none"> Little to no use of journalistic terminology. A basic level of written communication including spelling, punctuation and grammar with a high proportion of inaccuracies. Relevant material is poorly organised and presented with a lack of clarity or coherence.
Evidence from Internal Assessment: Print Portfolio			
Statement of Intentions	<ul style="list-style-type: none"> Demonstrates a thorough and balanced knowledge and understanding of the key print concepts and contexts by outlining a perceptive vision for print portfolio. (AO1) 	<ul style="list-style-type: none"> Demonstrates a satisfactory knowledge and understanding of the key print concepts and contexts by outlining a straightforward vision for print portfolio. (AO1) 	<ul style="list-style-type: none"> Demonstrates a limited knowledge and understanding of the key print concepts and contexts by offering a superficial description of what is to be included in the portfolio. (AO1)
Print Portfolio - News Story	<ul style="list-style-type: none"> Demonstrates excellent understanding of print journalism practice by producing a news story which is purposefully and confidently crafted for a local audience. Uses consistent formatting which shows excellent technical and presentational skill. A02ii 	<ul style="list-style-type: none"> Demonstrates straightforward understanding of print journalism practice by producing a news story which is reasonably crafted for a local audience. Uses mainly consistent formatting which shows reasonable technical and presentational skill. (AO2ii) 	<ul style="list-style-type: none"> Demonstrates a limited understanding of print journalism practice by creating a news story which may be incomplete and indicates a limited awareness of audience. Uses basic and inconsistent formatting which suggests limited technical and presentational skill (AO2ii)
Print Portfolio - Feature	<ul style="list-style-type: none"> Demonstrates excellent understanding of print journalism practice by producing a feature article which is purposefully and confidently crafted for a local audience. 	<ul style="list-style-type: none"> Demonstrates straightforward understanding of print journalism practice by producing a feature article which is reasonably crafted for a local audience. 	<ul style="list-style-type: none"> Demonstrates a limited understanding of print journalism practice by creating a feature article which may be incomplete and indicates a limited awareness of audience.

	<ul style="list-style-type: none"> • Uses consistent formatting which shows excellent technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Uses mainly consistent formatting which shows reasonable technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Uses basic and inconsistent formatting which suggests limited technical and presentational skill (AO2i)
Print Portfolio - Editorial	<ul style="list-style-type: none"> • Demonstrates excellent understanding of print journalism practice by producing an editorial which is purposefully and confidently crafted for a local audience. • Uses consistent formatting which shows excellent technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates straightforward understanding of print journalism practice by producing an editorial which is reasonably crafted for a local audience. • Uses mainly consistent formatting which shows reasonable technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of print journalism practice by creating an editorial which may be incomplete and indicates a limited awareness of audience. • Uses basic and inconsistent formatting which suggests limited technical and presentational skill (AO2i)
Print Portfolio - Review	<ul style="list-style-type: none"> • Demonstrates excellent understanding of print journalism practice by producing a review which is purposefully and confidently crafted for a local audience. • Uses consistent formatting which shows excellent technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates straightforward understanding of print journalism practice by producing a review which is reasonably crafted for a local audience. • Uses mainly consistent formatting which shows reasonable technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of print journalism practice by creating a Review which may be incomplete and indicates a limited awareness of audience. • Uses basic and inconsistent formatting which suggests limited technical and presentational skill (AO2i)
Print Portfolio - Photo-montage	<ul style="list-style-type: none"> • Demonstrates excellent understanding of print journalism practice by producing a photomontage which is purposefully and confidently crafted for a local audience. • Uses consistent formatting which shows excellent technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates straightforward understanding of print journalism practice by producing a photomontage which is reasonably crafted for a local audience. • Uses mainly consistent formatting which shows reasonable technical and presentational skill. (AO2i) 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of print journalism practice by creating a photomontage which may be incomplete and indicates a limited awareness of audience. • Uses basic and inconsistent formatting which suggests limited technical and presentational skill (AO2i)
Print Portfolio - Evaluation	<ul style="list-style-type: none"> • Produces a critical and reflective evaluation of the portfolio pieces with perceptive awareness of the 	<ul style="list-style-type: none"> • Produces a satisfactory evaluation of the portfolio pieces with some awareness of the 	<ul style="list-style-type: none"> • Produces a basic evaluation of the portfolio pieces, showing a superficial awareness of the

	<p>strengths and weaknesses of both processes and product.</p> <ul style="list-style-type: none"> • Relevant material is succinct, well organised and presented with a high degree of clarity and coherence. • Demonstrates an excellent and accurate level of written communication including spelling, punctuation and grammar, applying terminology fluently and effectively. (AO3) 	<p>strengths and/ or weaknesses of processes and/ or product.</p> <ul style="list-style-type: none"> • Relevant material is reasonably organised and presented with some clarity and coherence. • Demonstrates a satisfactory level of written communication including spelling, punctuation and grammar, with uneven application of terminology. (AO3) 	<p>strengths and/ or weakness of processes and/ or product.</p> <ul style="list-style-type: none"> • Relevant material is poorly organised and presented with a lack of clarity and coherence and will rely on description. • Demonstrates a basic level of written communication including spelling, punctuation and grammar with a high proportion of inaccuracies. (AO3)
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Appendix 2

A2 Grade Descriptions and Key Features

Assessment Objective	AO1 Demonstrate knowledge and understanding of journalistic concepts, contexts and debates		
<p style="text-align: center;">Grade Descriptions</p>	A	C	E
	<p>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>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate satisfactory knowledge and understanding of key technological innovations; advanced media concepts and contexts; language forms and conventions; and audience and news value; demonstrate adequate 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 adequate knowledge with a satisfactory consideration of the key cross-platform concepts, contexts and debates in their case study research and evaluation; and use technical language associated with a variety of journalistic platforms mostly accurately and mostly appropriately. 	<p>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.

AO1 Evidence	Grade A Key Features for S2021	Grade C Key Features for S2021	Grade E Key Features for S2021
<ul style="list-style-type: none"> • A2 Unit 1: Past Papers/ Assessment Resource: For example, Section A Question 1 • A2 Unit 2 Portfolio Task: Case Study • Homework/ Classwork related to these tasks 	<ul style="list-style-type: none"> • Confident and insightful knowledge and understanding of various journalistic platforms and products. • Perceptive awareness of style, form, target audience and purpose. • A thorough knowledge of tasks, roles and responsibilities within journalism. • Insightful awareness and understanding with comprehensive, balanced and assured consideration of the key cross-platform concepts, contexts and debates within journalism. • Sustained consideration of source material. • Robust use of examples to effectively illustrate, support and enhance a discursive argument. 	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of various journalistic platforms and products. • Some awareness of style, form, target audience and purpose. • Adequate knowledge of tasks, roles and responsibilities within journalism. • Some awareness and understanding with straightforward consideration of the key cross-platform concepts, contexts and debates within journalism. • Uneven consideration of source material. • Satisfactory use of examples to illustrate and support a discursive argument. 	<ul style="list-style-type: none"> • Limited knowledge and understanding of some journalistic platforms and products. • Basic awareness of style, form, target audience and purpose. • Limited knowledge of tasks, roles and responsibilities within journalism. • Superficial awareness with basic consideration given to the key cross-platform of concepts, contexts and debates within journalism. • Basic consideration of source material. • Minimal use of examples to illustrate a discursive argument.

Assessment Objective	AO2 Apply knowledge, understanding and skills when researching, planning and creating journalistic products		
Grade Descriptions	A	C	E
	<p>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. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> • apply advanced media concepts, contexts, skills and knowledge satisfactorily 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 organised and demonstrates reasonable understanding of online print and broadcast practice; • carry out satisfactory research which is often methodical, with mostly sound use of primary and secondary strategies across both platforms; • produce portfolio pieces which are reasonably crafted for audience and format, with satisfactory technical and presentational formatting showing awareness of cross-platform conventions; and • use technical language associated with a variety of journalistic platforms mostly accurately and mostly appropriately. 	<p>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.

AO2 Evidence	Grade A Key Features for S2021	Grade C Key Features for S2021	Grade E Key Features for S2021
<ul style="list-style-type: none"> • A2 Unit 1 Past Papers/ Assessment Resource: Particularly in Section A. • A2 Unit 2 Portfolio Tasks: <ul style="list-style-type: none"> – Logbook – Statement of Intentions – Online Feature News Article – 3 Minute Broadcast • Homework/ Classwork related to these tasks 	<ul style="list-style-type: none"> • Discerning ability to select, prioritise and structure the most newsworthy elements of a journalistic product. • An astute ability to select and prioritise stories in terms of the platform and target audience. • Strategic and effective use of language used deliberately to inform, persuade, educate and entertain. • Adopt a variety of journalistic roles, responsibilities and skills (to include meeting word counts) convincingly. • Shows evidence of extensive and rigorous research with a confident use of a wide range of discerning and effective primary and secondary strategies. • Indicates insightful intentions of how to plan a cross-platform feature portfolio which is well organised and demonstrates excellent understanding of online print and broadcast practice. 	<ul style="list-style-type: none"> • Some ability to select, prioritise and structure the most newsworthy elements of a journalistic product. • Satisfactory ability to select and prioritise stories in terms of the platform and target audience. • Straightforward use of language used to inform, persuade, educate and entertain. • Adopt some journalistic roles, responsibilities and skills (some attempt to meet word counts). • Shows evidence of satisfactory research which is sometimes methodical, with a mostly sound use of primary and secondary strategies. • Indicates some intentions of how to plan a cross-platform feature portfolio which shows a reasonable understanding of online print and broadcast practice. 	<ul style="list-style-type: none"> • Limited attempt to select, prioritise and structure elements of a journalistic product. • Limited attempt to select and prioritise stories in terms of the platform and target audience. • Basic and sometimes inappropriate use of language, with unclear journalistic purpose. • Limited ability to apply any journalistic roles or responsibilities (no attempt to meet word counts). • Shows limited evidence of research, with basic or limited use of primary and secondary strategies. • Basic indication of intentions of how to plan a cross-platform feature portfolio, with a basic or limited understanding of online print and broadcast practice

Assessment Objective AO3 Analyse and evaluate existing journalistic products including their own practical work	
A	E
<p style="text-align: center;">Grade Descriptions</p> <p>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>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.
C	E
<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate reasonable ability to analyse the impact of key technological innovations and key debate areas in both broadcast and online journalism; demonstrate satisfactory 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 satisfactory ability to analyse and evaluate audience, news value, institutions, ownership, law and regulation, ideology, values and representation in online, print and broadcast journalism; offer satisfactory analysis of the chosen story in their case study with uneven but satisfactory consideration of most key cross-platform concepts, contexts and debates, with some awareness of the strengths and weakness of both processes and product; and use technical language from a range of journalistic platforms mostly appropriately and mostly accurately. 	<p>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.

AO3 Evidence	Grade A Key Features for S2021	Grade C Key Features for S2021	Grade E Key Features for S2021
<ul style="list-style-type: none"> A2 Unit 1 Past Papers/ Assessment Resource: Particularly in Section B. A2 Unit 2 Portfolio Task: Evaluation Homework/ Classwork related to these tasks 	<ul style="list-style-type: none"> Independently analyse and evaluate existing journalistic products. Apply critically judicious reasoning in a sustained and confident manner. Balanced, assured analysis and evaluation of the key cross-platform journalistic concepts, contexts, products, and debates. Confident and increasingly assured awareness of different perspectives. Fluent and effective use of journalistic terminology. 	<ul style="list-style-type: none"> Some ability to analyse and evaluate existing journalistic products. Apply reasoning in an uneven manner. Some analysis and mostly accurate evaluation of most of the cross-platform journalistic concepts, contexts, products, and debates. Straightforward awareness of different perspectives. Use of journalistic terminology. 	<ul style="list-style-type: none"> Limited ability to analyse or evaluate existing journalistic products. Limited ability to apply reasoning. Little to no evidence of analysis or evaluation of cross-platform journalistic concepts, contexts, products, and debates. Little to no awareness of different perspectives. Little to no use of journalistic terminology.
Evidence from Internal Assessment: Online Print and Broadcast Feature Portfolio			
<p>Online Print and Broadcast Feature Portfolio - Case Study</p> <ul style="list-style-type: none"> Case Study displays excellent knowledge and understanding, with comprehensive, balanced and assured consideration given to the key cross-platform concepts, contexts and debates. (AO1) Shows excellent analysis through a sustained and confident awareness of the chosen story, offering a balanced and assured evaluation of the key cross-platform concepts, contexts and debates. (AO3) Offers excellent understanding of online print and broadcast practice. Articulates technical language associated with both journalistic platforms fluently, appropriately and accurately using excellent levels of written communication including spelling, punctuation and grammar applying terminology fluently and effectively. (AO2) 	<ul style="list-style-type: none"> Case Study displays excellent knowledge and understanding, with comprehensive, balanced and assured consideration given to the key cross-platform concepts, contexts and debates. (AO1) Shows excellent analysis through a sustained and confident awareness of the chosen story, offering a balanced and assured evaluation of most of the key cross-platform concepts, contexts and debates. (AO3) Offers reasonable understanding of online print and broadcast practice. Attempts to articulate technical language associated with journalistic platforms in a mostly appropriately and mainly accurate manner using a satisfactory level of written communication including spelling, punctuation and grammar. There may be an uneven application of terminology and some inaccuracies. (AO2) 	<ul style="list-style-type: none"> Displays adequate knowledge and understanding, with straightforward consideration given to the key cross-platform concepts, contexts and debates. (AO1) Shows satisfactory analysis through a mainly consistent consideration of the chosen story, offering a mostly accurate evaluation of most of the cross-platform concepts, contexts and debates. (AO3) Offers reasonable understanding of online print and broadcast practice. Attempts to articulate technical language associated with journalistic platforms in a mostly appropriately and mainly accurate manner using a satisfactory level of written communication including spelling, punctuation and grammar. There may be an uneven application of terminology and some inaccuracies. (AO2) 	<ul style="list-style-type: none"> Displays limited knowledge and understanding, with basic consideration given to the key cross-platform concepts, contexts and debates. (AO1) Shows little to no analysis or consideration of the chosen story, with little to no evaluation of the cross-platform concepts, contexts and debates. (AO3) Offers basic understanding of online print and broadcast practice. Limited attempts to articulate technical language associated with journalistic platforms, using a basic level of written communication including spelling, punctuation and grammar. Little to no application of terminology. (AO2)

<p>Online Print and Broadcast Feature Portfolio - Logbook</p>	<ul style="list-style-type: none"> Shows evidence of extensive and rigorous research with a confident use of a wide range of discerning and effective primary and secondary strategies. (AO2) 	<ul style="list-style-type: none"> Shows evidence of satisfactory research which is sometimes methodical, with a mostly sound use of primary and secondary strategies. (AO2) 	<ul style="list-style-type: none"> Shows limited evidence of research, with basic or limited use of primary and secondary strategies. (AO2)
<p>Online Print and Broadcast Feature Portfolio - Statement of Intentions</p>	<ul style="list-style-type: none"> Indicates insightful intentions of how to plan a cross-platform feature portfolio which is well organised and demonstrates excellent understanding of online print and broadcast practice. (AO2) 	<ul style="list-style-type: none"> Indicates some intentions of how to plan a cross-platform feature portfolio which shows a reasonable understanding of online print and broadcast practice. (AO2) 	<ul style="list-style-type: none"> Basic indication of intentions of how to plan a cross-platform feature portfolio, with a basic or limited understanding of online print and broadcast practice. (AO2)
<p>Online Print and Broadcast Feature Portfolio - Online Feature News Article</p>	<ul style="list-style-type: none"> Shows purposeful and confident crafting of online news feature article for a regional or local audience. Excellent use of technical and presentational formatting to show a perceptive awareness of digital/online conventions. Confident and discerning use of a range of effective primary and secondary source material. Articulates technical language associated with this platform fluently, appropriately and accurately. 	<ul style="list-style-type: none"> Shows reasonable crafting of online news feature article for a regional or local audience. Satisfactory use of technical and presentational formatting to show awareness of digital/online conventions. Reasonable use of a range of effective primary and secondary source material. Makes some attempt to articulate language associated with this platform in a mostly appropriate manner. 	<ul style="list-style-type: none"> Crafting of online news feature for a regional or local audience is basic and/or limited in form. Limited use of technical and presentational formatting with basic awareness of digital/online conventions. Limited use of primary and secondary source material. Makes basic attempt to articulate language associated with this platform.
<p>Online Print and Broadcast Feature Portfolio - 3 Minute Broadcast</p>	<ul style="list-style-type: none"> Crafting of broadcast piece for either radio or TV for a local audience is purposeful and confident. Formatting of piece is excellent, with excellent technical and presentational skills, indicating perceptive awareness of either TV or radio conventions. Articulates the technical language associated with this platform fluently, appropriately, and accurately. (AO2) 	<ul style="list-style-type: none"> Crafting of broadcast piece for either radio or TV for a local audience is reasonable. Formatting of piece is satisfactory, with reasonable technical and presentational skills, indicating a straightforward awareness of either TV or radio conventions. Attempts to articulate the technical language associated with this platform in a satisfactory and straightforward way (AO2) 	<ul style="list-style-type: none"> Crafting of broadcast piece for either radio or TV for a local audience is basic and/ or limited in form. Formatting of piece is basic, with limited use of technical or presentational skills, indicating little to no awareness of either TV or radio conventions. Makes basic attempt to articulate technical language associated with this platform in a limited way (AO2)

<p>Online Print and Broadcast Feature Portfolio - Evaluation</p>	<ul style="list-style-type: none"> • Displays excellent knowledge and understanding of online print and broadcast practice (A01) • Demonstrates excellent analytical skill showing a perceptive awareness of the strengths and weaknesses of the processes involved and the products created. • Shows an excellent and accurate level of written communication including spelling, punctuation and grammar applying terminology fluently and effectively. • Relevant material is succinct, well organised, presented with a high degree of clarity and coherence. (AO3) 	<ul style="list-style-type: none"> • Displays adequate knowledge and understanding of online print and broadcast practice (A01) • Demonstrates reasonable analytical skill showing a satisfactory awareness of the strengths and weaknesses of the processes involved, and the products created. • Shows a satisfactory level of written communication including spelling, punctuation and grammar applying terminology in a reasonable manner. • Relevant material is reasonably organised. (AO3) 	<ul style="list-style-type: none"> • Displays limited knowledge and understanding of online print and broadcast practice (A01) • Demonstrates little to no analytical skill, showing limited awareness of the strengths and weaknesses of the processes involved, and the products created. • Shows a basic level of written communication including spelling, punctuation and grammar applying terminology in a basic or inappropriate manner. • Little to no organisation of relevant material. (AO3)
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Appendix 3

Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all students are within direct sight of the teacher/supervisor throughout the session(s);• display materials which might provide assistance are removed or covered;• there is no access to email, the internet or mobile phones;• students complete their work independently;• interaction with other students does not occur; and• no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none">• there is sufficient evidence to ensure that the individual work can be authenticated; and• the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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