

Summer 2021



Summer 2021
Alternative Arrangements: GCSE
Journalism in the Media and Communications Industry
Subject Guidance



Version 1.0

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 GCSE 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 October 2020 by the Education Minister in respect of reducing the assessment burden in GCSE qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either Units 2 and 3 or all three units.

Subject	Current Arrangements	Unit For Optional Omission	Specification Adaptations
GCSE Journalism in the Media and Communications Industry	Unit 1: Cross-Platform Research Portfolio – Controlled Assessment (25%) Unit 2: Radio and Review Portfolio – Controlled Assessment (25%) Unit 3: Industry, Theory and Practice – External assessment (50%)	Unit 1 Unit 1 – is eligible for omission for candidates cashing in for the qualification level grade in Summer 2021. This unit is still available for any candidates wishing to be assessed in all units.	No adaptations.

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 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment

For GCSE 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 controlled assessment/coursework assessment tasks 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 2 for definitions.

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

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.

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 GCSE Journalism in the Media and Communications Industry you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resource for Unit 3 – When taken under high control conditions, where the public health situation allows, this assessment 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.</p>
<p>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.</p>
<p>Performance in CCEA past paper questions – 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</p>
<p>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.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, bookwork and/or participation in and/or performances in subjects where this is assessed.</p>
<p>Performance in: Unit 1: Cross-Platform Research Portfolio, Unit 2: Radio and Review Portfolio – even if these have not been fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCSE 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.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

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 GCSE Journalism in the Media and Communications Industry are:

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

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.

Assessment Objective 1:

- CCEA Assessment Resource/Past Paper Questions- All Sections
- Questions in the style of AS Specimen Assessment Materials Section A, B, C and D
- Controlled Assessment (may be partially completed)
 - Unit 1: Evaluation
 - Unit 2: Evaluation

Assessment Objective 2:

- Controlled Assessment (may be partially completed)
 - Unit 1: Task 1 & 2 and Logbook
 - Unit 2: Task 1 & 2 and Logbook
- CCEA Assessment Resource/Past Paper Questions
 - Section B Unit 3
 - Section D Unit 3
- Questions in the style of GCSE Specimen Assessment Materials Section B and D

Assessment Objective 3:

- Controlled Assessment (may be partially completed)
 - Unit 1: Logbook and evaluation (Tasks 1 & 2)
 - Unit 2: Radio stimulus/Press Pack and evaluation
- CCEA Assessment Resource/Past Paper Questions
 - Unit 3 Section B, Section C, Section D
- Questions in the style of GCSE Specimen Assessment Materials Section B, C and D

Please note that QWC is considered across all aspects of controlled assessment tasks, rather than a specific assessment objective.

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.² 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.

The assessments, which are usually run as online examinations, will be provided for centres to administer if they choose to, similar to the backup approach in normal years. They will be provided via the CCEA secure portal as a Word document, with hyperlinks to the stimulus material. Students will require access to computers to complete these. A separate technical guidance document will be provided to centres in due course.

We appreciate that decisions were taken in October 2020 in respect of unit omissions in GCSE 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

² Assessment resources will not be provided for units/components where endorsement arrangements in lieu of assessments were in place for Summer 2021, for example GCSE Languages Unit 2: Speaking.

taken into account that some students have suffered more disruption to their learning than others. For example:

- *A centre decided to omit Unit 1 in line with the Education Minister’s announcement in October 2020. Therefore, Centre Determined Grades may be based on evidence for Units 2 and 3 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 either Unit 2 or Unit 3.*
- *Student A’s Centre Determined Grade should be based on assessment of only the content covered.*

**Assessments adapted/Evidence gathered and reviewed based on
GCSE Journalism in the Media and Communications Industry**

All Students	Student A
<p>Unit 2 Task 1: Radio Script</p> <ul style="list-style-type: none"> • Working with news stimulus material and evaluation • Script writing and editing skills • Radio bulletin or package conventions <p>Task 2: Film Review</p> <ul style="list-style-type: none"> • Research and evaluation • Review writing and editing skills • Technical and presentational skills <p>Unit 3 Section A:</p> <ul style="list-style-type: none"> • Law, Industry and Cross-Platform Conventions • The role and purpose of journalism • Technology, conventions and modern journalism • Professional roles in journalism • Journalism law, regulation and ethics <p>Section B:</p> <ul style="list-style-type: none"> • Sub-Editing, Editing and Public Relations • The skills of the editor and sub-editor • PR <p>Section C:</p> <ul style="list-style-type: none"> • Journalism Analysis <p>Section D:</p> <ul style="list-style-type: none"> • Newsroom Task • Working with Sources • Writing and editing skills 	<p>Unit 2 Task 1: Radio Script</p> <ul style="list-style-type: none"> • Working with news stimulus material and evaluation • Script writing and editing skills <p>Unit 3 Section A:</p> <ul style="list-style-type: none"> • Law, Industry and Cross-Platform Conventions • The role and purpose of journalism • Technology, conventions and modern journalism • Professional roles in journalism • Journalism law, regulation and ethics <p>Section B:</p> <ul style="list-style-type: none"> • Sub-Editing, Editing and Public Relations • The skills of the editor and sub-editor • PR

Summer 2021 Support Webinar

We will produce a subject-specific support webinar for teachers to accompany this guidance document. This 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 GCSE 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 2019 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 2018–2019 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**, **C** and **F** in the GCSE specification, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. 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 Appendix 1 for the Grade Descriptions at A, C and F for GCSE. 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 F, 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*	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	<i>See Grade A Description.</i>
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*	Candidates at grade C* clearly demonstrate all of the features associated with performance at grade 'C' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'C'.
C	<i>See Grade C Description.</i>
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	Candidates at grade 'E' clearly demonstrate all of the features associated with performance at 'F' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'F'.
F	<i>See Grade F Description.</i>
G	Candidates at grade 'G' may demonstrate some elements of grade 'F' 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 'F'.

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>All other queries should be directed to <u>centresupport@ccea.org.uk</u></p>
CCEA Entries	<u>entriesandresults@ccea.org.uk</u>
Subject Officer	<p>Ingrid Arthurs</p> <p><u>iarthurs@ccea.org.uk</u></p>
Specification Support Officer	<p>Nola Fitzsimons</p> <p><u>nfitzsimons@ccea.org.uk</u></p>

Appendix 1

GCSE Grade Descriptions and Key Features – Journalism in the Media and Communications Industry

Assessment Objective	A01 Demonstrate knowledge and understanding of journalistic concepts, contexts and practices.		
Grade Descriptions	A	C	F
Grade Descriptions	Candidates recall, select and communicate a detailed knowledge and thorough understanding of journalistic concepts in context. They clearly understand the nature and operational features of journalism practice. They identify and use relevant terminology effectively, employing appropriate forms and conventions.	Candidates recall, select and communicate a sound knowledge and understanding of journalistic concepts in context. They show some understanding of the nature and operational features of journalism practice. They identify and use relevant terminology and can employ appropriate forms and conventions.	Candidates recall, select and communicate a basic knowledge and understanding of journalistic concepts. They show limited understanding of the nature and operational features of journalism practice. There is little use of appropriate language and terminology.
A01 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> • Unit 3 Past Papers/ Assessment Resource – All Sections • Questions in the style of GCSE Specimen Assessment Materials – Section A, B, C and D • Unit 1: Cross-Platform Research Portfolio – Evaluation • Unit 2: Radio and Review Portfolio – Evaluation • Homework/Classwork related to these tasks 	Candidates will demonstrate: <ul style="list-style-type: none"> • a confident, relevant and accurate knowledge and critical understanding of a broad range of journalistic concepts in context • a clear and assured understanding of operational journalistic practice • a confident use of, and accurate identification of, relevant terminology • a confident ability to employ appropriate forms and conventions 	Candidates will demonstrate: <ul style="list-style-type: none"> • a sound and mostly accurate knowledge and understanding of a range of journalistic concepts in context • an adequate understanding of operational journalistic practice • a satisfactory use of, and mostly accurate identification of, relevant terminology • a satisfactory ability to employ appropriate forms and conventions 	Candidates will demonstrate: <ul style="list-style-type: none"> • a basic knowledge and understanding of some journalistic concepts in context • a limited understanding of some elements of operational journalistic practice • a limited identification of relevant terminology • a basic ability to employ appropriate forms and conventions

Assessment Objective	AO2 Apply knowledge, understanding and skills when researching, planning, creating and presenting journalistic products.		
Grade Descriptions	A	C	F
<p>Candidates research and plan their work independently and effectively across a variety of news formats. They provide evidence of meaningful primary and secondary research and record a wide range of relevant facts and interview materials in a discerning manner. They show evidence of confident crafting when writing their final pieces, clearly prioritising the most newsworthy material. They use a wide and appropriate vocabulary and select written conventions that are relevant to the format and appeal effectively to the target readership. They present their work using a broad range of production skills and show clear understanding of how presentation must be tailored to meet audience needs and expectations. They handle technology confidently and use the techniques and presentational conventions of the required format appropriately and effectively.</p>	<p>Candidates research and plan their work across a variety of news formats. They provide evidence of primary and secondary research and record a range of facts and interview materials that are mostly relevant. They show some evidence of crafting when writing their final pieces, prioritising newsworthy material. They use an appropriate vocabulary and select written conventions that are relevant to the target readership and format. They present their work using an appropriate range of production skills and show some understanding of how presentation must be tailored to meet audience needs and expectations. They handle technology competently and use some of the appropriate techniques and presentational conventions of the required format.</p>	<p>Candidates use minimal research and planning to inform their own work. They provide little evidence of primary and secondary research and record a limited range of facts and interview materials. They show little evidence of crafting when writing their final pieces, without clearly prioritising newsworthy material. They use an uncomplicated vocabulary that is largely inappropriate for the target readership and format. They present their work using limited production skills with little understanding of audience needs and expectations. They make a basic attempt at using technology, with limited application of appropriate techniques and presentational conventions.</p>	
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> • Unit 1: Cross-Platform Research Portfolio – Task 1 & 2 and Logbook • Unit 2: Radio and Review Portfolio – Task 1 & 2 • Homework/Classwork related to these tasks • Unit 3 Past Papers/ Assessment Resource 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • an ability to confidently, thoroughly and independently research and plan work • highly accurate and relevant evidence of primary and secondary research • an assured selection and ordering of newsworthy content • a skilful use of vocabulary and journalistic techniques which have been deliberately selected to appeal effectively to the target audience 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • a sound and mostly accurate ability to research and plan work • an ability to provide evidence of primary and secondary research that is mostly accurate and relevant • a competent selection and ordering of newsworthy content • a satisfactory use of vocabulary and journalistic techniques to appeal to the target audience 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • a limited ability to research and plan work • little evidence of primary and secondary research that has basic relevance • a limited selection and ordering of newsworthy content • a limited use of vocabulary and journalistic techniques that may appeal to the target audience

<ul style="list-style-type: none"> – Section B, Section D • Questions in the style of GCSE Specimen Assessment Materials Section B and D 	<ul style="list-style-type: none"> • highly appropriate production skills • clear understanding of how presentation and/or formatting affects target audience and is appropriate to the given platform • an ability to handle technology confidently, using techniques and presentational conventions of the required format, appropriately and effectively 	<ul style="list-style-type: none"> • an adequate range of production skills • a sound understanding of how presentation and/or formatting affects the target audience and is mostly appropriate to the given platform • an ability to handle technology competently, using techniques and presentational conventions of the required format, adequately 	<ul style="list-style-type: none"> • basic production skills • a limited understanding of how presentation and/or formatting affects target audience and may show awareness of the given platform • an ability to handle technology in a limited manner, using basic techniques and presentational conventions of the required format
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Assessment Objective	AO3 Analyse, evaluate, and make reasoned judgements about existing journalistic products and materials, including their own work.		
Grade Descriptions	A	C	F
<p>Candidates use analytical techniques, underpinning concepts, and a wide-ranging critical vocabulary to evaluate and compare news material. They present perceptive, reasoned and informed judgements when selecting and working with different sources. Their written communication is logical and structured with precise and accurate use of language, supporting ideas and arguments with evidence throughout. They evaluate their own work perceptively and insightfully, making clear analytical connections between process, product and purpose.</p>	<p>Candidates use adequate analytical techniques and an appropriate critical vocabulary to evaluate and compare news material. They present some reasoned judgements when selecting and working with different sources. Their written communication is structured with an appropriate and mostly accurate use of language and evidence is provided in most cases to support ideas and arguments. They evaluate their own work, making connections between process and outcome.</p>	<p>Candidates write descriptively with little evidence of analysis or evaluation. They make some superficial judgements when selecting and working with sources. Their written communication lacks structure and is characterised by repeated errors, which impacts on intended meaning. They offer a description rather than an evaluation of process and outcome in relation to their own work.</p>	
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> • Unit 1: Cross-Platform Research Portfolio Tasks <ul style="list-style-type: none"> – Logbook and evaluation (Tasks 1 & 2) • Unit 2: Radio and Review Portfolio Tasks: <ul style="list-style-type: none"> – Radio stimulus – Press Pack and Evaluation • Unit 3 Past Papers/ Assessment Resource Section B, C and D • Questions in the style of GCSE SAMs- Section B, C and D 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • a purposeful analysis and evaluation of news material and/or skilful evaluation of own work • a high level of skill in justifying reasons for inclusion and/or omission of material, when working with different sources and platforms • an ability to provide robust evidence for arguments • assured use of QWC • an assured understanding of the connections between all stages of the journalistic process 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • a satisfactory analysis and evaluation of news material and/or adequate evaluation of own work • some ability to justify reasons for inclusion and/or omission of material, when working with different sources and platforms • an ability to provide some evidence for arguments • satisfactory use of QWC • an adequate understanding of the connections between the stages of the journalistic process 	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • basic attempts to consider news material and/or description of own work • limited justifications for inclusion and/or omission of material, when working with different sources and platforms • assertions with little supportive evidence • basic use of QWC • limited understanding of the connections between the stages of the journalistic process

Appendix 2

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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