



GCSE, AS and A Level Film Studies

GCSE, AS and A Level Media Studies

Consultation on Conditions and guidance



February 2016

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Introduction

- 1.1 As most readers will know, changes are being made to GCSEs, AS and A levels taken by students in England. New GCSE, AS and A level qualifications in film studies and in media studies will be taught in schools from September 2017.
- 1.2 The Department for Education (DfE) published the subject content for GCSE, AS and A level qualifications in film studies¹ and in media studies² in February 2016.
- 1.3 At the same time, and following our own consultation on assessment arrangements for these subjects, we confirmed³ that:
 - new GCSEs in film studies, and new GCSEs in media studies will not be tiered;
 - for new GCSEs, AS and A levels in film studies, and new GCSEs, AS and A levels in media studies, exam boards must allocate 70 per cent of the total marks to exams, and 30 per cent to non-exam assessment.
- 1.4 We also confirmed the assessment objectives for GCSEs, AS and A levels in film studies, and for GCSEs, AS and A levels in media studies.

¹ www.gov.uk/government/publications/gcse-film-studies

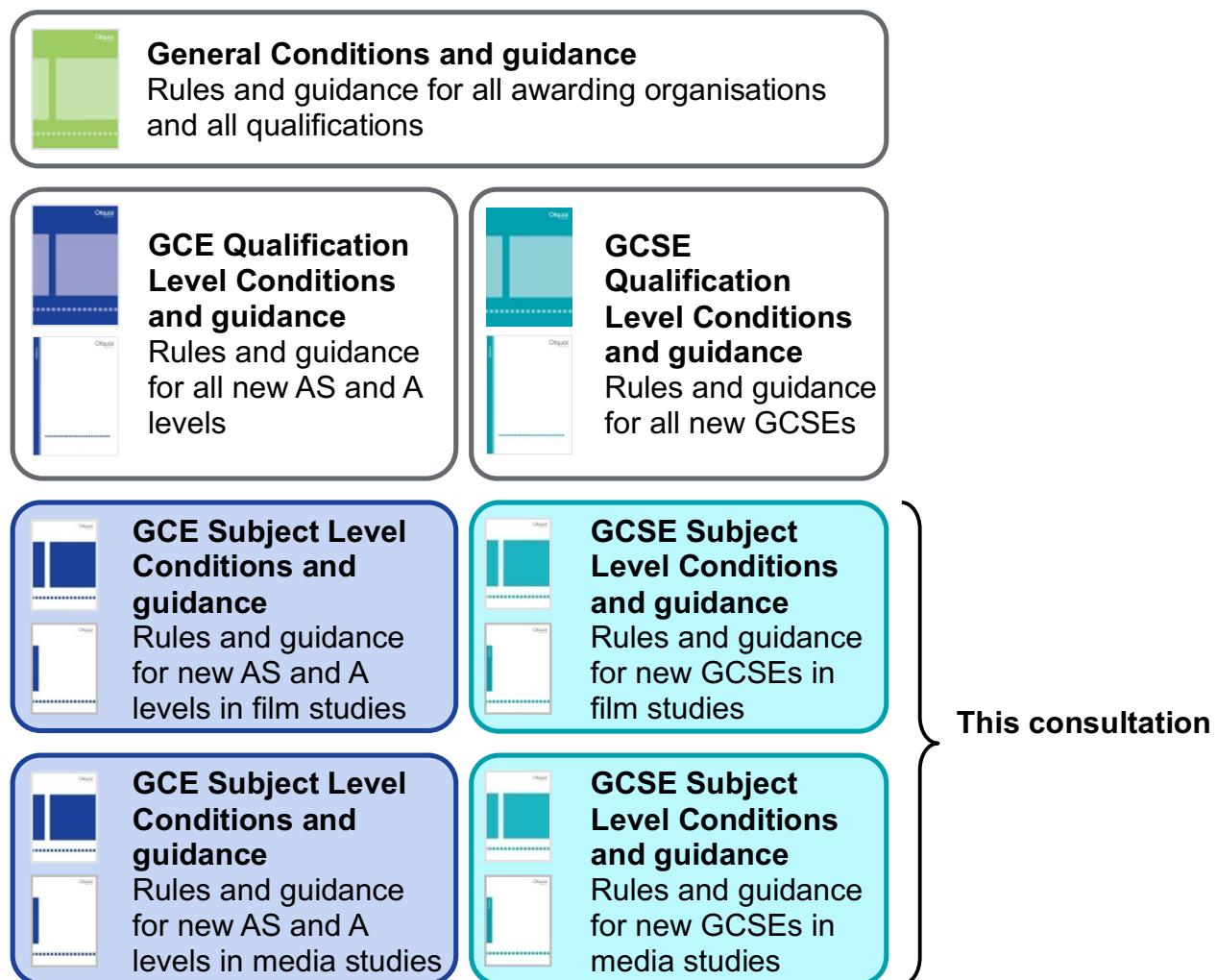
www.gov.uk/government/publications/gce-as-and-a-level-film-studies

² www.gov.uk/government/publications/gcse-media-studies

www.gov.uk/government/publications/gce-as-and-a-level-media-studies

³ www.gov.uk/government/consultations/developing-new-gcses-as-and-a-levels-for-first-teaching-in-2017

Scope of this consultation



- 1.5 This consultation builds on our – and DfE’s – earlier decisions. It seeks views on the subject-specific rules and guidance we should put in place for GCSE, AS and A level film studies, and for GCSE, AS and A level media studies
- 1.6 As explained in Appendix A, and illustrated in the figure above, these new rules and guidance will sit alongside our existing rules and guidance for
 - all qualifications,⁴
 - all new GCSE qualifications,⁵ and

⁴ www.gov.uk/guidance/awarding-organisations-understanding-our-regulatory-requirements#requirements-for-all-awarding-organisations-and-all-regulated-qualifications

⁵ www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance

- all new AS and A level qualifications.⁶

1.7 This document sets out, and seeks views on:

- our proposed approach to regulating new GCSEs, AS and A levels in film studies, and new GCSEs, AS and A levels in media studies; and
- the subject-specific Conditions, requirements and guidance we propose to introduce to implement that approach.

⁶ www.gov.uk/government/collections/new-a-level-and-as-level-qualifications-requirements-and-guidance

How to respond to this consultation

The closing date for responses is **24 March 2016**.

Please respond to this consultation in one of three ways:

- Complete the online response at
<https://www.surveygizmo.com/s3/2619467/GCSE-AS-and-A-level-reform-regulations-for-media-studies-and-film-studies>
- Complete the consultation questions at the end of this document and email your response to consultations@ofqual.gov.uk. Please include the consultation title (Film and Media Studies Consultation 2016) in the subject line of the email and make clear who you are and in what capacity you are responding
- Post your response to: Film and Media Studies Consultation 2016, Ofqual, Spring Place, Coventry Business Park, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding

Evaluating the responses

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by **24 March 2016**.

Regulating GCSE, AS and A level film studies and GCSE, AS and A level media studies

Compliance with subject content and assessment objectives

- 2.1 As we explained in paragraph 1.2 above, DfE has published the subject content for new GCSEs, AS and A levels in film studies and in media studies.⁷
- 2.2 One of the ways we ensure new GCSEs, AS and A levels are comparable is by requiring them to be in line with the relevant subject content and our assessment objectives.
- 2.3 The approach we have taken in every other new GCSE, AS and A level qualification is to introduce subject-specific Conditions which:
- require exam boards to comply with the requirements of the subject content (and have regard to any guidance within the subject content); and
 - require exam boards to comply with our assessment objectives (and have regard to our guidance on those assessment objectives).
- 2.4 In all other subjects this Condition includes a provision which requires exam boards to interpret the subject content in line with any rules we set and to have regard to any guidance we publish. Although we do not always specify how the subject content should be interpreted, we think it is important for us to be able to do so when there is a good reason for that (for example, if a different interpretation could compromise qualification standards or comparability).
- 2.5 We see no reason to take a different approach for either film studies or media studies. We are therefore proposing that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce a Condition which requires exam boards to:
- comply with the requirements (and have regard to any guidance) set out in the subject content;
 - comply with any requirements (and have regard to any guidance) we publish on interpreting the subject content; and
 - comply with our assessment objectives (and have regard to our guidance on those assessment objectives).

⁷ www.gov.uk/government/publications/gcse-film-studies
www.gov.uk/government/publications/gce-as-and-a-level-film-studies

Question 1: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

Guidance on assessment objectives

- 2.6 For all other new GCSE, AS and A level qualifications, we have published guidance which explains how exam boards should interpret our assessment objectives. This is designed to ensure exam boards have a common understanding of – and take a consistent approach to targeting – the different assessment objectives.
- 2.7 We are proposing we should introduce similar guidance for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies.

Question 2: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

Non-exam assessment

- 2.8 As we have explained in previous consultations,⁸ it is generally more difficult to ensure reliability in non-exam assessments. As a result, we have only permitted non-exam assessment in subjects where part of the subject content cannot be validly assessed through an exam.
- 2.9 Because it is more difficult to ensure reliability in non-exam assessments, we aim to ensure that exam boards take as consistent an approach as possible to non-exam assessment. This includes – where appropriate – specifying:
 - what should be assessed (for example, the relevant parts of the subject content and/or assessment objectives); and
 - how that should be assessed (for example, the nature of the tasks students should carry out, and how those tasks should be set and marked).
- 2.10 In each of GCSE, AS and A level film studies and GCSE, AS and A level media studies, we have identified significant elements of the subject content which

⁸ See, for example,
<http://webarchive.nationalarchives.gov.uk/20141031163546/http://comment.ofqual.gov.uk/gcse-reform-june-2013/>

cannot be validly assessed by an exam. This is why we have previously decided that GCSEs, AS and A levels in both subjects should have 30 per cent non-exam assessment.

- 2.11 To implement these decisions we are proposing to introduce a subject-specific Condition in each of GCSE, AS and A level film studies, and GCSE, AS and A level media studies. This Condition will permit non-exam assessment, specify the appropriate proportion of exam- and non-exam assessment, and allow us to set more detailed rules and guidance on non-exam assessment.

Question 3: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce a Condition which permits non-exam assessment, specifies the proportion of exam- and non-exam assessment, and allows us to set more detailed rules and guidance on non-exam assessment?

- 2.12 In line with our overall approach to non-exam assessment, we are also proposing to set more detailed rules for non-exam assessment in each subject; we discuss these separately below.

Non-exam assessment tasks in GCSE film studies

- 2.13 The subject content for GCSEs in film studies identifies practical skills which students will need to demonstrate. The skills identified fall into two broad categories, which we have reflected in our assessment objectives:

- skills relating to the production of an extract from a genre-based film or screenplay (which align with assessment objective AO3), and
- skills relating to analysis and evaluation (which align with assessment objective AO2).

- 2.14 We are proposing that the marks awarded for non-exam assessment should reflect these categories of skills, and that each should be given the appropriate emphasis within the non-exam assessment. To ensure this happens consistently, both between different exam boards and over time, we are proposing that the marks for non-exam assessment should be divided between the assessment objectives as follows:

- 20 per cent for assessment objective AO3; and

- 10 per cent for assessment objective AO2 (which must include all marks allocated for analysis and evaluation of students' own work in relation to other professionally produced work).

2.15 Our view is that it is particularly important to be clear that analysis and evaluation of students' own work should form part of the non-exam assessment, because it is very difficult to validly assess this in an exam.

Question 4: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objectives in GCSE film studies?

2.16 In line with the requirements of the subject content, the non-exam assessment task in GCSE film studies will require students to produce a genre-based extract from a film or screenplay to a brief set by the awarding organisation, and an evaluative analysis of their production in relation to other professionally produced films and screenplays.

2.17 We think that making the brief(s) available at the start of the course of study could encourage an excessive (or even exclusive) focus in practical work on the non-exam assessment task. This would undermine the curriculum intention that students should undertake a broad range of practical work.

2.18 We are therefore proposing that the brief(s) should be released no earlier than the 1 June in the year before the qualification is to be awarded. For a student in England taking exams at the end of year 11, this would mean that the briefs could not be available before June in year 10. We think this addresses the concerns about an undue focus on the non-exam assessment task, while still giving students and schools sufficient time to prepare for (and complete) the non-exam assessment.

Question 5: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in GCSE film studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

Non-exam assessment tasks in AS and A level film studies

2.19 The practical skills which students need to demonstrate in AS and A level film studies are broadly similar to those at GCSE, and we are proposing to set the same rules around the allocation of assessment objectives as at GCSE:

- 20 per cent for assessment objective AO3 (which relates to the production of film or screenplay) ; and
- 10 per cent for assessment objective AO2 (which must include all marks allocated for analysis and evaluation of students' own work in relation to other professionally produced work).

2.20 As with GCSE, our view is that it is important to be clear that analysis and evaluation of students' own work should form part of the non-exam assessment, because it is difficult to validly assess this in an exam.

Question 6: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objectives in AS and A level film studies?

2.21 In line with the requirements of the subject content, the non-exam assessment task in AS film studies will require students to produce an extract from a film or screenplay which highlights narrative construction within a film sequence to a brief set by the awarding organisation, and an evaluative analysis of their production in relation to other professionally produced films and screenplays. If the screenplay option is chosen, this must be accompanied by a digitally photographed storyboard of a key section from the screenplay to illustrate how the screenplay would be realised.

2.22 At A level students will be required to produce a short film or screenplay for a short film in response to a brief set by the awarding organisation, and an evaluative analysis of their production in relation to other professionally produced films and screenplays. If the screenplay option is chosen, this must be accompanied by a digitally photographed storyboard of a key section from the screenplay to illustrate how the screenplay would be realised.

2.23 We think that making the brief(s) available throughout the course of study could encourage an excessive (or even exclusive) focus in practical work on the non-exam assessment task. This would undermine the curriculum intention that students should undertake a broad range of practical work.

2.24 We are therefore proposing that the brief(s) for the A level task should be released no earlier than the 1 June in the year before the qualification is to be awarded. For a student in England taking exams at the end of year 13, this would mean that the briefs could not be available before June in year 12. We think this addresses the concerns about an undue focus on the non-exam assessment task, while still giving students and schools sufficient time to prepare for (and

complete) the non-exam assessment. We also propose to take the same approach at AS.

Question 7: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in AS and A level film studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

Non-exam assessment tasks in GCSE media studies

- 2.25 The subject content for GCSE media studies also identifies practical skills which students will need to demonstrate, but the nature and breadth of the skills required is different to that for film studies.
- 2.26 The subject content for GCSE media studies requires students to produce one individual media production. The skills involved in this activity align with assessment objective AO3.
- 2.27 As with film studies, we are proposing that the marks awarded for non-exam assessment should reflect this alignment. To ensure that this happens consistently, both between different exam boards and over time, we are proposing that the marks for non-exam assessment should be allocated entirely to assessment objective AO3.

Question 8: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objective AO3 in GCSE media studies?

- 2.28 In line with the requirements of the subject content, the non-exam assessment task in GCSE media studies will require students to complete one individual media production in response to a brief set by the awarding organisation. The production requires students to apply their knowledge and understanding of representation and media language from the theoretical framework as set out in the subject content.
- 2.29 We think that making the brief(s) available throughout the course of study could encourage an excessive (or even exclusive) focus in practical work on the non-exam assessment task. This would undermine the curriculum intention that students should undertake a broad range of practical work.
- 2.30 We are therefore proposing that the brief(s) should be released no earlier than the 1 June in the year before the qualification is to be awarded. For a student in

England taking exams at the end of year 11, this would mean that the briefs could not be available before June in year 10. We think this addresses the concerns about an undue focus on the non-exam assessment task, while still giving students and schools sufficient time to prepare for (and complete) the non-exam assessment.

Question 9: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in GCSE media studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

Non-exam assessment tasks in AS and A level media studies

2.31 The practical skills which students need to demonstrate in AS and A level media studies are broadly similar to those at GCSE, and we are proposing to set the same rules around the allocation of assessment objectives as at GCSE – all marks for the non-exam assessment to be allocated to assessment objective AO3 (which relates to the creation of media products).

Question 10: To what extent do you agree or disagree with our proposed approach to allocating the non-exam assessment marks to assessment objective AO3 in AS and A level media studies?

2.32 In line with the requirements of the subject content, the non-exam assessment task in AS media studies will require students to complete one individual media production in response to a brief set by the awarding organisation. The production will be a single product of the media (audio/visual, print or online). The production requires students to apply their knowledge and understanding of the media studies theoretical framework as set out in the subject content.

2.33 At A level students will also be required to complete one individual media production in response to a brief set by the awarding organisation. The production at A level will be a cross-media production, reflecting the digitally convergent nature of contemporary media. The production requires students to apply their knowledge and understanding of the media studies theoretical framework as set out in the subject content.

2.34 We believe that making the brief(s) available throughout the course of study could encourage an excessive (or even exclusive) focus in practical work on the non-exam assessment task. This would undermine the curriculum intention that students should undertake a broad range of practical work.

2.35 We are therefore proposing that the brief(s) for the A level task should be released no earlier than the 1 June in the year before the qualification is to be awarded. For a student in England taking exams at the end of year 13, this would mean that the briefs could not be available before June in year 12. We think this addresses the concerns about an undue focus on the non-exam assessment task, while still giving students and schools sufficient time to prepare for (and complete) the non-exam assessment. We also propose to take the same approach at AS.

Question 11: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in AS and A level media studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

Authenticating and marking non-exam assessment in GCSE, AS and A level film studies, and GCSE, AS and A level media studies

2.36 Non-exam assessment can create particular challenges for exam boards around the authentication and marking of students' work.

2.37 The challenges with authentication arise because non-exam assessment can take place over an extended period of time, which makes it harder for teachers to be sure that students have not received help with their work.

2.38 It is the exam boards' responsibility to ensure they put in place appropriate arrangements which enable them to authenticate students' work. This is required by our *General Conditions of Recognition*, but we have also put in place specific rules in a number of other subjects which require non-exam assessment to take place under conditions set by the exam board which ensure that students' work can be authenticated.

2.39 We are proposing to put in place a similar rule in GCSE, AS and A level film studies, and GCSE, AS and A level media studies.

Question 12: To what extent do you agree or disagree with our proposed approach to the authentication of non-exam assessment in GCSE, AS and A level film studies, and GCSE, AS and A level media studies?

2.40 There is a logistical challenge relating to the marking of non-exam assessment in both film studies and media studies. Marking non-exam assessment in these subjects necessarily involves appraising the product (the film or screenplay, or

the media product/production) that the student has produced. The nature (and, in the case of media studies, the diversity) of products that students can produce means that it might be difficult for exam boards to mark non-exam assessment themselves. That said, we would not want to prevent an exam board from marking non-exam assessments itself if it found a way to overcome the logistical difficulties.

- 2.41 We therefore propose to allow non-exam assessments in both film studies and media studies to be marked by teachers within schools (and moderated by exam boards), by the exam boards themselves, or by a combination of the two.
- 2.42 Each of these different approaches to marking non-exam assessments have their strengths and weaknesses. Whichever approach an exam board chooses to take, our *General Conditions of Recognition* require it to identify the risks associated with that approach, and to mitigate those risks. We are therefore proposing that exam boards must set out in their assessment strategies how they have managed the particular risks that their approach to non-exam assessment entails.

Question 13: To what extent do you agree or disagree with our proposed approach to marking of non-exam assessment in GCSE, AS and A level film studies, and GCSE, AS and A level media studies?

Our proposed Conditions and guidance

3.1 As set out above, we are proposing to introduce subject-specific Conditions, requirements and guidance to implement the proposals in this consultation. We set out our proposed Conditions, requirements and guidance below.

Proposed Conditions and requirements for GCSE film studies

3.2 We are proposing to introduce the following Conditions and requirements which will apply to all new GCSE qualifications in film studies:

- a Condition covering compliance with subject content and assessment objectives;
- a further Condition which permits non-exam assessment, specifies the percentage of exam- and non-exam assessment, and allows us to set more detailed rules and guidance for both exam- and non-exam assessment;
- our assessment objectives
- requirements for assessments which cover non-exam assessment.

Condition GCSE(Film Studies)1	Compliance with content requirements
GCSE(Film Studies)1.1	<p>In respect of each GCSE Qualification in Film Studies which it makes available, or proposes to make available, an awarding organisation must –</p> <ul style="list-style-type: none">(a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Film Studies GCSE Subject Content’,⁹ document reference DFE-00029-2016,(b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and(c) interpret that document in accordance with any requirements, and having regard to any guidance,

⁹ www.gov.uk/government/publications/gcse-film-studies

	which may be published by Ofqual and revised from time to time.
GCSE(Film Studies)1.2	In respect of each GCSE Qualification in Film Studies which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.
Condition GCSE(Film Studies)2	Assessment
GCSE(Film Studies)2.1	Condition GCSE4.1 does not apply to any GCSE Qualification in Film Studies which an awarding organisation makes available or proposes to make available.
GCSE(Film Studies)2.2	In respect of the total marks available for a GCSE Qualification in Film Studies which it makes available, an awarding organisation must ensure that – <ul style="list-style-type: none">(a) 70 per cent of those marks are made available through Assessments by Examination, and(b) 30 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
GCSE(Film Studies)2.3	An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Film Studies which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives – GCSE Qualifications in Film Studies

Condition GCSE(Film Studies)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCSE Qualifications in Film Studies.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Film Studies)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Film Studies they make available.

Objective	Weighting
AO1 Demonstrate knowledge and understanding of elements of film.	30%
AO2 Apply knowledge and understanding of elements of film, including to: <ul style="list-style-type: none"><li data-bbox="371 923 837 961">■ analyse and compare films<li data-bbox="371 990 1164 1073">■ analyse and evaluate own work in relation to other professionally produced work.	50%
AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay.	20%

Assessment requirements – GCSE Qualifications in Film Studies

Condition GCSE(Film Studies)2.3 allows us to specify requirements in relation to assessments for GCSE Qualifications in Film Studies.

We set out below our requirements for the purposes of Condition GCSE(Film Studies)2.3. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Film Studies they make available.

Non-examination Assessment

Condition GCSE(Film Studies)2.2(b) states that an awarding organisation must ensure that, of the total marks available for a GCSE Qualification in Film Studies, 30 per cent of those marks are made available through assessments that are not Assessments by Examination.

In respect of that 30 per cent, an awarding organisation must ensure that the marks are comprised as follows –

- (a) 10 per cent through marks made available in respect of assessment objective AO2, and
- (b) 20 per cent through marks made available in respect of assessment objective AO3 (i.e. assessing AO3 in its entirety).

In relation to paragraph (a) above, a Learner's analysis and evaluation of his or her own work in relation to other, professionally produced, work must only be assessed through the assessments that are not Assessments by Examination.

In respect of the assessments that are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to produce a genre-based extract from a film or screenplay and an analysis and evaluation of the production in relation to other films and screenplays,
- (b) ensures that the only evidence which will be admissible in the assessment is either –
 - (i) an extract from a genre-based film in response to a brief set by the awarding organisation and an evaluative analysis of that extract against other, professionally produced, films, or
 - (ii) an extract from a genre-based screenplay in response to a brief set by the awarding organisation, a shooting script of a key section from the screenplay extract, and an evaluative analysis of the extract against other, professionally produced, screenplays,
- (c) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and
- (d) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must respond only to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Film Studies which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Proposed guidance for GCSE film studies

3.3 We are proposing to introduce the following guidance which will apply to all new GCSE qualifications in film studies:

- guidance on assessments which relates to the role of the film-maker in non-exam assessments; and
- guidance on assessment objectives.

Guidance in relation to assessments for GCSE Qualifications in Film Studies

Condition GCSE(Film Studies)2.3 allows us to specify requirements and guidance in relation to assessments for GCSE Qualifications in Film Studies.

We set out our guidance for the purposes of Condition GCSE(Film Studies)2.3 below.

Guidance on the role of the film-maker

Paragraph 19 of the document published by the Secretary of State entitled ‘Film studies GCSE subject content’, document reference DFE-00029-2016 (the ‘Content Document’). Requires Learners to construct:

...a genre-based extract from a film or screenplay to a brief set by the awarding organisation. Film and screenplay extracts must be individually produced.

Footnote 7 on page 7 of the Content Document states that:

Unassessed students and others may act in, or appear in, the film extract. In addition, unassessed students and others may operate lighting and sound equipment under the direction of the assessed candidate if required.

We expect an awarding organisation to be able to demonstrate in its assessment strategy for a GCSE Qualification in Film Studies that it has taken all reasonable steps to ensure that where a Learner utilises unassessed students and others to complete their genre-based extract from a film:

- the unassessed students and others work under the direction of the Learner, and
- the Learner is only credited for work completed by themselves, or under their direction.

Guidance on assessment objectives for GCSE Qualifications in Film Studies

Condition GCSE(Film Studies)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Film Studies.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Film Studies*, and reproduce them in the table below.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of elements of film.	30%
AO2	Apply knowledge and understanding of elements of film, including to: <ul style="list-style-type: none">■ analyse and compare films	50%

	<ul style="list-style-type: none"> ■ analyse and evaluate own work in relation to other professionally produced work. 	
AO3	Apply knowledge and understanding of elements of film to the production of film or screenplay.	20%

We set out below our guidance for the purposes of Condition GCSE(Film Studies)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Film Studies)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of elements of film.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of elements of film.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹⁰ (but not in every assessment). 	<ul style="list-style-type: none"> ■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 17 of the document published by the Secretary of State entitled ‘Film Studies GCSE subject content, document reference DFE-00029-2016 (the ‘Content Document’).
	1b – Demonstrate understanding of elements of film.	<ul style="list-style-type: none"> ■ A maximum of 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹¹ 	

¹⁰ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Film Studies. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

¹¹ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Apply knowledge and understanding of elements of film, including to: <ul style="list-style-type: none"> ■ analyse and compare films ■ analyse and evaluate own work in relation to other professionally produced work. 			50%
Strands	Elements	Coverage	Interpretations and definitions
1 – Apply knowledge and understanding of elements of film, including to analyse and compare films.	1a – Apply knowledge and understanding of elements of film, including to analyse films. 1b – Apply knowledge and understanding of elements of film, including to compare films.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ Awarding organisations should justify the balance between elements 1a and 1b in their assessment strategies. 	<ul style="list-style-type: none"> ■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 17 of the Content Document. ■ Analyse means deconstructing ideas and/or information and/or evidence to find connections and provide logical chains of reasoning. In the context of GCSE Film Studies this in relation to: <ul style="list-style-type: none"> □ How meanings and responses are created in film □ The significance and influence of the contexts in which films are produced and/or viewed. ■ Compare implies both the comparison of ideas, forms and perspectives and the means by which these are conveyed.
2 – Apply knowledge and understanding of elements of film, including to analyse and evaluate own work in relation to other professionally produced work.	This strand is a single element.		

AO3: Apply knowledge and understanding of elements of film to the production of film or screenplay.			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none">■ Full coverage in every task that addresses it.	<ul style="list-style-type: none">■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 17 of the Content Document.

Questions on proposed Conditions, requirements and guidance

Question 14: Do you have any comments on our proposed Conditions and requirements for GCSE film studies?

Question 15: Do you have any comments on our proposed guidance for GCSE film studies?

Proposed Conditions and requirements for AS and A level film studies

3.4 We are proposing to introduce the following Conditions and requirements which will apply to all new AS and A level qualifications in film studies:

- a Condition covering compliance with subject content and assessment objectives;
- a further Condition which permits non-exam assessment, specifies the percentage of exam- and non-exam assessment, and allows us to set more detailed rules and guidance for both exam- and non-exam assessment;
- our assessment objectives;
- requirements for assessments which cover non-exam assessment.

Condition GCE(Film Studies)1	Compliance with content requirements
GCE(Film Studies)1.1	<p>In respect of each GCE Qualification in Film Studies which it makes available, or proposes to make available, an awarding organisation must –</p> <ul style="list-style-type: none">(a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Film Studies AS and A level subject content',¹² document reference DFE-00028-2016,(b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and(c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCE(Film Studies)1.2	<p>In respect of each GCE Qualification in Film Studies which it makes available, or proposes to make available, an awarding organisation must comply with any requirements,</p>

¹² www.gov.uk/government/publications/gce-as-and-a-level-film-studies

and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Condition GCE(Film Assessment Studies)2

GCE(Film Studies)2.1 Condition GCE4.1 does not apply to any GCE Qualification in Film Studies which an awarding organisation makes available or proposes to make available.

GCE(Film Studies)2.2 In respect of the total marks available for a GCE Qualification in Film Studies which it makes available, an awarding organisation must ensure that –

- (a) 70 per cent of those marks are made available through Assessments by Examination, and
- (b) 30 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.

GCE(Film Studies)2.3 An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Film Studies which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives – GCE Qualifications in Film Studies

Condition GCE(Film Studies)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Film Studies.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Film Studies)1.2. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Film Studies they make available.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of elements of film.	30-40%	30-40%
AO2 (AS)	Apply knowledge and understanding of elements of film to:	<i>n/a</i>	40-50%

	<ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 		
AO2 (A level)	<p>Apply knowledge and understanding of elements of film to:</p> <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ evaluate the significance of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 	40-50%	n/a
AO3	Apply knowledge and understanding of elements of film to the production of film or screenplay	20%	20%

Assessment requirements – GCE Qualifications in Film Studies

Condition GCE(Film Studies)2.3 allows us to specify requirements in relation to assessments for GCE Qualifications in Film Studies.

We set out below our requirements for the purposes of Condition GCE(Film Studies)2.3. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Film Studies they make available.

Non-examination Assessment

Condition GCE(Film Studies)2.2(b) states that an awarding organisation must ensure that, of the total marks available for a GCE Qualification in Film Studies, 30 per cent of those marks are made available through assessments that are not Assessments by Examination.

In respect of that 30 per cent, an awarding organisation must ensure that the marks are comprised as follows –

- (a) 10 per cent through marks made available in respect of assessment objective AO2, and

- (b) 20 per cent through marks made available in respect of assessment objective AO3 (i.e. assessing AO3 in its entirety).

In relation to paragraph (a) above, a Learner's analysis and evaluation of his or her own work in relation to other, professionally produced, work must only be assessed through the assessments that are not Assessments by Examination.

Non-examination Assessment (A level)

The requirements in this section apply to GCE A level qualifications in Film Studies which an awarding organisation makes available or proposes to make available.

In respect of the assessments that are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to produce a short film or a screenplay for a short film and an analysis and evaluation of the production in relation to other films and screenplays,
- (b) ensures that the only evidence which will be admissible in the assessment is either –
 - (i) a short film in response to a brief set by the awarding organisation and an evaluative analysis of that film against other, professionally produced films, or
 - (ii) a screenplay for a short film in response to a brief set by the awarding organisation, a digitally photographed storyboard of a key section from the completed screenplay to illustrate how the screenplay would be realised, and an evaluative analysis of that screenplay against other, professionally produced, screenplay,
- (c) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and
- (d) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must respond only to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Non-examination Assessment (AS)

The requirements in this section apply to GCE AS qualifications in Film Studies which an awarding organisation makes available or proposes to make available.

In respect of the assessments that are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to produce an extract from a film or screenplay and an analysis and evaluation of the production in relation to other films and screenplays,
- (b) ensures that the only evidence which will be admissible in the assessment is either –
 - (i) an extract from a film in response to a brief set by the awarding organisation, which highlights narrative construction within a film sequence, and an evaluative analysis of that extract against other, professionally produced, films, or
 - (ii) an extract from a screenplay in response to a brief set by the awarding organisation, which highlights narrative construction within a film sequence, a digitally photographed storyboard of a key section from the screenplay extract to illustrate how the screenplay would be realised, and an evaluative analysis of that extract against other, professionally produced, screenplay,
- (c) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and
- (d) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must respond only to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCE Qualification in Film Studies which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Proposed guidance for AS and A level film studies

3.5 We are proposing to introduce the following guidance which will apply to all new AS and A level qualifications in film studies:

- guidance on assessments which relates to the role of the film-maker in non-exam assessments; and
- guidance on assessment objectives.

Guidance in relation to assessments for GCE Qualifications in Film Studies

Condition GCE(Film Studies)2.3 allows us to specify requirements and guidance in relation to assessments for GCE Qualifications in Film Studies.

We set out our guidance for the purposes of Condition GCE(Film Studies)2.3 below.

Guidance on the role of the film-maker

In respect of a GCE A level qualification in Film Studies, Paragraph 34 of the document published by the Secretary of State entitled 'Film studies GCE AS and A level subject content', document reference DFE-00028-2016 (the 'Content Document') requires Learners to produce:

... either a short film or a screenplay for a short film to a brief set by the awarding organisation. Film and screenplay must be individually produced.

In respect of a GCE AS qualification in Film Studies, Paragraph 32 of the Content Document requires Learners to produce:

... an extract from a film or from a screenplay to a brief set by the awarding organisation. Film and screenplay extracts must be individually produced.

Footnote 19 on page 13 of the Content Document in respect of a GCE A level qualification in Film Studies states that:

Unassessed students and others may act in, or appear in, the short film. In addition, unassessed students and others may operate lighting and sound equipment under the direction of the assessed candidate if required.

Footnote 17 on page 12 of the Content Document in respect of a GCE AS qualification in Film Studies states that:

Unassessed students and others may act in, or appear in, the film extract. In addition, unassessed students and others may operate lighting and sound equipment under the direction of the assessed candidate if required.

We expect an awarding organisation to be able to demonstrate in its assessment strategy for a GCE Qualification in Film Studies that it has taken all reasonable steps to ensure that where a Learner utilises unassessed students and others to complete their genre-based extract from a film:

- the unassessed students and others work under the direction of the Learner, and
- the Learner is only credited for work completed by themselves, or under their direction.

Guidance on assessment objectives for GCE Qualifications in Film Studies

Condition GCE(Film Studies)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Film Studies.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Film Studies*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of elements of film.	30-40%	30-40%
AO2 (AS)	Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 	<i>n/a</i>	40-50%
AO2 (A level)	Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ evaluate the significance of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 	40-50%	<i>n/a</i>
AO3	Apply knowledge and understanding of elements of film to the production of film or screenplay	20%	20%

We set out below our guidance for the purposes of Condition GCE(Film Studies)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one

- of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
 - the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.
- In line with the obligations set out in Condition GCE(Film Studies)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:
- develops its sample assessment materials;
 - delivers the qualification;
 - develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
 - monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of elements of film			30-40% (A level) 30-40% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of elements of film.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹³ (but not in every assessment). ■ A maximum off 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹⁴ 	<ul style="list-style-type: none"> ■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 30 of the document published by the Secretary of State entitled ‘Film Studies AS and A level subject content, document reference DFE-00028-2016 (the ‘Content Document’).
	1b – Demonstrate understanding of elements of film.		

¹³ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE Qualification in Film Studies. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

¹⁴ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 			40-50% (AS)
Strands	Elements	Coverage	Interpretations and definitions
1 – Apply knowledge and understanding of elements of film to analyse and compare films, including through the use of critical approaches	1a – Apply knowledge and understanding of elements of film to analyse films. 1b – Apply knowledge and understanding of elements of film to compare films. 1c – Apply knowledge and understanding of elements of film, including through the use of critical approaches.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ Awarding organisations should justify the balance between elements 1a, 1b and 1c in their assessment strategies. 	<ul style="list-style-type: none"> ■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 27 of the Content Document. ■ Critical approaches are aspects of subject content, as outlined in Paragraph 28 of the Content Document. ■ Analyse means deconstructing ideas and/or information and/or evidence to find connections and provide logical chains of reasoning. In the context of GCE Film Studies this is in relation to: <ul style="list-style-type: none"> □ How meanings and responses are created in film □ The significance and influence of the contexts in which films are produced and/or viewed. ■ Compare implies both the comparison of ideas, forms and perspectives and the means by which these are conveyed.
2 –Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work.	This strand is a single element		

AO2: Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ evaluate the significance of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 			40-50% (A level)
Strands	Elements	Coverage	Interpretations and definitions
1 – Apply knowledge and understanding of elements of film to analyse and compare films, including through the use of critical approaches	1a – Apply knowledge and understanding of elements of film to analyse films. 1b – Apply knowledge and understanding of elements of film to compare films. 1c – Apply knowledge and understanding of elements of film, including through the use of critical approaches.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ Awarding organisations should justify the balance between strands 1 and 2 and between elements 1a, 1b and 1c in their assessment strategies. 	<ul style="list-style-type: none"> ■ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 27 of the Content Document. ■ Critical approaches are aspects of subject content, as outlined in Paragraphs 28 to 30 of the Content Document. ■ Analyse means deconstructing ideas and/or information and/or evidence to find connections and provide logical chains of reasoning. In the context of GCE Film Studies this is in relation to: <ul style="list-style-type: none"> □ How meanings and responses are created in film □ The significance and influence of the contexts in which films are produced and/or viewed.

AO2: Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> ■ analyse and compare films, including through the use of critical approaches ■ evaluate the significance of critical approaches ■ analyse and evaluate own work in relation to other professionally produced work 			40-50% (A level)
Strands	Elements	Coverage	Interpretations and definitions
2 – Apply knowledge and understanding of elements of film to evaluate the significance of critical approaches	This strand is a single element		<ul style="list-style-type: none"> ■ Compare implies both the comparison of ideas, forms and perspectives and the means by which these are conveyed.
3 –Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work.	This strand is a single element		

AO3: Apply knowledge and understanding of elements of film to the production of film or screenplay.			20% (A level) 20% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none">▪ Full coverage in each set of assessments (but not in every assessment).	<ul style="list-style-type: none">▪ Elements of film are aspects of subject content, as outlined in Paragraphs 4 to 27 of the Content Document.

Questions on proposed Conditions, requirements and guidance

Question 16: Do you have any comments on our proposed Conditions and requirements for AS and A level film studies?

Question 17: Do you have any comments on our proposed guidance for AS and A level film studies?

Proposed Conditions and requirements for GCSE media studies

3.6 We are proposing to introduce the following Conditions and requirements which will apply to all new GCSE qualifications in media studies:

- a Condition covering compliance with subject content and assessment objectives;
- a further Condition which permits non-exam assessment, specifies the percentage of exam- and non-exam assessment, and allows us to set more detailed rules and guidance for both exam- and non-exam assessment;
- our assessment objectives
- requirements for assessments which cover non-exam assessment.

Condition GCSE(Media Studies)1 Compliance with content requirements

- GCSE(Media Studies)1.1 In respect of each GCSE Qualification in Media Studies which it makes available, or proposes to make available, an awarding organisation must –
- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Media studies GCSE subject content’¹⁵, document reference DFE-00032-2016,
 - (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
 - (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
- GCSE(Media Studies)1.2 In respect of each GCSE Qualification in Media Studies which it makes available, or proposes to make available, an awarding organisation must comply with any

¹⁵ www.gov.uk/government/publications/gcse-media-studies

requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Condition	Assessment
GCSE(Media Studies)2	
GCSE(Media Studies)2.1	Condition GCSE4.1 does not apply to any GCSE Qualification in Media Studies which an awarding organisation makes available or proposes to make available.
GCSE(Media Studies)2.2	In respect of the total marks available for a GCSE Qualification in Media Studies which it makes available, an awarding organisation must ensure that – (a) 70 per cent of those marks are made available through Assessments by Examination, and (b) 30 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
GCSE(Media Studies)2.3	An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Media Studies which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives – GCSE Qualifications in Media Studies

Condition GCSE(Media Studies)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCSE Qualifications in Media Studies.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Media Studies)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Media Studies they make available.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ the theoretical framework of media 	30%

	<ul style="list-style-type: none"> ■ contexts of media and their influence on media products and processes. 	
AO2	Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.	40%
AO3	Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	30%

Assessment requirements – GCSE Qualifications in Media Studies

Condition GCSE(Media Studies)2.3 allows us to specify requirements in relation to assessments for GCSE Qualifications in Media Studies.

We set out below our requirements for the purposes of Condition GCSE(Media Studies)2.3. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Media Studies they make available.

Non-examination Assessment

Condition GCSE(Media Studies)2.2(b) states that an awarding organisation must ensure that, of the total marks available for a GCSE Qualification in Media Studies, 30 per cent of those marks are made available through assessments that are not Assessments by Examination.

An awarding organisation must ensure that all of that 30 per cent of marks are made available in respect of assessment objective AO3 (i.e. assessing AO3 in its entirety).

In respect of the assessments that are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to complete one individual media production in response to a brief set by the awarding organisation,
- (b) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and

- (c) must be taken under conditions specified by the awarding organisations, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must respond only to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Media Studies which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Proposed guidance for GCSE media studies

3.7 We are proposing to introduce the following guidance which will apply to all new GCSE qualifications in media studies:

- guidance on assessments which relates to the role of the film-maker in non-exam assessments; and
- guidance on assessment objectives.

Guidance in relation to assessments for GCSE Qualifications in Media Studies

Condition GCSE(Media Studies)2.3 allows us to specify requirements and guidance in relation to assessments for GCSE Qualifications in Media Studies.

We set out our guidance for the purposes of Condition GCSE(Media Studies)2.3 below.

Guidance on the use of unassessed students and others

Paragraph 11 of the document published by the Secretary of State entitled ‘Media studies GCSE subject content’, document reference DFE-00032-2016 (the ‘Content Document’). Requires Learners to:

...complete one individual media production in response to a brief set by the awarding organisation.

Footnote 7 on page 8 of the Content Document states that:

Unassessed students and others may act in, or appear in, the media product. In addition, unassessed students may operate lighting, sound, recording and other equipment under the direction of the assessed candidate if required.

We expect an awarding organisation to be able to demonstrate in its assessment strategy for a GCSE Qualification in Media Studies that it has taken all reasonable steps to ensure that where a Learner utilises unassessed students and others to complete their media production:

- the unassessed students and others work under the direction of the Learner, and
- the Learner is only credited for work completed by themselves, or under their direction.

Guidance on assessment objectives for GCSE Qualifications in Media Studies

Condition GCSE(Media Studies)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Media Studies.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Media Studies*, and reproduce them in the table below.

Objective	Weighting
AO1 Demonstrate knowledge and understanding of: ■ the theoretical framework of media ■ contexts of media and their influence on media products and processes.	30%
AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.	40%
AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	30%

We set out below our guidance for the purposes of Condition GCSE(Media Studies)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Media Studies)1.2, we expect awarding organisations to be able to demonstrate how they have had

regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ the theoretical framework of media ■ contexts of media and their influence on media products and processes. 			30%
Strands	Elements	Coverage	Interpretations and definitions
1 – Demonstrate knowledge and understanding of the theoretical framework of media.	1a – Demonstrate knowledge of the theoretical framework of media.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹⁶ (but not in every assessment). ■ A reasonable balance between the strands, and between the elements within each strand. ■ Awarding organisations should explain and justify the balance between strands and elements in their assessment strategies. ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹⁷ 	<ul style="list-style-type: none"> ■ The theoretical framework of media is an aspect of subject content as set out in Paragraph 5 of the document published by the Secretary of State entitled ‘Media studies GCSE subject content’, document reference DFE-00032-2016 (the ‘Content Document’). It includes media language, representation, industries and audiences as set out in paragraphs 13 to 15 of the Content Document. ■ Contexts of Media include social, cultural, political or historical contexts. ■ Media products is defined in footnote 1 on page 3 of the Content Document.
	1b – Demonstrate understanding of the theoretical framework of media.		
2 – Demonstrate knowledge and understanding of contexts of media and their influence	2a – Demonstrate knowledge of contexts of media and their influence on media products and processes.		
	2b – Demonstrate understanding of contexts		

¹⁶ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Media Studies. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

¹⁷ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none">■ the theoretical framework of media■ contexts of media and their influence on media products and processes.			30%
Strands	Elements	Coverage	Interpretations and definitions
on media products and processes.	of media and their influence on media products and processes.		<ul style="list-style-type: none">■ Media processes include production, distribution, marketing, regulation, circulation and audience consumption.

AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.			40%
Strands	Elements	Coverage	Interpretations and definitions
n/a	<p>1a – Analyse media products using the theoretical framework of media including in relation to their contexts.</p> <p>1b – Make judgements and draw conclusions</p>	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment) ■ A reasonable balance between the elements within this assessment objective. ■ Awarding organisations should explain and justify the balance between elements in their assessment strategies. 	<ul style="list-style-type: none"> ■ Analyse means deconstructing information and/or issues to find connections and provide logical chains of reasoning. ■ Analysis should draw on underpinning knowledge and understanding. ■ Media products, the theoretical framework of media, and contexts are as defined in the guidance on assessment objective AO1.

AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> ■ Media products in the context of this assessment objective is as defined in footnote 1 on page 3 of the Content Document, and footnote 6 on page 5 of the Content Document ■ The theoretical framework of media is an aspect of subject content as set out in Paragraph 5 of the Content Document. The emphasis in this assessment objective is on the application of knowledge and understanding of media language and representation to create media products for an intended audience.

Questions on proposed Conditions, requirements and guidance

Question 18: Do you have any comments on our proposed Conditions and requirements for GCSE media studies?

Question 19: Do you have any comments on our proposed guidance for GCSE media studies?

Proposed Conditions and requirements for AS and A level media studies

3.8 We are proposing to introduce the following Conditions and requirements which will apply to all new qualifications in media studies:

- a Condition covering compliance with subject content and assessment objectives;
- a further Condition which permits non-exam assessment, specifies the percentage of exam- and non-exam assessment, and allows us to set more detailed rules and guidance for both exam- and non-exam assessment;
- our assessment objectives;
- requirements for assessments which cover non-exam assessment.

Condition GCE(Media Studies)1 Compliance with content requirements

GCE(Media Studies)1.1	In respect of each GCE Qualification in Media Studies which it makes available, or proposes to make available, an awarding organisation must – (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Media studies GCE AS and A level subject content’, ¹⁸ document reference DFE-00031-2016, (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCE(Media Studies)1.2	In respect of each GCE Qualification in Media Studies which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to

¹⁸ www.gov.uk/government/publications/gce-as-and-a-level-media-studies

any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Condition	Assessment
GCE(Media Studies)2	
GCE(Media Studies)2.1	Condition GCE4.1 does not apply to any GCE Qualification in Media Studies which an awarding organisation makes available or proposes to make available.
GCE(Media Studies)2.2	In respect of the total marks available for a GCE Qualification in Media Studies which it makes available, an awarding organisation must ensure that – (a) 70 per cent of those marks are made available through Assessments by Examination, and (b) 30 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
GCE(Media Studies)2.3	An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Media Studies which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Assessment objectives – GCE Qualifications in Media Studies

Condition GCE(Media Studies)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Media Studies.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Media Studies)1.2. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Media Studies they make available.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ the theoretical framework of media 	25-35%	25-35%

	<ul style="list-style-type: none"> ■ contexts of media and their influence on media products and processes. 		
AO2 (AS)	<p>Apply knowledge and understanding of the theoretical framework of media to:</p> <ul style="list-style-type: none"> ■ analyse media products, including in relation to their contexts and through the use of academic theories ■ make judgements and draw conclusions. 	<i>n/a</i>	35-45%
AO2 (A level)	<p>Apply knowledge and understanding of the theoretical framework of media to:</p> <ul style="list-style-type: none"> ■ analyse media products, including in relation to their contexts and through the use of academic theories ■ evaluate academic theories ■ make judgements and draw conclusions. 	35-45%	<i>n/a</i>
AO3	Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	30%	30%

Assessment requirements – GCE Qualifications in Media Studies

Condition GCE(Media Studies)2.3 allows us to specify requirements in relation to assessments for GCE Qualifications in Media Studies.

We set out below our requirements for the purposes of Condition GCE(Media Studies)2.3. Awarding organisations must comply with these requirements in relation to all GCE Qualifications in Media Studies they make available.

Non-examination Assessment

Condition GCE(Media Studies)2.2(b) states that an awarding organisation must ensure that, of the total marks available for a GCE Qualification in Media Studies, 30 per cent of those marks are made available through assessments that are not Assessments by Examination.

An awarding organisation must ensure that all of that 30 per cent of marks are made available in respect of assessment objective AO3 (i.e. assessing AO3 in its entirety).

Non-examination Assessment (A level)

The requirements in this section apply to GCE A level qualifications in Media Studies which an awarding organisation makes available or proposes to make available.

In respect of the assessments which are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to complete an individual cross-media production in response to a brief set by the awarding organisation,
- (b) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and
- (c) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must only respond to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Non-examination Assessment (AS)

The requirements in this section apply to GCE AS qualifications in Media Studies which an awarding organisation makes available or proposes to make available.

In respect of the assessments which are not Assessments by Examination, an awarding organisation must ensure that each Learner is required to complete a single task which –

- (a) requires each Learner to complete an individual media production comprising a single product of the media (audio/visual, print or online) in response to a brief set by the awarding organisation,
- (b) must be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification, and

- (c) must be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation may set more than one brief, although the evidence generated by each Learner, as described above, must only respond to a single brief. An awarding organisation must not communicate the brief(s) that it has set to Centres before 1 June in the calendar year before the year in which the qualification is to be awarded.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCE Qualification in Media Studies which is not an Assessment by Examination may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Proposed guidance for AS and A level media studies

3.9 We are proposing to introduce the following guidance which will apply to all new AS and A level qualifications in media studies:

- guidance on assessments which relates to the role of the film-maker in non-exam assessments; and
- guidance on assessment objectives.

Guidance in relation to assessments for GCE Qualifications in Media Studies

Condition GCE(Media Studies)2.3 allows us to specify requirements and guidance in relation to assessments for GCE Qualifications in Media Studies.

We set out our guidance for the purposes of Condition GCE(Media Studies)2.3 below.

Guidance on the role of unassessed students and others

Paragraph 12 of the document published by the Secretary of State entitled ‘Media studies GCE AS and A level subject content’, document reference DFE-00031-2016 (the ‘Content Document’). Requires Learners to complete

... an individual media production in response to a brief set by the awarding organisation.

Footnote 12 on page 10 of the Content Document in respect of a GCE AS qualification in Media Studies, and footnote 13 on page 11 of the Content Document in respect of a GCE A level qualification in Media Studies both state that

Unassessed students and others may act in, or appear in the media product. In addition, unassessed students and others may operate lighting, sound, recording and other equipment under the direction of the assessed candidate if required.

We expect an awarding organisation to be able to demonstrate in its assessment strategy for a GCE Qualification in Media Studies that it has taken all reasonable steps to ensure that where a Learner utilises unassessed students and others to complete their media production:

- the unassessed students and others work under the direction of the Learner, and
- the Learner is only credited for work completed by themselves, or under their direction.

Guidance on assessment objectives for GCE Qualifications in Media Studies

Condition GCE(Media Studies)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Media Studies.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Media Studies*, and reproduce them in the table below.

Objective	Weighting (A level)	Weighting (AS)
AO1 Demonstrate knowledge and understanding of: <ul style="list-style-type: none">■ the theoretical framework of media■ contexts of media and their influence on media products and processes.	25-35%	25-35%
AO2 (AS) Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none">■ analyse media products, including in relation to their contexts and through the use of academic theories■ make judgements and draw conclusions.	n/a	35-45%
AO2 (A level) Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none">■ analyse media products, including in relation to their contexts and through the use of academic theories■ evaluate academic theories■ make judgements and draw conclusions.	35-45%	n/a
AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	30%	30%

We set out below our guidance for the purposes of Condition GCE(Media Studies)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Media Studies)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ the theoretical framework of media ■ contexts of media and their influence on media products and processes. 			25-35% (A level) 25-35% (AS)
Strands	Elements	Coverage	Interpretations and definitions
1 – Demonstrate knowledge and understanding of the theoretical framework of media.	1a – Demonstrate knowledge of the theoretical framework of media.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹⁹ (but not in every assessment). ■ A reasonable balance between the strands, and between the elements within each strand. ■ Awarding organisations should explain and justify the balance between strands and elements in their assessment strategies. ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.²⁰ 	<ul style="list-style-type: none"> ■ The theoretical framework of media is an aspect of subject content as set out in Paragraph 5 of the document published by the Secretary of State entitled ‘Media studies GCE AS and A level subject content’, document reference DFE-00031-2016 (the ‘Content Document’). It includes media language, representation, industries and audiences as set out in paragraphs 13 to 28 of the Content Document. ■ Contexts of Media include social, cultural, economic, political or historical contexts. ■ Media products is defined in footnote 1 on page 4 of the Content Document.
	1b – Demonstrate understanding of the theoretical framework of media.		
2 – Demonstrate knowledge and understanding of contexts of	2a – Demonstrate knowledge of contexts of media and their influence on media products and processes.		

¹⁹ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE Qualification in Media Studies. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

²⁰ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ the theoretical framework of media ■ contexts of media and their influence on media products and processes. 			25-35% (A level) 25-35% (AS)
Strands	Elements	Coverage	Interpretations and definitions
media and their influence on media products and processes.	2b – Demonstrate understanding of contexts of media and their influence on media products and processes.		<ul style="list-style-type: none"> ■ Media processes include production, distribution, marketing, regulation, circulation and audience consumption.

AO2: Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none"> ■ analyse media products, including in relation to their contexts and through the use of academic theories ■ make judgements and draw conclusions. 			35-45% (AS)
Strands	Elements	Coverage	Interpretations and definitions
1 – Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories.	This strand is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between the strands. ■ Awarding organisations should explain and justify the balance between elements in their assessment strategies. 	<ul style="list-style-type: none"> ■ Analyse means deconstructing information and/or issues to find connections and provide logical chains of reasoning. ■ Analysis should draw on underpinning knowledge and understanding. ■ Media products, the theoretical framework of media, and contexts are as defined in the guidance on assessment objective AO1.
2 – Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions.	This strand is a single element		

AO2: Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none"> ■ analyse media products, including in relation to their contexts and through the use of academic theories ■ evaluate academic theories ■ make judgements and draw conclusions. 			35-45% (A level)
Strands	Elements	Coverage	Interpretations and definitions
1 – Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories	This strand is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between the strands. ■ Awarding organisations should explain and justify the balance between elements in their assessment strategies. 	<ul style="list-style-type: none"> ■ Analyse means deconstructing information and/or issues to find connections and provide logical chains of reasoning. ■ Evaluate means appraising and/or making judgements within respect to information and/or issues. ■ Analysis and evaluation should draw on underpinning knowledge and understanding. ■ Media products, the theoretical framework of media, and contexts are as defined in the guidance on assessment objective AO1.
2 – Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories.	This strand is a single element.		
3 – Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions.	This strand is a single element.		

AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.			30% (A level) 30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> ■ Media products in the context of this assessment objective is as defined in footnote 1 on page 4 of the Content Document, and footnote 6 on page 6 of the Content Document ■ The theoretical framework of media is as defined in the guidance on assessment objective AO1.

Questions on proposed Conditions, requirements and guidance

Question 20: Do you have any comments on our proposed Conditions and requirements for AS and A level media studies?

Question 21: Do you have any comments on our proposed guidance for AS and A level media studies?

Equality impact analysis

Ofqual's role, objectives and duties

- 4.1 We are subject to the public sector equality duty. We have set out in Appendix B how this duty interacts with our statutory objectives and other duties.

Equality impact analysis relating to proposed changes to GCSE, AS and A level film studies, and GCSE, AS and A level media studies

- 4.2 We have considered the potential impact on students who share protected characteristics²¹ of the application of the principles and features that will apply to all new GCSE, AS and A level qualifications. Our equality impact analyses for our earlier consultations on GCSE,²² AS and A level reform²³ are therefore of interest and we encourage you to read them.
- 4.3 Issues concerning the proposed subject content have been considered by DfE, who have published their own Equalities Impact Analysis on their subject content proposals.²⁴
- 4.4 We have also previously considered the potential impact on students who share protected characteristics of our decisions on assessment arrangements for this subject.²⁵
- 4.5 We do not repeat here all of the evidence we have considered, as this can be found in our earlier reports. We focus instead on the specific issues that arise from the new proposals in this consultation, and from the way in which we are implementing our previous policy decisions.
- 4.6 We have not identified any additional negative impacts on students who share protected characteristics which would result from the proposals in this consultation (beyond those that we and DfE have already identified in our earlier reports).

²¹ For the purposes of the public sector equality duty, the protected characteristics are disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation, gender reassignment.

²² <http://webarchive.nationalarchives.gov.uk/20141031163546/http://comment.ofqual.gov.uk/gcse-reform-june-2013/category/8-equality-impact-analysis/>

²³ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://www.ofqual.gov.uk/files/2012-06-18-equality-analysis-of-the-a-level-reform-consultation.pdf>

²⁴ www.gov.uk/government/publications/gcse-and-a-level-subject-content-equality-analysis-14-subjects

²⁵ www.gov.uk/government/consultations/developing-new-gcses-as-and-a-levels-for-first-teaching-in-2017

- 4.7 During this consultation, we will continue to seek and consider evidence and feedback to our proposals that might help us identify any potential subject-specific impacts on students who share a protected characteristic.
- 4.8 Exam boards are required to consider the accessibility of their qualifications at the design stage and to remove any unjustifiable barriers.

Question 22: We have not identified any ways in which the proposals for GCSE, AS and A level film studies, and GCSE, AS and A level media studies would impact (positively or negatively) on persons who share a protected characteristic.²⁶ Are there any potential impacts we have not identified?

Question 23: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Question 24: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

²⁶ ‘Protected characteristic’ is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Appendix A: Regulatory tools

Comparability and innovation

Exam boards operate in a market. They can design and deliver their qualifications in different ways, within the parameters we set. This provides some choice to schools or colleges, which is one of the benefits of a qualifications market. Exam boards must, however, make sure that the levels of attainment indicated by their qualifications are comparable to those of other exam boards' versions of the qualifications. The exam boards cooperate in a range of ways to make sure that the standards of their respective qualifications are comparable. To make sure standards are maintained and comparability is secured, we review AS and A level qualifications before they can be made available, by applying an accreditation requirement to the qualifications, and we oversee the awarding of AS and A level qualifications.

We do not wish to close down opportunities for exam boards to design and deliver their qualifications in different ways. Indeed, we have a statutory duty to have regard to the desirability of facilitating innovation in connection with the provision of regulated qualifications and a statutory objective with regard to the efficiency with which the qualifications market works. If we adopt a regulatory approach in which all aspects of a qualification are very tightly defined, we could effectively remove scope for exam boards to distinguish their qualifications from others and stop choice for schools or colleges. On the other hand, if exam boards have too much scope to vary their approach their qualifications might not be comparable.

In striking a balance, we use a range of tools to regulate qualifications and the exam boards that provide them. The main regulatory tools we use for the qualifications in this consultation are explained below.

Conditions of Recognition

Exam boards must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an exam board that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs (graded 9 to 1):

- (i) the published *General Conditions of Recognition*²⁷ that apply to all regulated qualifications;

²⁷ www.gov.uk/government/publications/general-conditions-of-recognition

- (ii) *GCSE (9 to 1) Qualification Level Conditions and Requirements*²⁸ that apply to all new GCSE qualifications;
- (iii) GCSE Subject Level Conditions that apply to new GCSEs (graded 9 to 1) in a specific subject. We are consulting now on draft GCSE Subject Level Conditions for GCSE qualifications in film studies and GCSE qualifications in media studies.

There are also three sets of Conditions that will apply to new AS and A level qualifications:

- (i) the published *General Conditions of Recognition*²⁹ that apply to all regulated qualifications;
- (ii) *GCE Qualification Level Conditions and Requirements*³⁰ that apply to all new AS and A level qualifications;
- (iii) GCE Subject Level Conditions that apply to new AS and A level qualifications in a specific subject. We are consulting now on draft GCE Subject Level Conditions for AS and A level qualifications in film studies, and AS and A level qualifications in media studies.

Regulatory documents

In some Conditions we refer to published regulatory requirements. We publish these in regulatory documents. The Conditions require exam boards to comply with such documents.

We are proposing to introduce the following regulatory documents, which cover:

- For each of GCSE, AS and A level film studies, and GCSE, AS and A level media studies, our requirements for assessments which include our rules on non-exam assessment in these subjects

The requirements will have effect as if they were part of a Condition. The requirements will be set out in a stand-alone section of the Conditions document, simply because they are technical and detailed so they sit better as separate from, rather than within, the Condition itself.

²⁸ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

²⁹ www.gov.uk/government/publications/general-conditions-of-recognition

³⁰ www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

Statutory guidance

We publish guidance to help exam boards identify the types of behaviour or practices they could use to meet a Condition. Exam boards must have regard to such guidance, but they do not have to follow this guidance in the same way that they must comply with the Conditions; they are free to meet the outcomes of the Conditions in their own ways. An exam board that decides to take a different approach to that set out in our guidance must still be able to show that it is meeting the Condition or Conditions to which the guidance relates.

We are consulting now on draft guidance for new GCSEs, AS and A levels in film studies, and for GCSEs, AS and A levels in media studies.

Appendix B: Ofqual's role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
 - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
 - (ii) a consistent level of attainment (but not over time) between qualifications we regulate and comparable qualifications (including those awarded outside the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeship, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty.³¹ This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The exam boards that design, deliver and award AS and A level qualifications are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

³¹ Equality Act 2010, section 149.

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred;
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely than might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award the reformed GCSE, A level and AS qualifications, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnerships;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

It should be noted that with respect to the public sector equality duty under section 149 of the 2010 Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.

Responding to the consultation

Your details

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the following information section.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please answer all questions marked with a star*

Name*

Position*

Organisation name (if applicable)*

Address

Email

Telephone

Would you like us to treat your response as confidential?*

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

() Yes () No

Is this a personal response or an official response on behalf of your organisation?*

() Personal response (please answer the question ‘If you ticked “Personal response”...’)

() Official response (please answer the question ‘If you ticked “Official response”...’)

If you ticked “Personal response”, which of the following are you?

() Student

() Parent or carer

() Teacher (but responding in a personal capacity)

() Other, including general public (please state below)

If you ticked “Official response”, please respond accordingly:

Type of responding organisation*

() Awarding organisation

() Local authority

() School or college (please answer the question below)

() Academy chain

() Private training provider

() University or other higher education institution

() Employer

() Other representative or interest group (please answer the question below)

School or college type

- () Comprehensive or non-selective academy
 - () State selective or selective academy
 - () Independent
 - () Special school
 - () Further education college
 - () Sixth form college
 - () Other (please state below)
-

Type of representative group or interest group

- () Group of awarding organisations
 - () Union
 - () Employer or business representative group
 - () Subject association or learned society
 - () Equality organisation or group
 - () School, college or teacher representative group
 - () Other (please state below)
-

Nation*

- () England
- () Wales
- () Northern Ireland
- () Scotland
- () Other EU country: _____
- () Non-EU country: _____

How did you find out about this consultation?

- Our newsletter or another one of our communications
 - Our website
 - Internet search
 - Other
-

May we contact you for further information?

- Yes
- No

Questions

Question 1: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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.....

Question 2: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 3: To what extent do you agree or disagree that – for each of GCSE, AS and A level film studies and GCSE, AS and A level media studies – we should introduce a Condition which permits non-exam assessment, specifies the proportion of exam- and non-exam assessment, and allows us to set more detailed rules and guidance on non-exam assessment?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 4: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objectives in GCSE film studies?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 5: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in GCSE film studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 6: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objectives in AS and A level film studies?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 7: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in AS and A level film studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 8: To what extent do you agree or disagree with our proposed approach to allocating non-exam assessment marks to assessment objective AO3 in GCSE media studies?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 9: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in GCSE media studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 10: To what extent do you agree or disagree with our proposed approach to allocating the non-exam assessment marks to assessment objective AO3 in AS and A level media studies?

- () Strongly agree
- () Agree
- () Neither agree nor disagree
- () Disagree
- () Strongly disagree

Please explain your reasons:

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Question 11: To what extent do you agree or disagree with our proposal that the brief(s) for the non-exam assessment task in AS and A level media studies should be released no earlier than 1 June in the year before the qualification is to be awarded?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 12: To what extent do you agree or disagree with our proposed approach to the authentication of non-exam assessment in GCSE, AS and A level film studies, and GCSE, AS and A level media studies?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 13: To what extent do you agree or disagree with our proposed approach to marking of non-exam assessment in GCSE, AS and A level film studies, and GCSE, AS and A level media studies?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

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Question 14: Do you have any comments on our proposed Conditions and requirements for GCSE film studies?

- Yes
- No

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Question 15: Do you have any comments on our proposed guidance for GCSE film studies?

- Yes
- No

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Question 16: Do you have any comments on our proposed Conditions and requirements for AS and A level film studies?

() Yes () No

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Question 17: Do you have any comments on our proposed guidance for AS and A level film studies?

() Yes () No

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Question 18: Do you have any comments on our proposed Conditions and requirements for GCSE media studies?

() Yes () No

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Question 19: Do you have any comments on our proposed guidance for GCSE media studies?

() Yes () No

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Question 20: Do you have any comments on our proposed Conditions and requirements for AS and A level media studies?

() Yes () No

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Question 21: Do you have any comments on our proposed guidance for AS and A level media studies?

() Yes () No

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Question 22: We have not identified any ways in which the proposals for GCSE, AS and A level film studies, and GCSE, AS and A level media studies would impact (positively or negatively) on persons who share a protected characteristic.³² Are there any potential impacts we have not identified?

() Yes () No

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³² ‘Protected characteristic’ is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Question 23: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

() Yes () No

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Question 24: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

() Yes () No

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Accessibility of our consultations

We are looking at how we provide accessible versions of our consultations and would appreciate it if you could spare a few moments to answer the following questions. Your answers to these questions will not be considered as part of the consultation and will not be released to any third parties.

We want to write clearly, directly and put the reader first. Overall, do you think we have got this right in this consultation?

() Yes () No

Do you have any comments or suggestions about the style of writing?

() Yes () No

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Do you have any special requirements to enable you to read our consultations? (for example, screen reader, large text, and so on)

() Yes () No

Which of the following do you currently use to access our consultation documents? (select all that apply)

- () Screen reader / text-to-speech software
- () Braille reader
- () Screen magnifier
- () Speech-to-text software
- () Motor assistance (blow-suck tube, mouth stick, and so on)
- () Other

**Which of the following document formats would meet your needs for
accessing our consultations? (select all that apply)**

- A standard PDF
- Accessible web pages
- Large-type PDF (16 point text)
- Large-type Word document (16 point text)
- eBook (Kindle, iBooks, or similar format)
- Braille document
- Spoken document
- Other

How many of our consultations have you read in the last 12 months?

- 1
- 2
- 3
- 4
- 5
- More than 5

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



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