



Rewarding Learning

General Certificate of Secondary Education
January 2011

**Journalism in the Media and
Communications Industry (JMC)**

Unit 1: The Journalism Industry and
Skills for Journalism

[GJR11]

THURSDAY 13 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Journalism in the Media and Communications Industry.

Candidates must:

- recall, select and communicate knowledge and understanding of the specified content in context (AO1);
- analyse and respond to media texts, evaluate data and make reasoned judgements (AO2);
- construct and evaluate their own media items and present them in a manner appropriate for audience and purpose (AO4);

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions.

Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in

another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

In this paper this is assessed in questions 2(a), 2(b), 4, 5 and 6.

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Section A

This section tests **AO1 knowledge and understanding**.

- 1 From the table select **four examples of essential features** which you would expect to find on the **front page** of a **daily compact newspaper**.

Candidate response time: 5 minutes.

- 1 **Lead story** [1]

Reason: The lead story or splash is the most important/first news story in any particular edition. [1]

- 2 **Masthead** [1]

Reason: The masthead is the means by which a newspaper displays its title, marking it as different from other compact daily newspapers. [1]

- 3 **By-line** [1]

Reason: A by-line lets the reader know which journalist wrote a particular story. [1]

- 4 **Off lead** [1]

Reason: An off lead signifies to readers which is the second most important item of news in a newspaper. [1]

AVAILABLE
MARKS

8

- 2 (a) Compare and contrast how the papers develop their **coverage** of this story. You should consider – the detail of the coverage/the approaches taken to the story.

Candidate response time: 10 minutes.

Candidates may choose to cross-reference evidence and/or approaches from the two sources or they may treat each source separately. Both styles of response are equally creditworthy.

Mark Band 3 ([8]–[10])

Characterised by a sound understanding in:

- considering the different levels of and approaches to information present in the articles
- considering the impact of the target readerships and how these differences feed through to the presentation of information in each newspaper
- analysing a range of appropriate examples from both sources
- selecting an appropriate form and style of writing with information organised clearly and coherently
- using correct spelling, punctuation and grammar.

Mark Band 2 ([5]–[7])

Characterised by an understanding that is competent and straightforward in presenting:

- an overall grasp of the different levels of information present in the articles
- comments about the target readerships for these two types of papers and the possible effect on the level and type of information included in each
- a series of suitable, relevant examples some of which will be supported by analysis
- an appropriate style of writing where meaning is clear although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

Characterised by some basic understanding in presenting:

- some of the broad differences in level and detail of the information present in the articles
- some general remarks about different target readerships may be offered
- some examples to support a general grasp of the main differences
- a response which may lack clarity and may contain significant grammatical, punctuation or spelling errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

AVAILABLE
MARKS

Checklist for both articles

Typical of a red top, article B is much shorter than the broadsheet/compact article A. Article B also relies much more on sensational headlines and intro. By contrast article A provides more considered and detailed information, focusing on outcomes rather than sensational headlines.

- Article B focuses on the sensational element of the ghost train as well as highlighting the gory side of the exhibits. By contrast, article A emphasises community calls for a ban on the show.
- While the facts used in both stories are the same, article A gives a more reasoned argument as to why the show should be banned. Article B draws in readers by appealing to an almost voyeuristic attraction; it prioritises the sensational elements of the story.
- In article A, the pros and cons of allowing the ghost train exhibit to go ahead are given balanced treatment. Both the views of Concerned Parents NI and the show owners are given equal weighting in the body of the story. Article B cuts both arguments to a minimum.
- Article A gives a fuller picture of the event.
- Article B draws its sub-headings from the more sensational aspects of the information provided.
- Article A does not go into graphic detail in its descriptions of the different execution methods.
- Article A notes that the fun fair received complaints while Article B does not mention this.

Credit any other valid material.

AVAILABLE MARKS
10

- (b) Consider how **language** is being used to support each newspaper's approach.

Candidate response time: 12 minutes.

Candidates may choose to cross-reference evidence and/or approaches from the two sources or they may treat each source separately. Both styles of response are equally creditworthy.

Mark Band 3 ([9]–[12])

Characterised by a sound understanding in presenting:

- a clear analysis of how language develops and creates a tone that is appropriate to each type of paper
- the central differences in the desired outcomes for these two articles based on a confident recognition of the target readerships
- a perceptive use of examples to demonstrate how language has been used to achieve goals for each of these two articles
- an appropriate form and style of writing with information clearly and coherently organised
- correct spelling, punctuation and grammar.

Mark Band 2 ([5]–[8])

Characterised by an understanding that is competent and straightforward in presenting:

- an overall grasp of how language develops and creates a tone that is appropriate to each type of paper
- comments about the main differences in the desired outcomes for these two articles based on a recognition of the target readerships
- a series of suitable examples that show a broad understanding of how language has been used to achieve different goals for each of these two articles
- an appropriate style of writing where meaning is clear although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

Characterised by some basic understanding of:

- the way in which language can be used to develop tone in these two papers
- the main differences in these two articles and that this is due to different target readerships
- how language has been used through an attempt to present examples some of which may be relevant and may be supported by straightforward comment
- a suitable style of writing although the response may lack clarity and may contain significant grammatical, punctuation or spelling errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

AVAILABLE
MARKS

Checklist for both articles

The use of formal language presented in an objective way characterises article A, the broadsheet/compact article. The red top tabloid is typically quicker to use more subjective language.

- The tone of both articles are set by the headlines. In article A, the headline uses more measured words; by contrast article B's main headline uses alliteration to highlight sensational detail.
- Article A gives full quotations while article B selects the most sensational and subjective elements of quotations. The only aspect of Molly Murphy's quotation used in article B is "This is not the traditional Scooby Doo type affair we're used to."
- Article B uses informal terms to engage its target readership (kiddies).
- Article A uses measured language in describing the detail of execution methods: "an execution on the electric chair."
- Article B uses the present tense more often to increase the pace the immediacy of the story.
- Article B sensationalises the story: (occasionally uses alliteration) "horrid horrors"/"gruesome ghost train scenes."

Credit any other valid material.

Section A

**AVAILABLE
MARKS**

12

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Section B

AVAILABLE
MARKS

This section tests **AO2** and **AO4 evaluating evidence, making reasoned judgements and presenting items in a manner appropriate for audience and purpose.**

- 3 Evaluate the **news value** of the four breaking stories. Decide which **three** stories have the **best news value** for the **national UK television news at 6pm**. Give a **convincing reason** to support each choice.

Candidate response time: 13 minutes.

Crediting the reasons presented in support of valid selections.

Use the criteria below in conjunction with the suggested reasons which follow:

[3] to a wholly convincing explanation

[2] to an answer that offers a legitimate if not an entirely convincing explanation

[1] to a general response that has some basic validity

- (i) **Mass grave of rare animals found** [1]

Reason: A world news story, issue of endangered animals of national interest, repetition of a similar story at another Chinese zoo. [3]

- (ii) **Schools fingerprinting pupils** [1]

Reason: Infringing civil liberties a national interest, is happening without parental consent, 80 schools are using the technology. [3]

- (iii) **The Queen is not amused** [1]

Reason: A national figure, raises issues of ageism regardless of rank, the Queen has traditionally concealed her reactions to most events this clearly demonstrates she has been offended, Health and Safety concerns appear foolish. [3]

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- 4 The Big Eat Company which sells the popular healthy snack Frispies is suing its rival, Candy Crazy who have launched a copycat product. You are the press officer for The Big Eat Company.

Write a 100–120 word press release explaining the company's decision to sue.

Candidate response time: 14 minutes.

Mark Band 3 ([10]–[13])

Characterised by the skilled development of:

- an appropriate format and style of writing for a press release
- a statement that demonstrates an assured grasp of the required emphatic tone/voice
- clear evidence that there are several target audiences for this statement – rivals, consumers and staff
- clear markers within the statement that emphasise the company's issues and grievances
- fluent, concise and accurate spelling, grammar and punctuation with expression that creates a succinct, commanding and persuasive statement within the word limit.

Mark Band 2 ([6]–[9])

Characterised by a conscious and generally successful attempt to produce:

- an appropriate format and style of writing for a press release
- a statement that demonstrates some understanding of required emphatic tone/voice
- text shows evidence that there are several target audiences for it and that these have been considered as information has been reorganised clearly into the statement
- some clear markers within the statement that may emphasise the company's reasoning and intentions
- generally fluent expression that creates an informative statement within the word limit
- generally accurate expression, although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[5])

Characterised by a basic attempt to:

- create a suitable format and style of writing
- adopt a tone that is generally appropriate for this type of statement
- present a text that is heavily reliant on the original information, which shows some evidence of being organised and demonstrates a rudimentary sense of audience
- adhere to the word limit whilst expressing the message
- use suitable spelling, punctuation and grammar which may be basic.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

Checklist: possible angles

- The cheaper snack is not healthy.
- There is no evidence that the snack is organic.
- The public are being cheated.
- Jobs will be lost if sales do not improve.

AVAILABLE MARKS
13
25

Section B

Section C

AVAILABLE
MARKS

This section tests **AO2** and **AO4 evaluating evidence, making reasoned judgements and presenting items in a manner appropriate for audience and purpose.**

- 5** As a sub-editor of a national online ‘**red top/tabloid**’ newspaper, you have put the following headline on a story filed by the paper’s reporter on teen issues.

MOHICAN HAIR STILL WOWS TEENS

Write a **15–25 word caption** for the picture.

Candidate response time: 5 minutes.

Mark Band 3 ([5])

Characterised by:

- content that reinforces/enhances the direction implied by the headline
- a tone that ties in with the nature of the headline
- evident awareness of the expectations of tabloid/red top approach
- fluent sentence/question that falls within the stated word limits
- accurate spelling, punctuation and grammar.

Mark Band 2 ([3]–[4])

Characterised by:

- content that generally reflects the direction implied by the headline
- a tone that has taken some cognisance of the headline
- some awareness of the expectations of a tabloid approach
- a straightforward sentence/question that falls within the stated word limits
- mostly accurate spelling, punctuation and grammar.

Mark Band 1 ([1]–[2])

Characterised by:

- content that has some relevance in relation to the headline
- a rudimentary attempt to use tone
- limited awareness of the expectations of a tabloid approach
- a basic statement/sentence/question
- spelling, punctuation and grammar which may contain significant errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

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- 6 *Chef Inspired* is a specialist magazine aimed at all of those interested in cooking. This month two Northern Irish chefs Oisín Gribbon and Leanne Kelly will hear if their restaurants have been awarded a Michelin Star for the excellence of their food.

Write a **200 word article** about these chefs for this magazine.

Candidate response time: 23 minutes.

Mark Band 3 ([14]–[20])

Characterised by sound and skilled development:

- writing that positively engages the target readership in a sophisticated manner demonstrating clear evidence of an appropriate form and style of writing and an appropriate direction/angle
- skilled and purposeful selection from the source material that consistently sustains the article's direction/angle
- confident journalistic structuring that exhibits a close match between purpose and audience with information organised clearly and coherently
- precision in the use of language so that the writing is assured, accurate and the article will be of the required length.

Mark Band 2 ([7]–[13])

Characterised by straightforward and generally effective writing:

- writing that engages the target readership in a straightforward manner demonstrating endeavour to develop a suitable form and style of writing and a direction/angle appropriately
- selection from source material that generally sustains the article's direction/angle
- a conscious attempt at journalistic structuring that exhibits a match between purpose and audience with information organised coherently
- a competent use of straightforward language with spelling, punctuation and grammar employed mainly accurately; the writing may display glimpses of liveliness and the article will be close to the required length.

Mark Band 1 ([1]–[6])

Characterised by basic writing:

- some evidence of an elementary awareness of the target readership; the article may demonstrate a basic attempt to select an appropriate form and style of writing and take an appropriate direction/angle
- some sense of selection from the source material
- a rudimentary attempt at journalistic structuring of the article that exhibits some simple sense of purpose and audience and a basic attempt to organise information
- writing that demonstrates a very basic level of fluency and accuracy in spelling, punctuation and grammar.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

AVAILABLE
MARKS

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Section C

25

Total

80