



Rewarding Learning

General Certificate of Secondary Education
2011

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

Unit 1: The Journalism Industry and
Skills for Journalism

[GJR11]

WEDNESDAY 8 JUNE, 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 required 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

No marks should be awarded for an answer which is completely incorrect or inappropriate.

Styles of answer

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**.

Section A

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

- 1 From the list below, pick **four features** which you might expect to find on any **online newspaper home page** and give **one** reason for each selection.

Candidate response time: 5 minutes.

- 1 **Most popular story list** [1]

Reason: Most popular or most viewed story list provides a way of gauging reader reaction to story types for newspapers. It is also a way of interacting with readers. Facilitates reader choice. [1]

- 2 **PDF Edition** [1]

Reason: A PDF edition provides a more traditional format of a newspaper in an online medium. [1]

- 3 **Interactive puzzles** [1]

Reason: Interactive puzzles exploit the Internet's ability to provide readers with immediate answers to competitions such as crosswords. [1]

- 4 **Traffic and travel updates** [1]

Reason: Traffic and travel updates exploit the website's ability to provide up to the minute information. [1]

AVAILABLE
MARKS

8

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

Candidate response time: 9 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 the 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

Article A is more in depth and longer, as the readers of a broadsheet/compact would expect.

Article B is typical of a red top tabloid story. Not only is the word count shorter, but the news angle chosen is more sensational.

- In its intro (introductory paragraph), Article A focuses on the future outcome of the event, noting that the minister has been asked to intervene.
- Article B's intro focuses on what happened, selecting the most sensational aspect of the news, that fans stormed a ticket office.
- Article A turns to experts in the field – the Keep Music Live group – for reaction to what happened.
- Article B focuses on the account of an eye-witness.
- Article B uses a provocative sub-heading “In Hiding” inviting the reader to continue with the promises of sensational revelations.
- In Article A, it is made clear in balanced language that the broadsheet/compact attempted to contact Dave Cooper but was unable to do so. Article B passes judgement on the musician by stating he was “in hiding.”
- Article B makes no mention of the fact that the Culture Minister has been asked to intervene.

Credit any other valid material.

AVAILABLE MARKS
10

- (b) **Compare and contrast** how **language** is used to support each newspaper's approach to the story.

Candidate response time: 11 minutes.

Candidates may choose to cross-reference evidence 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 simple content
- a suitable style of writing although the response may lack clarity and may contain errors in spelling, punctuation and grammar.

Mark Band 0 (0)

Characterised by no attempt to respond to question.

AVAILABLE
MARKS

Checklist for both articles

Article A presents the facts of the story in objective and straightforward language, leaving the reader to pass his or her own judgement on what happened.

Article B uses slang and sensationalises language to direct the reader to a particular view of Dave Cooper and of what happened.

- Article A uses a straightforward matter-of-fact headline.
- Article B uses the provocative word “storm” in the headline.
- In Article B, an adjective (angry) is used to sensationalise the intro.
- Article B uses language that would be recognised – or presumed to be recognised – by a young readership. It includes words such as “rockers” and “gig.”
- Article B describes Cooper’s non-appearance as him having gone “AWOL.” Article A talks of a “no-show.”
- In Article B, the story is presented in a more concise and shorter way. The presumption is that Cooper was wrong and the language used sets that tone.
- Article A uses formal language such as “police” while in contrast Article B talks of “cops.”

Credit any other valid material.

AVAILABLE MARKS
12
30

Section A

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** Decide which **three stories** would have the best **news value** for the lunchtime weekday news for a regional radio station in Northern Ireland.

Give **one** reason to justify each choice.

Candidate response time: 13 minutes.

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

3 marks: to a wholly convincing explanation

2 marks: to an answer that offers a legitimate, if not entirely credible explanation

1 mark: to a general response that has some basic validity

Story 1: *THE BELFAST CATTLE SHOW TO BE AXED* [1]

Reason: A regional story which will be of interest to rural and farming communities. Preservation of a tradition. [3]

Either Story 2 or

Story 4: *THE NUMBERS DON'T ADD UP*

Reason: Current news story economy and education in NI

In the case of stories 3 and 4 being selected.

(a) Mark both **(b)** Cross out lower scoring response

(c) If same cross out **(d)** N.B. Use higher mark
second of these
responses

Story 2: *CASH STRAPPED SCHOOLS' FUNDING BOOST* [1]

Reason: Important news and information about education which affects the entire community. [3]

Story 3: *MISS NORTHERN IRELAND'S DYE-LEMMA* [1]

Reason: Represents the region and row has been caused by her charitable works. [3]

12

- 4 You are the Public Relations Officer for Lucinda La Roux, a popular young actress. Write a **120 word press release** which will limit any further damage to Miss La Roux's reputation/image.

Candidate response time: 14 minutes.

Mark Band 3 (10–13)

Characterised by the skilled development of:

- an appropriate style and format for a press release
- a statement that demonstrates an assured grasp of the required emphatic tone/voice
- clear evidence there are several target audiences for this statement and that these have been a key consideration in the re-formulating of the information clearly and coherently
- clear markers within the statement that emphasise your client's good intentions and good will
- 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 (5–9)

Characterised by a conscious and generally successful attempt to produce:

- an appropriate format and style of writing for a press release
- a statement that requires some understanding of required emphatic voice and tone
- text shows evidence there are several target audiences and these have been recognised clearly in the statement
- some clear markers within the statement that may emphasise the client's desires and intentions
- generally accurate and fluent expression, although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 (1–4)

Characterised by a basic attempt to:

- create a suitable format and style of writing
- adopt a tone that is appropriate for this type of statement
- present a text that is likely to be heavily reliant on the original information
- demonstrates an attempt to organise the material and has a rudimentary sense of audience
- use suitable spelling, punctuation and grammar that may contain errors.

Mark Band 0 (0)

Characterised by no attempt to respond to the question.

Checklist: possible angles

- The young women have sorted out their differences.
- They will be partying at Sammy's birthday bash next week.
- Lucinda has gone to the trouble of buying an expensive handbag for her fellow actress.

AVAILABLE
MARKS

13

Section B

25

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 the sub-editor of a national **tabloid** newspaper, you receive the photograph and headline below from the Health Editor.

The photograph and headline are to be used for an article about obesity.

Write a 15–25 word caption for the photograph.

Candidate response time: 5 minutes.

Mark Band 3 (5)

Characterised by:

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

Mark Band 2 (3–4)

Characterised by:

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

Mark Band 1 (1–2)

Characterised by:

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

Mark Band 0 (0)

Characterised by no attempt to respond to the question.

5

- 6 As a reporter for *Business Matters*, a monthly business magazine, you are compiling a feature on two business people, who have been nominated for Business Person of the Year.

Use the following information to write a **200 word feature** on the two business people. Use the most newsworthy and interesting information to develop your feature.

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 angle/direction
- skilled and purposeful selection of the source material that consistently sustains the article's direction
- confident journalistic structuring that exhibits a close match between audience and purpose with information organised clearly and coherently
- precision in the use of language so that writing is assured and accurate and the article will be of the required length.

Mark Band 2 (7–13)

Characterised by straightforward and generally effective writing that:

- engages the target readership in a straightforward manner demonstrating endeavour to develop a suitable form and style of writing and take an appropriate angle and approach
- selection from source material that general sustains the article's direction/angle
- a conscious attempt at journalistic structuring that exhibits a match between audience and purpose 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 angle/direction
- a rudimentary attempt at journalistic structuring of the article that exhibits some simple sense of audience and purpose and a basic attempt to organise information
- writing that demonstrates a very basic level of fluency and accuracy in spelling.

AVAILABLE
MARKS

Mark Band 0 (0)

Characterised by no attempt to respond to the question.

Checklist: possible angles

- Creation of Jobs – contribution to the community
- Endeavours and personal work ethics
- How their families feel about their achievements

	AVAILABLE MARKS
	20
Section C	25
Total	80