



*Rewarding Learning*

**General Certificate of Secondary Education  
2012**

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

**Unit 1: The Journalism Industry and  
Skills for Journalism**

**[GJR11]**

**MONDAY 28 MAY, AFTERNOON**

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**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 their knowledge and understanding of the specified content in context (AO1);
- analyse and respond to media texts, evaluate data and make reasoned judgements (AO2); and
- 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 be awarded for valid responses and no marks should only 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.

### **Mark Bands**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which mark band to award, examiners should bear in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular band to award to any response, examiners should use the following guidance.

- **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

AVAILABLE  
MARKS

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

- 1 From the content below select the **four** features which you would **not** expect to find on a **national broadcast news website**. Give **one** reason for each selection.

**Candidate response time: 5 minutes**

- (i) **Classified advertisement** [1]

**Reason:** Classified advertisements appear in newspapers; broadcast news outlets do not sell classified advertisements. [1]

- (ii) **Editorial column/Leader** [1]

**Reason:** The editorial column is the column in which a newspaper gives its view or judgement on news. Broadcast news outlets remain apolitical and do not comment on the news in such a way. [1]

- (iii) **Masthead** [1]

**Reason:** A masthead is the name given to the title of a newspaper as it is printed on the front page. [1]

- (iv) **Births/Deaths/Family Notices** [1]

**Reason:** Newspapers provide a paid-for service advertising deaths/births and other family notices. Broadcast news outlets do not carry such a service. [1]

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- 2 (a) **Compare and contrast** the **different styles** used in the articles by examining the way the **stories** are developed in the two newspapers.

You should consider:

- the approaches taken to the story
- the details of the coverage
- the information used

**Candidate response time: 10 minutes**

Candidates may choose to cross-reference evidence/approaches from the two papers 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:

- examining the different approaches and how these differences feed through to the presentation of information in each newspaper
- considering the different levels of coverage present in the articles
- 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:

- comments about the different approaches taken in these two types of papers and the possible effect on the level and type of information included in each
- an overall grasp of the different levels of coverage present in the articles
- 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 general remarks about different approaches may be offered
- some of the broad differences in coverage present in the articles
- some examples to support a general grasp of the main differences
- a response which may lack clarity and may contain significant errors in grammar, punctuation or spelling.

**Mark Band 0 ([0])**

Characterised by no attempt to respond to question.

AVAILABLE  
MARKS

**Checklist for both articles**

**Article A** is typical of a **broadsheet/compact newspaper** and is longer and more detailed than **Article B**, a **red top tabloid newspaper**.

The two newspapers also take a different news angle, dictated by their target readerships.

- Article A takes a human interest approach, noting that the faulty firework has ended Mrs Jefferson’s son’s career as a pianist.
- Article B highlights the crime aspect of the story, revealing a crackdown on firework vendors by police.
- Article B also sensationalises the story by stating that Simon lost “half his hand.”
- Article A gives more of the mother’s account of the incident, letting her tell the story in her own words.
- Article A also gives longer coverage to Simon’s music teacher, Arnold Goldstein.
- Article B singles out unlicensed firework vendors for attention by the police.
- Article A notes the police have urged parents to take special care with fireworks at Hallowe’en, giving specific advice on the use of fireworks.
- Article A builds a picture of the Jefferson family by noting that Mrs Jefferson had warned her son and his friends, naming them as Rory and Josh, of the dangers of fireworks.
- Article A notes that police say early indications are that the vendor was unlicensed while Article B states this as a fact.
- Article B states that Simon is already a piano genius while Article A, in a more measured manner, notes that he had ambitions to become a concert pianist.

**Credit any other valid material.**

AVAILABLE  
MARKS

10

- (b) **Compare and contrast** the **tone** of each article. Do this by commenting on how **language** is used in each article and headline.

**Candidate response time: 12 minutes**

Candidates may choose to cross-reference evidence/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 simple content
- a suitable style of response which may contain significant errors in grammar, punctuation or spelling.

**Mark Band 0 ([0])**

Characterised by no attempt to respond to question.

**Credit any other valid material.**

AVAILABLE  
MARKS

**Checklist for both articles**

While both articles use the same facts, **Article B** uses language to present those facts in a more sensational manner.

- Article A uses the past tense in the introductory paragraph to highlight the mother’s warning.
- Article B uses the present tense to increase the pace and the immediacy of the first paragraph.
- Article B uses alliteration in the headline to give a more sensational approach to the story.
- Article A uses more measured language in the headline.
- Article B is less objective than Article A. It is quicker to judge unlicensed vendors.
- Article B uses adjectives without attributing them to any source quoted in the story – “Teen prodigy,” “rogue sellers.”
- Article A uses more formal language.
- Article A uses straightforward language to give the facts of the story, allowing the reader to make up his or her own mind about the story.
- Article B uses alliteration within the story to sensationalise and hype the subject matter, e.g. “Music maestro.”
- Article B uses shorter sentences to increase the pace of the story.
- Article B uses clichés to describe characters in the story, e.g. “Music maestro,” “Brave doctors” thereby meeting the perceived demands of its target readership.

**Credit any other valid material.**

AVAILABLE MARKS
12
<b>30</b>

**Section A**

## Section B

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 five breaking stories below.

Decide which **three** stories would have the best **news value** for a **December evening weekday news programme** for a **Northern Ireland regional television channel**. Give **one** reason for each choice.

**Candidate response time: 13 minutes**

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

Award [1] for each valid selection.

Award marks for reasons given as follows:

[3]: to a wholly convincing explanation

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

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

**Story 1:** Temperatures in Northern Ireland to drop below freezing for up to three weeks [1]

Reason: A regional story which will affect all viewers in terms of their health, travel and household expenses. [3]

**Story 2:** Fermanagh Pensioner Defies Floods [1]

Reason: An entertaining and inspiring regional story with great potential for interviews and footage. [3]

**Story 3:** Belfast's Continental Christmas Market Draws Thousands [1]

Reason: Colourful and atmospheric news item which will be of interest to viewers of all ages and could provide useful seasonal images and interview potential. [3]

AVAILABLE  
MARKS

12

4 You are a Public Relations Officer for **Sport Profile Inc.**

Your newest client, Lynne White, a 17-year-old sprinter from East Antrim, has been selected to represent the United Kingdom in the Olympics. You have been assigned to introduce her to the sports media.

**Write a 120 word press release** which will launch the young runner.

**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 tone/voice
- clear evidence of the target audience for this statement and that they have been a key consideration in the re-formulating of the information clearly and coherently
- clear markers within the statement that emphasise the client's ability and talent
- accurate spelling, grammar and punctuation with fluent 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 demonstrates some understanding of required voice and tone
- a text that recognises the target audience and clearly reorganises the information in the statement
- some clear markers within the statement that may emphasise the client's abilities and hopes
- generally fluent expression that creates a persuasive statement close to the word limit
- generally accurate 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, which 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 of possible angles/approaches**

Any one of the following:

- Managing to study for AS levels while training to break Commonwealth record.
- Inspired to achieve sporting success by Mary Peters.
- Runs in the family!
- Teenager targets Olympics.

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 the sub-editor of a **regional evening newspaper** you receive the photograph below of children enjoying the snow.

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

**Candidate response time: 5 minutes**

**Mark Band 3 ([5])**

Characterised by:

- fluent sentence/question/statement which adheres to the stated word limit
- content that reinforces/enhances the seasonal direction implied by the headline
- a tone that ties in with the feel good factor in the headline
- evident awareness of a regional press approach – local reference
- accurate spelling, punctuation and grammar.

**Mark Band 2 ([3]–[4])**

Characterised by:

- straightforward sentence/question/statement 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 seasonal nature of the headline
- some awareness of the regional press approach – may include local reference
- 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 limit
- content that has some loose relevance in relation to the headline
- a rudimentary attempt to use tone
- some awareness of the expectations of the regional press approach
- spelling, punctuation and grammar which may contain significant errors.

**Mark Band 0 ([0])**

Characterised by no attempt to answer the question.

5

- 6 You are a reporter for **The Machine**, a monthly body-building magazine. You are compiling a feature on two of the finalists in the UK Body Builder of the Year competition.

**Write a 200 word feature** on these two body-builders – Brendan Boyle and Colm Crawford.

**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
- consistently sustaining the article's direction through skilled and purposeful selection of the source material
- confident journalistic structuring that exhibits a close match between audience and purpose
- 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:

- engaging the target readership in a straightforward manner, endeavouring to develop a suitable form and style of writing and taking an appropriate angle and approach
- selecting from source material, generally sustaining the article's direction/angle
- demonstrating a conscious attempt at journalistic structuring to match audience and purpose
- demonstrating 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 to exhibit some simple sense of audience and purpose and a basic attempt to organise information
- demonstrating a very basic level of fluency and accuracy in spelling, punctuation and grammar.

**Mark Band 0 ([0])**

Characterised by no attempt to respond to the question.

AVAILABLE  
MARKS

20

**Section C**

**25**

**Total**

**80**