



Rewarding Learning

**General Certificate of Secondary Education
2013**

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

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

[GJR11]

THURSDAY 16 MAY, MORNING

**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 list below, **select four duties** which you would expect a **news editor** working on a **national daily newspaper** to carry out. Give **one** reason for each selection.

Candidate response time: 5 minutes

- (i) **Check for legal and ethical issues in journalists' copy.** [1]

Reason: The news editor is an experienced journalist with a detailed knowledge of journalism law and ethics. After a reporter writes a story, the news editor's proof reading is the first in a series of checks and balances which the story must go through. [1]

- (ii) **Assign news stories to reporters in the newsroom.** [1]

Reason: The news editor is the line manager in a daily newspaper newsroom and must manage the staff (journalists) on a daily basis. [1]

- (iii) **Liaise with sub-editing and photography departments.** [1]

Reason: Each head of department, including the news editor, chief sub-editor and photographic editor must work together to ensure the smooth running of newspaper production. [1]

- (iv) **Decide priority and importance of breaking news stories.** [1]

Reason: As an experienced journalist, the news editor will have a highly developed news sense and will know the interests of the newspaper's target readership. He or she will use this experience to prioritise news stories. [1]

- 2 (a) **Compare and contrast** how the broadsheet/compact website and red top tabloid newspapers develop their **coverage** of the story.

Candidate response time: 9 minutes

Candidates may choose to cross-reference evidence and/or approaches from the two outlets 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 on 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.

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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 articles 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.

Checklist for both articles

Typical of a red top tabloid, article B is much shorter than the broadsheet

compact article A. Article B also relies much more on sensational headlines and intro (introduction).

By contrast article A (broadsheet/compact) provides more considered and detailed information, focusing on outcomes rather than sensational headlines.

- Article A focuses on the human side of the story, detailing how Mrs Martin and her daughter escaped. Article B goes for a more emotional angle, focusing on Rex the dog.
- Article A gives coverage to the background to the story, mentioning a previous flood. Article B, in contrast, deals merely with the aftermath of the flood.
- Article B fails to mention the political impact of the flood whereas Article A quotes assembly member George Doherty.
- In mentioning the Public Accounts Committee at Stormont, Article A presumes a knowledge of current affairs/public administration among its target readers. Article B fails to do so.
- Article B sets out to involve its readers more by asking them to nominate fire officer James Boyle for a local hero award. Article A sticks to the facts of the story.
- Article B uses quotations from fireman James Boyle – Sophie’s eyes filling with tears – to evoke an emotional response from readers.
- Article A presents the facts and leaves the reader to make up his or her own mind. It does not try to tug at the emotions.

Credit any other valid material.

[10]

AVAILABLE
MARKS

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

Candidate response time: 11 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 article
- 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 article
- 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 articles
- 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 response may lack clarity and may contain significant grammatical, punctuation or spelling errors.

AVAILABLE
MARKS

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

Checklist for both articles

The use of formal language presented in an objective way characterises article A, the broadsheet/compact webpage article.

The red top tabloid is typically quicker to use more subjective language.

- The headlines used set separate tones for each article. Article A takes the reader beyond the emotion of the story while Article B tries to draw the reader by focusing on the pet puppy.
- Article B uses nouns as adjectives such as “hero fire officer” to present an image in the reader’s mind.
- Article A uses straightforward, objective language to present the facts of the story.
- Article B uses alliteration “fearless fire fighter” to add excitement to the story.
- Article B makes wider use of emotive adjectives such as “little girl’s pet” or “relieved mum”.
- Article A describes Rex as the “family dog” while Article B describe him as “pet puppy” building a more subjective picture in the reader’s mind.

Credit any other valid material.

[12]

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Section A

30

AVAILABLE
MARKS

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** Consider the **news value** of the five breaking stories below for the **evening weekday news** for a **Northern Ireland regional radio station**. Select the **three** stories that would have the **best news value**. 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] mark for each valid selection.

Award marks for reasons given as follows:

[3]: to a wholly convincing explanation

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

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

Story 1: Dangerous dog destroyed [1]

Reason: An unusual story which involves a notorious breed of dog and a would-be heroine who showed great courage to protect vulnerable children. [3]

Story 3: Driving Age to be cut to 16 [1]

Reason: This story has wide appeal as it will potentially affect all road-users. There is controversy between the differing opinions of the political representative and *BRAKE* who are experts in the area. [3]

Story 4: Unclaimed lotto prize [1]

Reason: A story which will interest all those who play the Lotto. The significant amount is also newsworthy and mystery surrounds the fact that it has not been claimed in the intervening 8–9 months. [3]

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- 4 You are the Public Relations Officer for **Havenmill Town Council**. Recently the Council has faced opposition over its decision to sell four of its library premises to the fast food chain *MegaBurger*.

Write a 120 word press release explaining the Council's position.

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 voice and tone
- 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 Town Council's desire to serve the needs of the community and defend its decision
- accurate spelling, punctuation and grammar 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 style and format for a press release
- a statement that demonstrates some understanding of the 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 Town Council's desire to serve the needs of the community and defend its decision
- 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.

AVAILABLE
MARKS

Checklist of possible angles/approaches

Any one of the following:

- a conscientious decision by the Council to use resources effectively
- the Council is admirably trying to balance the need for education, leisure and employment in the area

[13]

Section B

AVAILABLE MARKS
13
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 broadsheet newspaper** you receive the photograph and headline below from the Features Editor. The feature **queries** whether technological gadgets are a **disadvantage to family life.**

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 the questioning of/disparaging view of technological gadgets for family use
- a tone that ties in with the questioning/disparaging view of the feature article
- accurate spelling, punctuation and grammar.

Mark Band 2 ([3]–[4])

Characterised by:

- straightforward sentence/question/statement that falls within the stated word limit
- content that generally implies the questioning/disparaging view of the article
- a tone that has taken some cognisance of the negative stance of the article
- mostly accurate spelling, punctuation and grammar.

Mark Band 1 ([1]–[2])

Characterised by:

- a basic sentence/question/statement that may fall within the stated word limit
- content that has some loose relevance in relation to the article's position
- a rudimentary attempt to use tone
- spelling, punctuation and grammar which may contain significant errors.

Mark Band 0 ([0])

Characterised by no attempt to answer the question.

[5]

5

- 6 You are a reporter with **The City Bugle**, a local weekly newspaper in Stirling, and you have been assigned to write an article on the race between two politicians to be Provost or mayor of the city.

Your 200-word article should focus on the most newsworthy attributes of Scottish National Party councillor, Dr Jack McGinley, and his opponent, Labour Party councillor, Mary Stewart.

You should base your article on the following notes and research you have accumulated about the two candidates.

Candidate response time: 23 minutes

Mark Band 3 ([14]–[20])

Characterised by a 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
- consistent and sustained direction through skilled and purposeful selection of the source material
- 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 precise, 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 take an appropriate angle and approach
- selecting from source material to generally sustain the article's direction/angle
- demonstrating a conscious attempt at journalistic structuring to match audience and purpose with coherently organised information
- 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

Checklist: Possible direction

- Contest between pro- and anti-Scottish independence factors.
- Election may indicate how Scottish independence referendum will go.
- Candidates highlight bread and butter issues.
- Contest is between the old and the new.

[20]

Section C**Total****AVAILABLE
MARKS**

20

25

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