



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2015**

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**Journalism in the Media and  
Communications Industry**

**AS Unit 1**

**Journalism in Print**

**[A1J11]**

**WEDNESDAY 27 MAY, MORNING**

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**MARK  
SCHEME**

# GCE AS JOURNALISM IN THE MEDIA AND COMMUNICATIONS INDUSTRY

## General Marking Instructions

### ***Introduction***

Mark schemes are intended to ensure that the GCE 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.

### ***Assessment objectives***

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

Candidates must:

- demonstrate knowledge and understanding of journalistic concepts, contexts and debates (AO1);
- apply knowledge, understanding and skills when researching, planning and creating journalistic products (AO2); and
- analyse and evaluate existing journalistic products including their own practical work (AO3).

### ***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 17-year-old or 18-year-old which is the age at which the majority of candidates sit their GCE 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 17-year-old or 18-year-old GCE 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***

Mark schemes for 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.

### ***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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Good):** The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a good degree of clarity and coherence. There is a good spread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 4 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organized with the highest degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is exceptionally clear.

## Section A

**AVAILABLE  
MARKS**

- 1** The **insert** contains **two** articles, Article 1 and Article 2, which relate to the same news story but are taken from different sources.

Spend **40 minutes** completing the following task.

Compare and contrast the following elements for each article:

- News Angle and Content
- Language and Style
- Target Audience and Ownership

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
<b>4</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• sustained and confident awareness of different target audiences and purpose with thorough consideration of article sources</li> <li>• a highly developed ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• clear critical judgement and independent thinking in their reasoning and arguments</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology fluently and effectively to justify arguments and responses</li> </ul>	<b>16–20</b>
<b>3</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• sound awareness of different target audiences and purpose with consideration of article sources</li> <li>• a good ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• sound critical judgement in their reasoning and arguments</li> <li>• a good quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology appropriately to justify arguments and responses</li> </ul>	<b>11–15</b>

<b>2</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• a straightforward awareness of different target audiences and purpose with some consideration of article sources</li> <li>• an uneven but satisfactory ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• some critical judgement in their reasoning and arguments</li> <li>• a satisfactory level of quality of written communication including spelling, punctuation and grammar, as well as organisation of information, with an uneven application of journalistic terminology to justify arguments and responses</li> </ul>	<b>6–10</b>
<b>1</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• a limited awareness of different target audiences and purpose with little attempt to consider the article sources</li> <li>• little ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• limited critical judgement in their reasoning and arguments</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information, that is characterised by repeated errors and misapplication of journalistic terminology</li> </ul>	<b>1–5</b>

**AVAILABLE  
MARKS**

[0] is awarded for a response not worthy of credit.

#### **Indicative Content for both articles**

- Article 1 presents the government's decision in a negative light – the government has made a “U-turn” following a “public outcry”. It includes details of the government's apparent U-turn by including the Home Secretary's comments made the previous week.
- Article 1 also includes details of the negative reaction (“jeers”) the Home Secretary received in the Commons from opposition MPs. It also mentions the online petition calling for the UK to admit more Syrian refugees, implying the government may be out of touch with public opinion.
- Article 1 uses quotations that are highly critical of the government, including from Labour MP Charles Bryans and the Blue Crescent's Peter Davies.
- Article 1 emphasises the suffering of the Syrian refugees, using emotive language including “plight”, “bloody civil war” and “ruthless dictator”.
- Article 1's content creates the impression of a weak government forced to backtrack on an unpopular decision.

- Article 2 also presents a negative view of the government’s decision on Syrian refugees. However, this time the dominant view is that the government has gone too far in admitting 10,000 refugees. It presents Conservative peer Sir Henry Cameron’s view that the UK is already too “densely populated” as dominant.
- Article 2 offers more detail on a number of points including the UN resettlement programme and the political and security situation in Syria.
- Article 1 uses simpler language than Article 2, with greater use of informal terms such as “U-turn”, “slammed” and “backed”. The use of capital letters in the headline (“WILL”) creates a more sensationalist style. This type of language is more typical of tabloid newspapers.
- Article 1 is taken from a tabloid newspaper with a broadly left wing agenda (reflective of the owner’s political affiliations) and presents a critical view of the government as not going far enough in helping Syrian refugees; this is reflective of the views of the target readership who would have socialist leanings.
- Article 2, taken from a quality newspaper with a broadly right wing agenda (reflective of the owner’s political affiliations) is also critical of the government but from a different viewpoint – it foregrounds the opinion of the Conservative peer who is “alarmed” at the government’s decision; again, this is in line with the political beliefs of the target readership.

Credit any other valid material  
(AO1, AO3)

[20]

20

AVAILABLE  
MARKS

2 You are a **reporter** for **The Ballynamuch Gazette** which is a **Northern Ireland local weekly newspaper** published every Tuesday. It serves the town of Ballynamuch (population 30,000) and the surrounding rural area in County Tyrone.

Complete the **two** writing tasks **(a)** and **(b)**.

**(a)** Spend **25 minutes** writing a **news story** of **250 words** for The Ballynamuch Gazette, which will be published the next day. Your news story should be based on the following information. A headline will **not** be required.

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>• a highly developed and discerning ability to select and prioritise source material in terms of both news value and reliability with confident and effective structuring and ordering of story content</li> <li>• an engaging, effective and persuasive style of language in the presentation of their story</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (240–260 words)</li> </ul>	19–25
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to select and prioritise source material in terms of both news value and reliability with sound structuring and ordering of story content</li> <li>• a good and appropriate style of language in the presentation of their story</li> <li>• a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (230–270 words)</li> </ul>	13–18

<b>2</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a straightforward awareness of target audience and purpose with some consideration of the type of publication</li> <li>• an uneven but adequate ability to select and prioritise source material in terms of both news value and reliability with adequate structuring and ordering of story content</li> <li>• a straightforward but mainly appropriate style of language in the presentation of their story</li> <li>• a satisfactory level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (220–280 words)</li> </ul>	<b>7–12</b>
<b>1</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a limited awareness of target audience and purpose with little consideration of the type of publication</li> <li>• little ability to select and prioritise source material in terms of either news value or reliability with basic structuring and ordering of story content</li> <li>• a basic and mainly inappropriate style of language in the presentation of their story</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information that is characterised by repeated errors and minimal ability to work to the word limit (below 220 words and above 280 words)</li> </ul>	<b>1–6</b>

**AVAILABLE  
MARKS**

[0] is awarded for a response not worthy of credit.

### **Indicative Content**

- The candidate will be expected to adhere to the inverted pyramid structure in this hard news writing task.
- The candidate will be expected to ensure that all the most important information is included in the opening two paragraphs – as per a hard news format.
- The candidate will be expected to write facts and to cite and quote sources accurately.
- The candidate will be expected to select and prioritise information appropriately with the following considerations in mind:
  - How many people are employed at Grange Feed? (35, not 30 as was first suggested)
  - How many fire engines were involved in the fire? (The fire service spokesperson confirmed that 10 engines were involved at the height of the fire, not 5 as the first report suggested, and not a dozen as Cllr Jimmy McCrery says)



- Who can be quoted directly or cited (in reported speech)? All sources can be potentially quoted or cited in the material except John Bates, whose direct comments are potentially libellous. However, his complaint about being unable to get out of his farm could be included.
- The candidate will be expected to write in a style appropriate to the hard news brief (i.e. factual with no speculation and avoiding sensationalist language).
- The candidate's writing will be expected to reflect the concerns of the target audience.

Credit any other valid material.  
(AO1), (AO2)

[25]

AVAILABLE  
MARKS

(b) You have received the press release below from politician Teresa Smith.

Spend **20 minutes** writing a **headline** and the **first three paragraphs of a news story** based on this press release. **The headline and the first three paragraphs must total 80 words.** This story will be for the next edition of The Ballynamuch Gazette.

Levels of response and indicative content for this question are located on the following pages.

**AVAILABLE  
MARKS**

<b>Mark Band</b>	<b>Levels of Response</b>	<b>Marks</b>
<b>4</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>• a highly developed and discerning ability to select and prioritise source material in terms of news value with confident and effective structuring and ordering of the content used in their story introduction</li> <li>• an engaging, effective and persuasive style of language in the presentation of their story introduction and headline</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (75–85 words)</li> </ul>	<b>12–15</b>
<b>3</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to select and prioritise source material in terms of news value with sound structuring and ordering of the content used in their story introduction</li> <li>• a good and appropriate style of language in the presentation of their story introduction and headline</li> <li>• a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (70–90 words)</li> </ul>	<b>8–11</b>

2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a straightforward awareness of target audience and purpose with some consideration of the type of publication</li> <li>• an uneven but adequate ability to select and prioritise source material in terms of news value with adequate structuring and ordering of the content used in their story introduction</li> <li>• a straightforward but mainly appropriate style of language in the presentation of their story introduction and headline</li> <li>• a satisfactory level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (65–95 words)</li> </ul>	4–7
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a limited awareness of target audience and purpose with little consideration of the type of publication</li> <li>• little ability to select and prioritise source material in terms of news value with basic structuring and ordering of the content in their story introduction</li> <li>• a basic and mainly inappropriate style of language in the presentation of their story introduction and headline</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information that is characterised by repeated errors and minimal ability to work to the word limit (below 65 words and above 95 words)</li> </ul>	1–3

AVAILABLE MARKS

[0] is awarded for a response not worthy of credit.

### Indicative Content

- The candidate will be expected to adhere to the inverted pyramid structure in this news writing task.
- The candidate will be expected to prioritise the most important information in this short word count.
- The candidate will be expected to write facts and to cite and quote sources accurately (e.g. paraphrasing the politician’s comments to meet the word count whilst retaining original meaning).
- The candidate will be expected to reflect the main story in the headline – this may take different angles (e.g. focusing on the traders’ claims to have lost money due to the water main upgrading works, or the council’s agreement to consider the request for reduced business rates).

- The candidate will be expected to write in a style appropriate to this short brief (i.e. factual in the main text with a headline that is issue-centric).

Credit any other valid material.  
(AO1), (AO2)

[15]

**AVAILABLE  
MARKS**

40

3 Below is a **400 word** feature that has been written for a **monthly lifestyle magazine** aimed at women aged 35–55. At the end of the article there are four photographs related to the article.

**Spend 10 minutes** completing this task.

You are a sub-editor at the magazine. You must read the feature article and then complete the following sub-editing tasks:

- **Reduce** the word count to the required **350 word total**. You must make any changes on the feature copy itself by putting a line through words you wish to delete and marking any changes clearly;
- Compose an appropriate **headline** for the feature in the space provided on page 13 of this Answer Booklet;
- **Select one photograph** to accompany the article by indicating your choice in the space provided on page 13 of this Answer Booklet; and
- **Write a caption** for the photograph of no more than **10 words** in the space provided on page 13 of this Answer Booklet.

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>• a highly developed and discerning ability to make selections in order to abbreviate the original text to the word limit (345–355 words) and choose an appropriate and effective accompanying photograph</li> <li>• an engaging, effective and persuasive style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	9–10
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to make selections in order to abbreviate the original text towards the word limit (340–360 words) and choose an appropriate accompanying photograph</li> <li>• a good style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	6–8

<b>2</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a straightforward awareness of target audience and purpose with consideration of the type of publication</li> <li>• an uneven but adequate ability to make selections in order to abbreviate the original text towards the word limit (335–365 words) and choose an appropriate accompanying photograph</li> <li>• a straightforward but mainly appropriate style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	<b>3–5</b>
<b>1</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a limited awareness of target audience and purpose with consideration of the type of publication</li> <li>• minimal ability to make selections in order to abbreviate the original text with an ineffective choice of photograph and superficial and limited effort to amend the original text to the word limit (below 335 and above 365 words) appropriately</li> <li>• a basic and mainly inappropriate style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	<b>1–2</b>

AVAILABLE MARKS

[0] is awarded for a response not worthy of credit.

### Indicative Content

#### Sub-editing Task

##### Abbreviating the text:

The candidate will be expected to ensure that all of the most appealing and informative aspects of the feature are included within the reduced word count and that the original tone, fluency and meaning is also retained (as this is a magazine format, quotations should be prioritised for inclusion rather than omission).

##### Headline:

The headline must reflect the main focus of the feature (sensible, cost-effective and achievable steps that will help improve the reader’s health) and be written in a style to appeal to its female 35–55 year-old target readership.

##### Photograph Selection: (from highest to lowest suitability)

- Photograph 2 – preparing vegetables – the importance of a healthy diet was prioritised within the feature and the colour palette will create a visual appeal for the reader.
- Photograph 3 – woman walking on the beach – the feature emphasises exercise and relaxation as ways to combat stress and improve health; both of these ideas are illustrated by this image.

- Photograph 4 – fruit/muffin – this image reflects the advice offered within the feature (80 : 20 rule) however the woman’s face reflects a dissatisfaction/ difficulty with the choice and so is at odds with the message of the feature.
- Photograph 1 – medical assessment – while health check-ups are a valid aspect of maintaining a healthy lifestyle, this feature does not mention visiting a medical specialist.

**Caption:**

The caption must enhance the main focus of the image and offer further insight to the reader.

Credit any other valid material.  
(AO2)

[10]

**AVAILABLE  
MARKS**

10

**Section B**

**AVAILABLE  
MARKS**

Candidates answer **one** question from this section

Spend **25 minutes** writing your response.

You will be expected to use examples to illustrate your arguments.

**4** Discuss the main legal issues affecting journalists.

**or**

**5** Discuss why news values differ between newspapers.

**or**

**6** Discuss the circumstances in which a journalist would use a public interest defence.

Levels of response and indicative content for these questions are located on the following pages.

<b>Mark Band</b>	<b>Levels of Response</b>	<b>Marks</b>
<b>4</b>	The candidate demonstrates: <ul style="list-style-type: none"><li>• a perceptive and insightful knowledge and understanding of the chosen issue with confident awareness of different perspectives</li><li>• effective and purposeful use of examples taken from their own study to illustrate arguments</li><li>• a highly developed ability to analyse the main discussion points with clear critical judgement</li><li>• a consistently high quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology fluently and effectively to justify arguments and responses</li></ul>	<b>25–30</b>
<b>3</b>	The candidate demonstrates: <ul style="list-style-type: none"><li>• a good knowledge and understanding of the chosen issue with sound awareness of different perspectives</li><li>• purposeful use of examples taken from their own study to illustrate arguments</li><li>• a good ability to analyse the main discussion points with evidence of sound critical judgement</li><li>• a good quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology appropriately to justify arguments and responses</li></ul>	<b>17–24</b>



<b>2</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the chosen issue with straightforward awareness of different perspectives</li> <li>• satisfactory use of examples taken from their own study to illustrate arguments</li> <li>• an uneven but satisfactory ability to analyse the main discussion points with evidence of some critical judgement</li> <li>• a satisfactory quality of written communication including spelling, punctuation and grammar, as well as organisation of information, with an uneven application of journalistic terminology to justify arguments and responses</li> </ul>	<b>9–16</b>
<b>1</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the chosen issue with straightforward awareness of different perspectives</li> <li>• a limited use of examples taken from their own study to illustrate arguments</li> <li>• little ability to analyse the main discussion points with limited evidence of critical judgement</li> <li>• a level of written communication including spelling, punctuation and grammar, that is characterised by repeated errors and misapplication of journalistic terminology and a lack of organisation</li> </ul>	<b>1–8</b>

AVAILABLE MARKS

[0] is awarded for a response not worthy of credit.

Indicative Content for Questions 4, 5 and 6 is provided on the following pages.

4 Discuss the main legal issues affecting journalists.

AVAILABLE  
MARKS

### Indicative Content

#### Defamation

- Journalists must avoid making defamatory statements which could lead to libel cases.
- Defamation is defined as a statement which ‘tends’ to expose a person to ‘hatred, ridicule or contempt’, causes them to be ‘shunned or avoided’ or lowered in the estimation of ‘right-thinking members of society’. For a business, a statement is judged defamatory if it could affect sales or profit.
- Defences which a journalist could use include: justification or ‘truth’; ‘honest comment’; and privilege.
  - ‘Truth’ is simply the defence that the statement concerned is true. It is the strongest and simplest defence but often difficult in practice as the burden of proof is on the defendant (journalist) rather than the claimant.
  - ‘Honest comment’ can be used if the statement was the journalist’s honestly held view on an issue of public importance or interest.
  - Privilege includes absolute privilege (e.g. court reports) and qualified privilege (e.g. public meetings, press conferences and official statements from government bodies).

#### Contempt of Court

- Contempt of court occurs when somebody is deemed to have interfered with the administration of justice, thus compromising the integrity of the legal process.
- Contempt can take many forms but the most serious for journalists is publishing material which creates ‘a substantial risk of serious prejudice or impediment to legal proceedings which are active’.
- A criminal case becomes active when a person is arrested, an arrest warrant or summons is issued, or a person is charged orally.
- A serious prejudice might include the publication of previous convictions, or merely suggestions that a suspect is guilty, e.g. that he/she has a bad character or is dishonest. Such material could be argued to ‘prejudice’ the deliberations of the jury.
- Examples of contempt of court also include using sound recording equipment, photography, filming and sketching in the courts and precincts, interfering with a jury, failing to reveal a source to a judge or disobeying an injunction.

#### Anonymity

- All victims of rape and other sex crimes, including children, are automatically guaranteed anonymity for life from the moment they, or anyone else, make an allegation.
- Victims can be identified only if they waive their anonymity in writing.

Credit any other valid material  
(AO1, AO2, AO3)

[30]

30

5 Discuss why news values differ between newspapers.

AVAILABLE  
MARKS

**Indicative Content**

- News values are a rough set of guidelines which help define what is interesting enough to make the news. In general terms: “When a dog bites a man that is not news but when a man bites a dog that is news.”
- There are some issues all newspapers recognise as news because they affect us all – wars, government policy and threats to our health for example – but a newspaper’s unique news values dictate the priority a story receives, the facts given prominence and the general tone staff must take when reporting.
- Issues which clearly appeal to a newspaper’s target readership will be given more frequent coverage because they have a higher news value for its readers. Other issues may be given a particular slant to improve their appeal to the target readership.
- News values differ from newspaper to newspaper because they target different sections of the public in an effort to dominate a valuable sector of the advertising market.
- Some newspapers target an audience with a particular political viewpoint. For example, the *Daily Telegraph* targets conservatives while the *Guardian* targets liberals; the *Irish News* targets nationalists while the *News Letter* targets unionists. The news values of these newspapers will reflect these viewpoints.
- Some newspapers target an audience with a particular social and economic standing. The news values of the *Financial Times* and the *Economist* reflect the interests of ABC1 while the *Sun* and the *Daily Star* reflects the interests of C2DE.
- Trade newspapers target people in a particular job. The news values of the *Press Gazette* appeal to media workers and the news values of the *Lancet* appeal to medical staff.
- Some publications target an audience with a particular gender or age group. The news values of the *Daily Mail* reflect the interests of many women and the news values of the *Daily Sport* reflect the interests of many men. *First News* targets young people, while *Saga* magazine targets people who have retired – reflecting the news values of these age groups.
- Some newspapers determine their news values by the location of their audience. A national newspaper seeks to appeal to people throughout the country. A local newspaper targets an audience in a particular region or town.
- All news values are valid in a democracy where freedom of expression is a fundamental right. However, a diversity of news values is equally important if readers are to be assured of an informed choice and given the opportunity to evaluate different perspectives.

Credit any other valid material  
(AO1, AO2, AO3)

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6 Discuss the circumstances in which a journalist would use a public interest defence.

AVAILABLE  
MARKS

**Indicative Content**

- A public interest defence is an established legal argument. A journalist would use it in court when facing a legal action.
- It is sometimes called the Reynolds defence after the late former Irish Taoiseach Albert Reynolds sued The Sunday Times for defamation in 1998.
  - The newspaper argued that, in keeping with Article 10 of the European Convention on Human Rights, journalism’s scrutiny of politicians’ conduct should be protected by a common law form of qualified privilege.
  - Though the newspaper lost, appeal court judge Lord Chief Justice Bingham said: “As it is the task of the news media to inform the public and engage in public discussion of matters of public interest, so is it to be recognised as a duty.”
- The defence permits publication of damaging information which may not be substantiated by hard evidence on the basis that it addresses an issue of such fundamental importance that the public has a right to know.
- So long as it is not acting maliciously, a newspaper is entitled to place in the public domain this information when it has been reasonably checked and sourced.
- A journalist might use the defence because a reputable source is afraid to come forward and reveal their identity.
- The defence remains valid even if the information later turns out to be untrue.
- Courts have accepted the argument when it has been used to defend investigative journalism conducted by responsible publishers and thorough journalists acting in the public interest.
- The Editors’ Code of Conduct states that the public interest includes but is not confined to:
  - Detecting or exposing crime or serious impropriety;
  - Protecting public health and safety;
  - Preventing the public from being misled by an action or statement of an individual or organisation.

Credit any other valid material.  
(AO1, AO2, AO3)

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**Total**

**100**