



Rewarding Learning

ADVANCED
General Certificate of Education
2016

**Journalism in the Media and
Communications Industry**

A2 Unit 1

**Cross-Platform Journalism and
Digital Interactivity**

[A2JA1]

TUESDAY 17 MAY, MORNING

**MARK
SCHEME**

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 You are a cross-platform reporter who covers the city of Granton (population 200,000), North Yorkshire, for Granton Media. The company owns a daily newspaper, *The Granton Times*, a website, *The Granton Times Online* (www.gtonline.com) and a radio station, *Granton FM*.

(a) Spend **35 minutes** completing the **tasks (i) and (ii)** which follow the **situation** outlined below.

(i) Write an **online article** for the website, based on the material on the previous page, of **150 words** for immediate publication. You must provide a **headline** for the story of no more than **8 words**. [15]

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"> • a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format • sustained and confident awareness of target audience and purpose with thorough consideration of the web format • 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 written content for web format • an engaging, effective and persuasive style of language in the presentation of their story for web format • a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (145–155 words story) 	[12]–[15]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a good knowledge and understanding of the writing brief in terms of style and format • a sound awareness of target audience and purpose with consideration of the web format • a good ability to select and prioritise source material in terms of both news value and reliability with sound structuring and ordering of written content for web format • a good and appropriate style of language in the presentation of their story for web format • a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (140–160 words story) 	[8]–[11]

Mark Band	Levels of Response	Marks
2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a satisfactory knowledge and understanding of the writing brief in terms of style and format • a straightforward awareness of target audience and purpose with some consideration of the web format • an uneven but satisfactory ability to select and prioritise source material in terms of both news value and reliability with adequate structuring and ordering of written content for web format • a straightforward but mainly appropriate style of language in the presentation of their story for web format • a mostly accurate level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (135–165 words story) 	[4]–[7]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a basic knowledge and understanding of the writing brief in terms of style and format • a limited awareness of target audience and purpose with little consideration of the web format • little ability to select and prioritise source material in terms of either news value or reliability with basic structuring and ordering of written content for web format • a basic and mainly inappropriate style of language in the presentation of their story for web format • a level of written communication including spelling, punctuation and grammar, organisation of information that is characterised by repeated errors and minimal ability to work to a word limit (below 135 words and above 165 words story) 	[1]–[3]

AVAILABLE MARKS

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

(AO1, AO2)

- (ii) Write an immediate **newsflash** for radio broadcast of no more than **50 words**. [10]

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"> • a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format • sustained and confident awareness of target audience and purpose with thorough consideration of the radio format • 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 written content for radio format • an engaging, effective and persuasive style of language in the presentation of their newsflash • a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (45–55 words newsflash) 	[9]–[10]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a good knowledge and understanding of the writing brief in terms of style and format • a sound awareness of target audience and purpose with consideration of the radio format • a good ability to select and prioritise source material in terms of both news value and reliability with sound structuring and ordering of written content for radio format • a good and appropriate style of language in the presentation of their newsflash • a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (40–60 words newsflash) 	[6]–[8]

AVAILABLE MARKS

Mark Band	Levels of Response	Marks
2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a satisfactory knowledge and understanding of the writing brief in terms of style and format • a straightforward awareness of target audience and purpose with some consideration of the radio format • an uneven but satisfactory ability to select and prioritise source material in terms of both news value and reliability with adequate structuring and ordering of written content for radio format • a straightforward but mainly appropriate style of language in the presentation of their newsflash • a mostly accurate level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (35–65 words newsflash) 	[3]–[5]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a basic knowledge and understanding of the writing brief in terms of style and format • a limited awareness of target audience and purpose with little consideration of the radio format • little ability to select and prioritise source material in terms of either news value or reliability with basic structuring and ordering of written content for radio format • a basic and mainly inappropriate style of language in the presentation of their newsflash • a level of written communication including spelling, punctuation and grammar, organisation of information that is characterised by repeated errors and minimal ability to work to a word limit (below 35 words and above 65 words newsflash) 	[1]–[2]

AVAILABLE MARKS

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

(AO1, AO2)

Indicative Content

AVAILABLE
MARKS

Website Story and Newsflash Content and Structure

- The candidate will be expected to adhere to the inverted pyramid structure of hard news writing tasks (i.e. Who? What? Where? When? How? Why?).
- The candidate will be expected to ensure that all the most important information is included in the opening of both pieces – 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:
 - Candidates will be expected to discount the comments of the farmer's wife, Mary O'Rourke, because her concern that a terrorist attack is happening is unfounded.
 - The number of passengers involved should be prioritised as this makes it a major incident.
 - The information concerning flight delays and road closures should be included as this is an important piece of information for the target audience.
 - The comment by the Granton Police should be included ('precautionary measure') as this will reassure the target audience.

Language and style

- The candidate will be expected to write in a style appropriate to a hard news web story with a relevant and arresting headline (i.e. concise, factual with no speculation or sensationalism and simple sentence structure) and to a radio newsflash (i.e. an immediate tone, use of present perfect tense, use of plain English, short sentences, no lengthy or unnecessarily complicated words or jargon, must be clearly written for use by a presenter).

Credit any other valid material.

- (b) At midday you receive the following additional information from Phil Smithson. Spend **30 minutes** completing this **task**. [25]

Write a script of **240 words** for a **radio news package report**. This report will be broadcast at **1.00 pm**. You may use any of the information you have received on the story so far. All quotations count as available audio.

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"> • a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format and their role as a broadcast reporter • sustained and confident awareness of target audience and purpose with thorough consideration of the radio format • 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 written content for radio format • an engaging, effective and persuasive style of language in the presentation of their script for the radio news package • a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (235–245 words report) 	[19]–[25]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a good knowledge and understanding of the writing brief in terms of style and format and their role as a broadcast reporter • a sound awareness of target audience and purpose with consideration of the radio format • a good ability to select and prioritise source material in terms of both news value and reliability with sound structuring and ordering of written content for radio format • a good and appropriate style of language in the presentation of their script for the radio news package • a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (230–250 words report) 	[13]–[18]

AVAILABLE MARKS

Mark Band	Levels of Response	Marks
2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a satisfactory knowledge and understanding of the writing brief in terms of style and format and their role as a broadcast reporter • a straightforward awareness of target audience and purpose with some consideration of the radio format • an uneven but satisfactory ability to select and prioritise source material in terms of both news value and reliability with adequate structuring and ordering of written content for radio format • a straightforward but mainly appropriate style of language in the presentation of their script for the radio news package • a mostly accurate level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (225–255 words report) 	[7]–[12]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • a basic knowledge and understanding of the writing brief in terms of style and format and their role as a broadcast reporter • a limited awareness of target audience and purpose with little consideration of the radio format • little ability to select and prioritise source material in terms of either news value or reliability with basic structuring and ordering of written content for radio format • a basic and mainly inappropriate style of language in the presentation of their script for the radio news package • a level of written communication including spelling, punctuation and grammar, organisation of information that is characterised by repeated errors and minimal ability to work to a word limit (below 225 words and above 255 words report) 	[1]–[6]

AVAILABLE MARKS

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

(AO1, AO2)

Radio News Package Script Content and Structure

- The candidate will be expected to adhere to the inverted pyramid structure in this package script writing task (i.e. Who? What? Where? When? How? Why?).
- The candidate will be expected to ensure that all the most important information is included in the package first – as per a hard news format – but with appropriate elaboration on detail as befits a longer, story-specific package.
- 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:
 - It should be made clear that no one was injured during the flight and landing.
 - The reassurance offered by the European Aviation Safety Agency should be included to allay any lingering fears amongst the target audience concerning air travel.
 - The comments from Ingridta Delft should be included to add a ‘human’ dimension to the story.
 - Comments of praise for the emergency services and airport staff would be customary but the candidate should not overload the package with such comments – e.g. comments from the Mayor have limited immediacy as he was not directly involved in the incident.
 - The name of the pilot can be included as he was named by an official source.

Language and style

- The candidate will be expected to write in a style appropriate to a radio news package (i.e. factual with no speculation or excessive sensationalism and simple and short sentence structure, the use of present perfect tense, use of plain English, no lengthy or unnecessarily complicated words or jargon, must be clearly written for use by a presenter).

Credit any other valid material.

(c) Spend **15 minutes** completing this **task**.

Write an evaluation of the content, style, audience appeal and format of the three pieces you have written about the rescue operation. [15]

**AVAILABLE
MARKS**

Mark Band	Levels of Response	Marks
4	The candidate demonstrates: <ul style="list-style-type: none"> • a highly developed ability to analyse and evaluate their pieces in relation to content, audience and format with clear critical judgement in the explanation of their reasoning • a highly developed and discerning ability to select and use the most appropriate form and style of writing. Relevant material is extremely well organised 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 	[12]–[15]
3	The candidate demonstrates: <ul style="list-style-type: none"> • a good ability to analyse and evaluate their pieces in relation to content, audience and format with sound critical judgement in the explanation of their reasoning • a good ability to select and use the most 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 	[8]–[11]

Mark Band	Levels of Response	Marks
2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • an uneven but satisfactory ability to analyse and evaluate their pieces in relation to content, audience and format with some critical judgement in the explanation of their reasoning • an uneven but satisfactory ability to select and use 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 	[4]–[7]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> • little ability to analyse and evaluate their pieces in relation to content, audience or format with limited critical judgement in their attempts to explain their reasoning • limited ability to select and use 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 the intended meaning is not clear 	[1]–[3]

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

(AO3)

AVAILABLE MARKS

65

- 2 You are the producer of the *Granton FM* regional news bulletin. *Granton FM* serves the city of Granton, North Yorkshire (population 200,000). The list of **8 stories** below is available for today’s bulletin. The bulletin will air at **5.30pm**. [10]
Spend **10 minutes** completing this **task**.

Read the following 8 stories. Select the **top 3 stories** you think would appeal most to *Granton FM* listeners. Then write the opening **15 seconds** of the **news bulletin script**, headlining the top 3 stories that you have selected. (3 words per second).

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

Mark Band	Levels of Response	Marks
4	The candidate demonstrates: <ul style="list-style-type: none"> • a discerning ability to select stories in terms of both news value and audience • confident and effective prioritisation of stories • confident structuring and ordering of written content for their 15 second script with an engaging and effective style of language and an ability to work to the time limit (42–48 words equivalent) • a consistently high quality of written communication including spelling, punctuation and grammar 	[9]–[10]
3	The candidate demonstrates: <ul style="list-style-type: none"> • a sound ability to select stories in terms of both news value and audience • competent prioritisation of stories • competent structuring and ordering of written content for their 15 second script with a competent and appropriate style of language and an ability to work to the time limit (39–51 words equivalent) • a competent quality of written communication including spelling, punctuation and grammar 	[6]–[8]

Mark Band	Levels of Response	Marks
2	The candidate demonstrates: <ul style="list-style-type: none"> • an adequate ability to select stories in terms of both news value and audience • straightforward prioritisation of stories • adequate structuring and ordering of written content for their 15 second script with a straightforward but mainly appropriate style of language and an ability to work to the time limit (36–54 words equivalent) • a mostly accurate level of quality of written communication including spelling, punctuation and grammar 	[3]–[5]
1	The candidate demonstrates: <ul style="list-style-type: none"> • little ability to select stories in terms of both news value and audience • random prioritisation of stories • basic structuring and ordering of written content for their 15 second script with a mainly inappropriate style of language and a minimal ability to work to the time limit (below 36 words and above 54 words equivalent) • a level of written communication that is characterised by repeated errors including spelling, punctuation and grammar 	[1]–[2]

AVAILABLE MARKS

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

(AO2)

Indicative Content

AVAILABLE
MARKS

Story Prioritisation Rationales:

Priority/Lead Story:

Story 8 – The bad weather will affect everyone in the area and those in low-lying districts will welcome a warning which allows them to prepare for a flooding event. Due to the newsworthy elements and appeal to the target audience, candidates would be expected to identify this story as the lead within the bulletin.

Of the remaining two stories to be included in the opening 15 seconds of the bulletin, candidates should have selected from the following three stories, all of which have the greatest local relevance and therefore demonstrate the candidates' knowledge of the target audience and news values:

Story 3 – The local authority's plan for redevelopment is controversial as its long-term benefits may be overshadowed by short-term expense.

Story 4 – The business deal has local significance as there will be a boost to the local economy and new employment opportunities.

Story 5 – An important appeal concerning two local teenagers who have gone missing.

The following two stories have some merit for the cited audience but demonstrate a less secure understanding of news values:

Story 1 – The celebrity appeal is obvious and the charitable links make this an interesting story however, its light-hearted tone makes it a dubious choice for the top three stories.

Story 6 – Foraging is not a popular pursuit and so the numbers affected by this warning are limited. The consequences are serious but not life-threatening.

Candidates will be expected to discount:

Story 2 – This story has very limited local appeal and limited immediacy.

Story 7 – This story has very limited local appeal.

Fifteen Second News Bulletin Script:

The candidates will be expected to ensure that the most important information for each of the top three stories is included in their bulletin script.

Credit any other valid material.

(AO2)

[10]

10

Section A

75

Section B

AVAILABLE
MARKS

Answer **one** question from this section

Spend **30 minutes** writing your response.

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

3 Discuss why objectivity is an important ethical principle for broadcast journalists.

or

4 Discuss the news values and language which a journalist should consider when compiling a news report for 11–15 year olds.

or

5 Discuss the various challenges facing a radio news editor, print news editor and online news editor.

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

Mark Band	Levels of Response	Marks
4	The candidate demonstrates: <ul style="list-style-type: none">• a perceptive and insightful knowledge and understanding of the chosen issue with confident awareness of different perspectives• effective and purposeful use of examples taken from their own study to illustrate arguments• a highly developed ability to discuss the main discussion points with clear critical judgement• 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	[20]–[25]
3	The candidate demonstrates: <ul style="list-style-type: none">• a good knowledge and understanding of the chosen issue with confident awareness of different perspectives• purposeful use of examples taken from their own study to illustrate arguments• a good ability to discuss the main discussion points with evidence of sound critical judgement• 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	[14]–[19]

Mark Band	Levels of Response	Marks
2	The candidate demonstrates: <ul style="list-style-type: none"> • a satisfactory knowledge and understanding of the chosen issue with straightforward awareness of different perspectives • satisfactory use of examples taken from their own study to illustrate arguments • an uneven but adequate ability to discuss the main discussion points with evidence of some critical judgement • a satisfactory level of written communication including spelling, punctuation and grammar, as well as organisation of information, with uneven application of journalistic terminology to justify arguments and responses 	[8]–[13]
1	The candidate demonstrates: <ul style="list-style-type: none"> • a basic knowledge and understanding of the chosen issue with straightforward awareness of different perspectives • a limited use of examples taken from their own study • little ability to discuss the main discussion points with limited evidence of critical judgement • 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 	[1]–[7]

AVAILABLE MARKS

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

(AO1, AO3)

Indicative Content for Questions 3, 4 and 5 is provided on the following pages.

3 Discuss why objectivity is an important ethical principle for broadcast journalists.

[25]

AVAILABLE
MARKS

Indicative Content:

- Objectivity is an important ethical principle which journalists should follow to make their reporting truthful, fair, balanced and trustworthy.
- Objective or non-biased reports are those which clearly separate fact from opinion.
- Newspapers, magazines and websites, while required by the Editors' Code of Practice to 'separate comment, conjecture and fact', are free to be partisan about social issues and support a political party. However, broadcast journalism (radio and TV) is regulated by the Office of Communications (Ofcom) and is required by Section 5.1 to be impartial. The BBC guidelines say that audiences must be able to trust the 'objectivity and impartiality of the BBC's output'.
- Impartiality – not favouring one side over another – means that broadcast news coverage must present opposing viewpoints.
- If a broadcaster reports on a controversial issue, it must be careful to give a balanced account of the debate. Ofcom says that this can be achieved over time in a series of programmes as a whole.
- The Ofcom Broadcasting Code permits 'personal view' and 'authored' programmes if the nature of these is clearly signalled to the audience at the outset – therefore, opinion is allowed but must be clearly presented as such.
- In its coverage of the 2005 general election in the UK, Bloomberg TV was judged by Ofcom not to have been impartial as it gave more coverage to the Labour party than any other political party. By way of sanction, Bloomberg TV was told to broadcast a statement of Ofcom's finding on three consecutive days at 11.00am.
- In 2010 Ofcom heavily criticised the Islam Channel's coverage of international affairs and of the Middle East conflict for breaching rules on impartiality. The channel had openly supported Hamas while failing to present the views of its opponents.
- Despite its guidelines, the BBC has often been criticised for bias. For example, in 2013 a report commissioned by the BBC Trust found that the organisation had a 'liberal bias' and had been slow to reflect widespread public concerns about immigration to the UK and shifts in public attitudes within the UK towards the EU.
- Many argue that true objectivity can never fully be obtained because editing means selecting elements of stories to report upon, sometimes leaving the public ignorant of the broad reality of the events.
- Others argue that with social media and citizen journalism, there is now a decline of the ideal of objectivity as everyone wants to voice their opinions.

Credit any other valid material.

(AO1, AO3)

25

- 4 Discuss the news values and language which a journalist should consider when compiling a news report for 11–15 year olds. [25]

Indicative Content

News Values

- The news values of this age group are very different from those of adults because their lives revolve around the family, school and social activities. However, this does not mean they have no interest in major events, such as economic change, elections and wars, and how they are likely to impact upon their lives.
- A skilled journalist will find a good balance of soft and hard news stories and source comments from a peer group to illustrate how these events change the lives of young people. Economic downturn can be explained in terms of how it will impact upon household spending and pocket money; elections can be illustrated in terms of party policy which impacts upon schools; and wars can be illustrated by the impact they have upon children caught up in the conflict.
- Whilst care should be taken not to convey a negative image of the world, the journalistic principles of being honest, open and fair still applies – young audiences should not be lied to even in stories about war or terrorism.

Language

- The questions *what, why, when, how, where* and *who* must all be answered but in language that is simple and straightforward and can be easily understood by those who have yet to develop the vocabulary and full range of experiences of adults.
- Providing appropriate context is very important – phenomena which are familiar to adults may require more detailed explanation if they are to be grasped by this age group.
- Much greater sensitivity about language and pictures must be displayed to ensure children do not suffer distress or confusion from news reports, particularly those involving cruelty, violence and death. The BBC's Editorial Guidelines Section 9 makes clear that the aim is to provide children "with challenging, educative, enjoyable and interesting content and to help them make sense of the world in which they live", whilst Section 5 outlines the BBC's "responsibility to protect the vulnerable and avoid unjustifiable offence....We must be sensitive to...our audiences' expectations of our content, particularly in relation to the protection of children....When our content includes challenging material that risks offending some of our audience we must always be able to demonstrate a clear editorial purpose, taking account of generally accepted standards, and ensure it is clearly signposted."
- Section 1 of Ofcom's Broadcasting Code also makes clear the broadcasters' responsibilities towards those who are under eighteen.
- John Craven pioneered children's news programmes at the BBC and said the secret to making them a success was "that it didn't go on for very long. It was usually about eight minutes, which is long enough for a news bulletin for that age group." Another factor was story selection. "I always used to say the main event in the world would be somewhere in *Newsround*, but not necessarily the lead story. We tried to grab our audience with the most interesting item."

Credit any other valid material.

(AO1, AO3)

- 5 Discuss the various challenges facing a radio news editor, print news editor and online news editor. [25]

Indicative Content

While some considerations are particular to each job, candidates should show an awareness of the fact that editors increasingly work across different platforms and face many of the same pressures (e.g. radio editors are often expected to post news updates on social media channels, as well as producing traditional bulletins).

Radio editor

- Radio is considered a secondary source of media (people are often doing something else while listening to the radio such as driving or cooking dinner), so radio editors must work hard to capture and retain the audience's attention. One of the ways they do this is by using audio creatively, such as jingles and dramatic clips.
- Radio audiences typically only have one chance to absorb what they hear on a radio news bulletin, unlike with a newspaper where they can go back over a complex paragraph. The radio editor must ensure that even very complex stories are related using simpler language than in other formats and as concisely as possible. Another consideration is that scripts must be written to be spoken, using clear, conversational language and short sentences.
- Ofcom rules mean broadcast editors are bound by tighter rules than print or online journalists.

Print editor

- The print news editor maintains the house style and seeks to make each article in that section of the newspaper engaging for the reader in light of the competition from other platforms.
- Because of falling newspapers sales and declining advertising revenues, print editors may also be under more commercial pressure than their online or broadcast counterparts (especially public service broadcasters such as the BBC and Channel 4 which are whole or partly publicly funded). This means they need to be increasingly creative about how to hook readers and may do this by publishing more sensationalist and celebrity-driven material (e.g. according to the Audit Bureau of Circulation figures for August 2014, the *Sun* and the *Daily Mail* are the UK's most popular newspapers. Both are known for their celebrity content). Pictures are also important in attracting readers, especially in the tabloid market.
- As the industry adapts to new technologies, print news editors increasingly need to consider how to present a story across broadcast and online platforms, including video, blogs, infographics and social media, as well as on the printed page. This means an increasing and diverse workload.

Online news editor

- Unlike a print or radio editor, an online editor cannot wait until the next day's newspaper issue or the next radio bulletin to break a story. With online platforms (including Twitter) breaking news stories must be uploaded immediately as the audience expectation is that online news is the most up-to-date source of information.
- Again because online news is in direct competition with social media networks and other sources of news, online journalists are expected to be multi-skilled in producing video and audio, as well as copy and pictures. The editor must be similarly multi-skilled in order to ensure a high quality of output.
- In a crowded online news environment, where people often find stories via social media platforms like Facebook and Twitter, online news editors need to know how to market their stories and make them attractive for readers to click on. They also need to be able to use techniques including search engine optimisation to drive more readers towards their content.

- Many people now access online news using apps on mobile and other devices. This means online news editors need to present content in a way that is easy to see on a small 'window'. This might mean producing shorter stories that could be read on the first screen.

Credit any other valid material.

(AO1, AO3)

Section B

Total

**AVAILABLE
MARKS**

25

25

100