

**Published Mark Scheme for
GCSE Journalism in the Media
and Communications Industry
Summer 2010**

Issued: October 2010

NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2010**

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

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

[GJR11]

WEDNESDAY 19 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

AVAILABLE
MARKS

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 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

Tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

In this paper this is assessed in questions **2(a)**, **2(b)**, **4**, **5** and **6**.

Section A

**AVAILABLE
MARKS**

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

1 From the content, select four examples of what you would **NOT** expect to see on the homepage of a broadsheet newspaper.

Candidate response time: **5 minutes. (AO1)**

(i) Horoscopes [1]

Reason: This is a broadsheet newspaper and this type of content isn't part of its makeup/characteristic of a tabloid. [1]

(ii) Top Ten Belly Busters [1]

Reason: Weight loss, if it was a story, would be treated in a more formal and "serious" fashion. The term "belly busters" is not for this type of paper. Informal – "fun". [1]

(iii) Celebrity Scandal [1]

Reason: The subject matter is traditionally that of the tabloids. Broadsheets don't rely on this type of material to engage their readers. [1]

(iv) Careers in Focus [1]

Reason: There would be a link to such a section but it would not, in itself, be sufficiently newsworthy to merit inclusion on the homepage. [1]

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- 2 (a) Outline briefly how **the type of information** presented in each of the articles **matches the different styles of the two newspapers**.
Candidate response time: 9 minutes. (AO1)

Candidates may choose to cross-reference evidence and/or approaches from the two sources or they may treat each source separately. Both styles of response are equally creditworthy.

Mark Band 3 ([8]–[10])

A confident understanding, competently presented

- analysing the approaches to information present in the articles
- considering the impact of the target readerships and how these differences feed through to the presentation of information in each newspaper
- select and analyse some appropriate examples from both sources
- using an appropriate form and style of writing, including correct spelling, punctuation and grammar

Mark Band 2 ([5]–[7])

An organised and straightforward understanding

- an overall grasp of the different types of information present in the articles
- comments about the target readerships for these two types of papers and the possible effect on the type of information included in each
- selecting/referring to a few suitable 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])

A basic understanding

- a sense of the broad differences in 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
- coherent in a straightforward manner, but meaning may be impaired by grammatical, punctuation or spelling errors

Mark Band 0 ([0])

No meaningful attempt to respond to the question

Checklist for both articles

- Both papers make use of some of the same material but the tabloid adds extra information as well as using a picture and highlighted quotations
- The broadsheet gives greater prominence to how the Prince came to be sleeping rough – the background is filled in: Centrepunt/40th anniversary. It focuses on the origins of the Prince's association with the charity: "his mother... also served as its patron." Whereas the tabloid only refers to the reasons for the sleep-out briefly in the middle of the piece

- The tabloid presents the story at a more “human interest” level (the discomfort, the temperature, the danger, etc), extensively quoting one of the people with the Prince
- The broadsheet gives a more detached account—with one quote from Obakin: a reference to the “hairiest moment” whereas the tabloid gives a more dramatic account and is more positive about the prince’s reason for sleeping rough
- The tabloid gives details about the surroundings as well as a description of what the Prince is wearing
- Untypically of a tabloid, Article B is a longer piece reflecting the level of news value placed on the story by the broadsheet

Credit any other valid material

**AVAILABLE
MARKS**

10

- (b) Consider **how the story is approached** by the two different types of newspaper. Do this by commenting on the **language used** in each article.

Candidate response time: 11 minutes (AO1)

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])

A confident understanding, competently presented

- a succinct analysis of how language supports an approach that is appropriate to each type of paper
- some examples presented demonstrating a perceptive understanding of how language has been used to achieve the differing goals of each of these two articles
- using an appropriate form and style of writing, including correct spelling, punctuation and grammar

Mark Band 2 ([5]–[8])

An organised and straightforward understanding

- an overall grasp of how language develops an approach which is appropriate to each type of paper
- some 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])

A basic understanding

- a general recognition of the way in which language has been used in these two papers
- an attempt to present examples, some of which will be relevant and may be supported by simple comment
- coherent in a straightforward manner, but meaning may be impaired by grammatical, punctuation or spelling errors

Mark Band 0 ([0])

No meaningful attempt to respond to the question

Checklist for both articles

Both papers make use of similar material: “bedded down in a sleeping bag... Blackfriars Bridge.”

The tabloid seeks to dramatise the account by using the comments of Centrepoin’s chief executive, who described it as a “scary experience”. It focuses on the physical discomfort and presents the dangers: “–4”/ “the bitter cold... good kicking.”

The tabloid presents a positive image of the Prince “But he was determined to do it” which also adds to the sense of drama.

Centrepoin’s boss uses the rule of three as he graphically describes the night: “Out of my... Out there”. The tabloid’s reference to detail, e.g. his clothes and lack of sleep, also adds to the “human interest” element of the story.

The tabloid uses a colourful metaphor to describe the prince's decision: "pick up the gauntlet" whereas the broadsheet is less dramatic, describing the prince being "challenged...to experience being homeless"

The style of the broadsheet is more detached: "The pair bedded down..."

Credit any other valid material

Section A

**AVAILABLE
MARKS**

12

30

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** Assess the **news value** of the five breaking stories. Decide which **three** stories have the **best news value** for the **lunchtime news bulletin** for a **regional TV station in Northern Ireland**. Give reasons to support each of your choices.

Candidate response time: 13 minutes. (AO2 and AO4)

These three stories are the only acceptable answers. If a candidate fails to select the correct stories then no marks can be awarded for the supporting reason/s.

Crediting the reasons presented in support of valid selections.

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

3 marks: to a wholly convincing explanation

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

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

Story 1: *PRIMARK'S BELFAST BRANCH SEES STRONG SALES GROWTH* [1]

Reason/s: Story deals with a local/regional branch of a national chain. This represents a "good news" story during difficult economic times. [3]

Story 2: *NORTHERN IRELAND HOSPITAL INFECTIONS FALL BY UP TO 40%* [1]

Reason/s: A local/regional story that ties in local parliamentary business with an issue – MRSA rates – that has been in and out of local news over the last series of years. [3]

Story 3: *VOMITING BUG CLOSSES THREE WARDS AT ULSTER HOSPITAL* [1]

Reason/s: A local health issue – the Ulster Hospital is one of the region's biggest hospitals and an outbreak of this type is both serious and of considerable local interest. [3]

Credit any other valid reasons given

12

- 4 You are working for “**Believe**” a PR company. One of your celebrity footballers, Roy Kennedy, has been fined for a speeding offence close to a primary school.

Write a press release on behalf of the footballer **apologising for his behaviour**.

Candidate response time: 14 minutes (AO2 and AO4)

Mark Band 3 ([10]–[13])

A confident, skilled and convincing development

- a press release, appropriate format and style of writing, demonstrating an assured grasp of the required contrite tone/voice
- clear markers within the statement that emphasise the player’s sincerity – potentially including the use of rhetorical devices
- accurate spelling, grammar and punctuation. Fluent, concise expression helps to create a commanding and persuasive statement

Mark Band 2 ([5]–[9])

Consciously developed and generally successful writing

- an appropriate format and style of writing for a press release, demonstrating some understanding of required tone/voice – straightforward attempt
- some clear markers within the statement that may emphasise the player’s earnest intentions to make up for his “error” – perhaps including an attempt to make use of rhetorical devices
- mainly fluent and accurate expression that creates a persuasive statement. There may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

A basic attempt

- heavily reliant on the original information, not clearly organised, demonstrating a rudimentary sense of audience
- some evidence of an effort to create a suitable format and style of writing
- a simple control of tone that attempts to be appropriate for this type of statement
- use spelling, punctuation and grammar in a straightforward manner

Mark Band 0 ([0])

No meaningful attempt to respond to the question

AVAILABLE
MARKS

13

Section B

25

Section C

AVAILABLE
MARKS

This section tests **AO2** and **AO4** **evaluating evidence, making reasoned judgements and presenting items in a manner appropriate for audience and purpose.**

- 5 As a sub-editor of a national online “**broadsheet**” newspaper, you have put the following headline on a story filed by the paper’s reporter on sporting issues.

Write a 15–25 word caption for the picture.

Candidate response time: 5 minutes. (AO2 and AO4)

Mark Band 3 ([5])

- a fluent sentence/question that falls within the stated word limits
- content that reinforces/enhances the direction implied by the headline
- a tone that ties in with the negative nature of the headline
- awareness of the expectations of a factual broadsheet approach
- accurate spelling, punctuation and grammar.

Mark Band 2 ([3]–[4])

- a straightforward sentence/question that falls within the stated word limits
- content that generally reflects the direction implied by the headline
- a tone that has taken some cognisance of the “negative nature” of the headline
- some awareness of the expectations of a factual broadsheet approach
- mostly accurate spelling, punctuation and grammar

Mark Band 1 ([1]–[2])

- a basic statement/sentence/question
- content that has some relevance to the headline
- a rudimentary attempt to use tone
- limited awareness of the expectations of a factual broadsheet approach
- spelling, punctuation and grammar which may contain significant errors

Mark Band 0 ([0])

No meaningful attempt to respond to the question

5

- 6 **Running Today** is a specialist running magazine aimed at all of those interested in competitive running. The magazine has hired you to write a **200 word feature** on two highly talented local runners. Top 1500 metre running rivals Ben Brown and Patrick McGurk are in direct competition for the single 1500 metre slot available in the Olympic team. Next month their critical showdown will take place at Mallusk. Afterwards the selectors will decide which one of these runners will go to the Olympics. Develop your article based on what you consider to be the significant information.
Candidate response time: 23 minutes. (AO2 and AO4)

Mark Band 3 ([14]–[20])

A confident, skilled and convincing 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 direction/angle
- purposeful selection from the source material in order to sustain the article’s direction/angle
- confident journalistic structuring with information organised clearly and coherently
- precision in the use of language so that the writing is assured and accurate – the article will be of the required length

Mark Band 2 ([7]–[13])

Consciously developed and generally successful writing

- writing that engages the target readership in a straightforward manner, developing a suitable form and style of writing and an appropriate direction/angle
- selection from source material that generally sustains the article’s direction/angle
- a conscious attempt at journalistic structuring that generally matches purpose and audience with information being organised coherently
- a competent use of straightforward language with spelling, punctuation and grammar employed mainly accurately; the writing may display moments of liveliness and the article will be close to the required length

Mark Band 1 ([1]–[6])

A basic attempt

- 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 direction/angle
- over-reliance on the source material
- a rudimentary attempt at journalistic structuring of the article that exhibits some simple sense of purpose and audience and a basic attempt to organise information
- writing that demonstrates a basic level of fluency and accuracy

Mark Band 0 ([0])

No meaningful attempt to respond to the question

Section C

Total

**AVAILABLE
MARKS**

20

25

80

