



Rewarding Learning

General Certificate of Secondary Education
January 2013

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

Unit 1: The Journalism Industry and
Skills for Journalism

[GJR11]

FRIDAY 11 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

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

Candidates must:

- recall, select and communicate 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.

Mark Bands

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 list below select **four** examples of what you would expect to see in a **television news programme**.
Give **one** reason for each selection.

Candidate response time: 5 minutes.

- (i) **Piece to camera** [1]

Reason: A piece to camera is the process whereby a reporter or news presenter speaks directly to viewers through the camera. [1]

- (ii) **News package** [1]

Reason: A news package is a pre-recorded television news story which is introduced live by the news reader. It is the means by which news story details are broadcast. [1]

- (iii) **Stock footage** [1]

Reason: Stock footage is film or video footage which is stored in a station's library to be used as needed for television news stories. It is used to illustrate stories. [1]

- (iv) **Standard Out Cue** [1]

Reason: The standard out cue is the form of words agreed by a television station and used by all reporters at the station to sign off at the end of a story. [1]

Accept other valid responses.

8

- 2 (a) **Compare and contrast** how the **coverage** of the story is developed on the website and in the newspaper.

AVAILABLE
MARKS

You should consider:

- the approaches taken to the story
- the detail of the coverage; and
- the information used.

Candidate response time: 9 minutes.

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

Mark Band 3 ([8]–[10])

Characterised by a sound understanding in:

- considering the different levels of and 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 article
- analysing a range of appropriate examples from both articles
- selecting an appropriate form and style of writing with information organised clearly and coherently
- using correct spelling, punctuation and grammar.

Mark Band 2([5]–[7])

Characterised by an understanding that is competent and straightforward in presenting:

- an overall grasp of the different levels of information present in the articles
- comments about the target readerships for these two articles and the possible effect on the level and type of information included in each
- a series of suitable, relevant examples some of which will be supported by analysis
- an appropriate style of writing where meaning is clear although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

Characterised by some basic understanding in presenting:

- some of the broad differences in level and detail of the information present in the articles
- some general remarks about different target readerships may be offered
- some examples to support a general grasp of the main differences
- a response which may lack clarity and may contain significant grammatical, punctuation or spelling errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

Checklist for both articles

Article B is typical of a red top tabloid. It uses as its intro the most sensational fact, that children as young as nine are sleeping rough, using the main dispute between tourism and charity leaders as a second strand to the story.

Article A gives a more measured approach, focusing on the debate on what the Olympic village should be used for.

- Article A does not use the fact that children as young as nine are sleeping rough as its main angle.
- Article B uses the most sensational fact as its intro/angle.
- Article A highlights the economic impact of tourism in the quotation it singles out.
- Article A provides links to previous stories about tourism, the Olympics and homelessness.
- The headline on article B totally ignores the debate over the use of the Olympic village.
- Article A only uses the quotes from Barney Philips necessary to illustrate his argument.
- Article A presents the facts of both arguments and leaves it for the reader to make up his/her own mind. Article B passes judgement on the situation (in a crazy judgement on our society).
- The headline on article B also directs the reader to make a particular judgement, i.e. children are in danger so the charity workers must be right.
- Article A gives more background whereas article B leads the reader to believe that the entire Olympic village may be given over to tourism.

Credit any other valid material.

[10]

10

AVAILABLE
MARKS

- (b) **Compare** and **contrast** how **language** is used to support the approach taken in each article.

AVAILABLE
MARKS

Candidate response time: 11 minutes.

Mark Band 3 ([9]–[12])

Characterised by a sound understanding in presenting:

- a clear analysis of how language develops and creates a tone that is appropriate to each article
- the central differences in the desired outcomes for these two articles based on a confident recognition of the target readerships
- a perceptive use of examples to demonstrate how language has been used to achieve goals for each of these two articles
- an appropriate form and style of writing with information clearly and coherently organised
- correct spelling, punctuation and grammar.

Mark Band 2 ([5]–[8])

Characterised by an understanding that is competent and straightforward in presenting:

- an overall grasp of how language develops and creates a tone that is appropriate to each article
- comments about the main differences in the desired outcomes for these two articles based on a recognition of the target readerships
- a series of suitable examples that show a broad understanding of how language has been used to achieve different goals for each of these two articles
- an appropriate style of writing where meaning is clear although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

Characterised by some basic understanding of:

- the way in which language can be used to develop tone in these two articles
- the main differences in these two articles and that this is due to different target readerships
- how language has been used through an attempt to present examples some of which may be relevant and may be supported by simple content
- a suitable style of writing although response may lack clarity and may contain significant grammatical, punctuation or spelling errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to question.

Checklist for both articles

Article B uses slang, alliteration and abbreviated words as much as possible whereas Article A uses straightforward and objective language to support its approach.

- Article A gives the people quoted their full titles – Ms Chambers/Mr Philips.
- Article B refers to people quoted by their surnames only.
- Article B uses slang clichéd alliteration such as “collision course” and “big business bosses.”
- Article B describes Barney Philips as homelessness crusader while article A gives him his name at all times.
- Article A maintains the convention of starting a sentence with the word “However” while article B uses the word “But” to increase the pace of the story.
- Article A refers to the Olympic village as a complex and apartments, thereby using more straightforward language. Article B uses the more casual clichéd term “luxury pads.”
- Article B uses the word “kids,” arousing sympathy for the homeless while article A describes the children as “young boys and girls” in its quote from Barney Philips.

Credit any other valid material.

[12]

12

Section A

30

**AVAILABLE
MARKS**

Section B

AVAILABLE
MARKS

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

3 Assess the news value of the five breaking stories below for an evening **television news programme** in **Scotland**.

Choose which **three stories** would have **the best regional news value** for an evening television news programme in Scotland. Give an explanation for each choice.

Candidate response time: 13 minutes.

Award [1] for each correct selection.

To award marks for explanations given, use the criteria below in conjunction with the suggested explanations which follow:

[3]: to a wholly convincing explanation

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

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

Story 1: *Ayrshire Farmer Grows Huge Turnip* [1]

Explanation: This is a good regional news story and provides excellent opportunity for moving image pictures. It is directly relevant to target audience. [3]

Story 3: *Head Teachers Call for Longer Christmas Holidays* [1]

Explanation: This story has particular importance in Scotland given recent harsh winters. It also provides an opportunity to use footage from the classroom and stock/archive footage of snow covered countryside. [3]

Story 5: *Don't Break Up Union Appeal* [1]

Explanation: This is a serious and important story about Scotland's future constitutional state and is highly relevant as the Scottish parliament prepares for a referendum on independence. It also provides opportunities for interviews with well known political figures as well as good moving image pictures. [3]

12

- 4 You are the Public Relations Officer at the Le Strade Publishing House, which represents best-selling British novelist June Reeves. The author has been criticised by anti-racism campaigners over her latest novel, *At Home Among the Roses*. Campaigners claim the plot and key characters promote anti-immigrant bias.

Write a 120-word press release defending Ms Reeves against the accusations.

Candidate response time: 14 minutes.

Mark Band 3 ([10]–[13])

Characterised by the skilled development of:

- an appropriate style and format for a press release
- a statement that demonstrates an assured grasp of the required emphatic tone/voice
- clear evidence there are several target audiences for this statement and that these have been a key consideration in the re-formulating of the information clearly and coherently
- clear markers within the statement that emphasise your client’s good intentions and good will
- fluent, concise and accurate spelling, grammar and punctuation with expression that creates a succinct, commanding and persuasive statement within the word limit.

Mark Band 2 ([5]–[9])

Characterised by a conscious and generally successful attempt to produce:

- an appropriate format and style of writing for a press release
- a statement that requires some understanding of emphatic voice and tone
- text shows evidence there are several target audiences and these have been recognised clearly in the statement
- some clear markers within the statement that may emphasise the client’s desires and intentions
- generally accurate and fluent expression, although there may be some errors in spelling, punctuation and grammar.

Mark Band 1 ([1]–[4])

Characterised by a basic attempt to:

- create a suitable format and style of writing
- adopt a tone that is appropriate for this type of statement
- present a text that is likely to be heavily reliant on the original information
- demonstrates an attempt to organise the material and has a rudimentary sense of audience
- spelling, punctuation and grammar may contain errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to the question.

Checklist: possible angles

- June Reeves is to make a donation to an anti-racism charity.
- June Reeves apologises for racist interpretation of her latest novel.
- June Reeves is horrified that she should be considered racist.
- June Reeves’ entire political philosophy is anti-racist.
- June Reeves’ family background is steeped in multiculturalism.

[13]

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 broadsheet/compact newspaper, you receive the photograph and headline below.
The photograph and headline are to be used for an article about teenage body piercing.

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

Candidate response time: 5 minutes.

Mark Band 3 ([5])

Characterised by:

- a fluent sentence/question which falls within the stated word limits
- content that reinforces/enhances the headline
- a tone that reflects the warning inherent in the headline
- evident awareness of the measured broadsheet approach
- accurate spelling, punctuation and grammar.

Mark Band 2 ([3]–[4])

Characterised by:

- a straightforward sentence/question that falls within the stated word limits
- content that generally supports the headline
- a tone that has taken some cognisance of the warning of the headline
- some awareness of the measured broadsheet approach
- mostly accurate spelling, punctuation and grammar.

Mark Band 1 ([1]–[2])

Characterised by:

- a basic statement/sentence/question that may fall within the stated word limits
- content that has some loose relevance to the headline
- a rudimentary attempt to use tone
- some awareness of the expectations of a measured broadsheet approach
- spelling, punctuation and grammar may contain significant errors.

Mark Band 0 ([0])

Characterised by no attempt to respond to the question.

[5]

5

- 6 You are a reporter for *Morning Today* national television programme. You have to write the script for a 60-second story previewing an upcoming by-election for the Smallvalley constituency to the House of Commons.

Use the following information (**biographic details and separate interviews with two leading candidates**) to write the **180-word script**. The script will be read by the studio presenter.

Candidate response time: 23 minutes.

Mark Band 3 ([14]–[20])

Characterised by sound and skilled development:

- writing that positively engages the target audience in a sophisticated manner, demonstrating clear evidence of an appropriate form and style of writing and an appropriate angle/direction
- skilled and purposeful selection of the source material that consistently sustains the script’s purpose
- confident journalistic structuring that exhibits a close match between audience and purpose with information organised clearly and coherently
- precision in the use of language so that writing is assured and accurate and the script will be of the required length.

Mark Band 2 ([7]–[13])

Characterised by straightforward and generally effective writing that:

- engages the target audience in a straightforward manner
- demonstrates endeavour to develop a suitable form and style of writing and an appropriate angle
- selects from source material that generally sustains the script’s angle
- shows a conscious attempt at journalistic structuring that exhibits a match between audience and purpose with information organised coherently
- displays a competent use of straightforward language with spelling, punctuation and grammar employed mainly accurately, the writing may display glimpses of liveliness and the article will be close to the required length.

Mark Band 1 ([1]–[6])

Characterised by basic writing:

- some evidence of an elementary awareness of the target audience
- the article may demonstrate a basic attempt to select an appropriate form and style of writing and an appropriate angle
- a rudimentary attempt at journalistic structuring of the script that exhibits some simple sense of audience and purpose and a basic attempt to organise information
- writing that demonstrates a very basic level of fluency and accuracy in spelling.

Mark Band 0 ([0])

Characterised by no attempt to respond to the question.

Checklist: possible angles

The Labour Party is hoping to hold on to the seat by using a candidate with a track record in job creation.

The contest is one of business versus the small person.

The economic needs of the constituency.

Economic expert versus economic victim.

[20]

20

Section C

25

Total

80

**AVAILABLE
MARKS**