



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2014**

---

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

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

**[GJR11]**

**FRIDAY 10 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 their knowledge and understanding of the specified content in context (AO1);
- analyse and respond to media texts, evaluate data and make reasoned judgements (AO2); and
- construct and evaluate their own media items and present them in a manner appropriate for audience and purpose (AO4).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions.

Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should be awarded for valid responses and no marks should only be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

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

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

### **Mark Bands**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which mark band to award, examiners should bear in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular band to award to any response, examiners should use the following guidance.

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

### **Quality of written communication**

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

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

## Section A

AVAILABLE  
MARKS

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

- 1 From the list below, **select four duties** which you would expect a producer working on a news programme on a **national radio station** to carry out. Give **one** reason for each selection.

**Candidate response time: 5 minutes**

- (i) **Monitor programme for legal issues** [1]

**Reason:** A producer is an experienced journalist who has an in-depth knowledge of journalism law. It is up to the producer to ensure no laws are broken in a broadcast. [1]

- (ii) **Liase with producers on other current affairs programmes** [1]

**Reason:** If a story is important enough, it will be covered across a range of radio programmes. It is up to the news producer to share his or her research with programmes broadcast later in the day and, likewise, to select interviews etc. which have been broadcast on earlier programmes for inclusion in the news. [1]

- (iii) **Decide on news running order** [1]

**Reason:** The producer will have a keen news sense and an in-depth knowledge of the station's target audience. Based on these qualities, he or she will decide on which stories are most important to the target audience. [1]

- (iv) **Decide on interviewees for news stories** [1]

**Reason:** The producer will know who can best explain a breaking news story and who is likely to suit radio. [1]

**Accept other valid responses**

8

- 2 (a) **Compare and contrast** how the local weekly newspaper and red top tabloid newspaper develop their **coverage** of the story. You should consider: the information used, the detail of coverage, the angle taken.

**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 newspaper
- analysing a range of appropriate examples from both sources
- selecting an appropriate form and style of writing with information organised clearly and coherently
- using correct spelling, punctuation and grammar.

**Mark Band 2 ([5]–[7])**

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

- an overall grasp of the different levels of information present in the articles
- comments about the target readerships for these two types of papers 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 A, the weekly newspaper report, is longer than article B, the red top tabloid version.
- Article B uses a more sensational and human interest headline.
- Article A goes for the straight report of the fact that the Christmas campaign has been launched.
- Article A focuses on what the police intend doing, presenting the police message in a methodical way.
- Article B's intro focuses on a human interest angle, a mother trying to cope with the death of her son.
- Article B appeals to human emotion, highlighting the pain suffered by Mary Smith.
- Article B is more subjective. The report surmises what Mary Smith must be going through.
- Article B uses the fact that police want people to inform them of any drunk drivers they see whereas Article A mentions this in passing without highlighting it.
- Article B does not name the vintners' spokesman and describes him as a spokesman for Northern Ireland bar owners.

**Credit any other valid material.**

**AVAILABLE  
MARKS**

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

**Candidate response time: 11 minutes**

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

**Mark Band 3 ([9]–[12])**

Characterised by a sound understanding in presenting:

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

**Mark Band 2 ([5]–[8])**

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

- an overall grasp of how language develops and creates a tone that is appropriate to each type of paper
- 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 papers
- 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**

Weekly newspapers tend to use more formal language while red top tabloids use a range of linguistic effects to support the angle taken and to relate to their target readership.

- The headlines used set separate tones for each article. Article A takes the reader beyond the emotion of the story while Article B tries to draw the reader by focusing on tragedy, contrasting the happiness of Christmas with the heartbreak of grief.
- Article A uses straightforward language.
- Article A gives all contributors to the story their full titles.
- Article B is highly subjective, opening with an adjective “Courageous.”
- Article B uses alliteration where possible “Yuletide yob.”
- Article B uses slang words for Christmas wherever possible, “Yuletide.”
- Article B fails to give Chief Superintendent Bob Walker his full title, referring to him as chief Bob.
- Article A refers to Mary Smith as Mrs Smith whereas Article B uses her first name.
- Article B uses the word “ploughed” to describe how the car struck Jeremy Smith, creating a more sensational picture of his death.

**Credit any other valid material.**

**Section A**

**AVAILABLE  
MARKS**

**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 below for the **evening weekday** news for a **Northern Ireland regional radio station.**

Select the **three** stories that would have the **best news value.**  
Give **one** reason for each choice.

**Candidate response time: 13 minutes**

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

Award [1] for each valid selection.

Award marks for reasons given as follows:

[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: Floods in Queensland, Australia** [1]

Reason: A story which centres around a natural disaster affecting a large number of people in a highly-populated area. Two women from Northern Ireland were caught up in the tragedy and were the focus of a successful rescue attempt. [3]

**Story 3: Swapping Hollywood for Holywood** [1]

Reason: This story has celebrity appeal and is likely to be followed by the world press. The local appeal is highlighted by the venue and the family links to the local area. [3]

**Story 4: Auditions for Phantom of the Opera** [1]

Reason: A story which will interest all those who follow reality television. The successful progression of 2 local men means the story has longevity, while the traffic congestion element helps inform listeners as to the reason for the short-term disruption. [3]

12

- 4 You are the Public Relations Officer for **Prem-elite Sports Management**. Premier League footballer, Jason Armstrong, has been ridiculed in the press for parking in a disabled space during the January sales.  
**Write a 120 word press release** which will limit any further damage to Mr Armstrong’s public image/fan base.

**Candidate response time: 14 minutes**

**Mark Band 3 ([10]–[13])**

Characterised by the skilled development of:

- an appropriate style and format for a press release
- a statement that demonstrates an assured grasp of the required voice and tone
- clear evidence of the target audience for this statement and that they have been a key consideration in the re-formulating of the information clearly and coherently
- clear markers within the statement that emphasise your client’s desire to apologise and make amends for his error in judgement
- accurate spelling, punctuation and grammar with fluent expression that creates a succinct, commanding and persuasive statement within the word limit.

**Mark Band 2 ([5]–[9])**

Characterised by a conscious and generally successful attempt to produce:

- an appropriate style and format for a press release
- a statement that demonstrates some understanding of the required voice and tone
- a text that recognises the target audience and clearly reorganises the information in the statement
- some clear markers within the statement that may emphasise your client’s desire to apologise and make amends for his error in judgement
- generally fluent expression that creates a persuasive statement close to the word limit
- generally accurate expression, although there may be some errors in spelling, punctuation and grammar.

**Mark Band 1 ([1]–[4])**

Characterised by a basic attempt to:

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

**Mark Band 0 ([0])**

Characterised by no attempt to respond to the question.

**Checklist of possible angles/approaches**

Any one of the following:

- Jason Armstrong’s commitment to his fans
- Jason Armstrong’s appeal for disabled parking spaces to be used responsibly.

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 the sub-editor of a **national broadsheet newspaper** you receive the photograph and headline below from the Lifestyle Editor.

The photograph and headline are to be used in an article about how the hobbies of middle-aged people have changed since the turn of the millennium.

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

**Candidate response time: 5 minutes**

### **Mark Band 3 ([5])**

Characterised by:

- fluent sentence/question/statement which adheres to the stated word limit
- content that reinforces/enhances the direction implied by the headline
- a tone that ties in with the positive view inherent in the headline
- accurate spelling, punctuation and grammar.

### **Mark Band 2 ([3]–[4])**

Characterised by:

- straightforward sentence/question/statement that falls within the stated word limit
- content that generally implies the direction suggested by the headline
- a tone that has taken some cognisance of the positive stance of the headline
- mostly accurate spelling, punctuation and grammar.

### **Mark Band 1 ([1]–[2])**

Characterised by:

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

### **Mark Band 0 ([0])**

Characterised by no attempt to answer the question.

5

- 6 You are a reporter on the *Quick Fire Cook* television programme, a weekly cookery programme on Northern Ireland television. You have been assigned to complete a **60 second package** on the two finalists in the Chef of the Year competition.

**Your 180 word script** should focus on the most newsworthy qualities of Newry chef, Meg Welsh and Coleraine chef, Sam White.

You should base your script on the following notes and research and you should make use of the enclosed quotations.

**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
- consistent and sustained direction through skilled and purposeful selection of the source material
- confident journalistic structuring that exhibits a close match between audience and purpose with information organised clearly and coherently
- precision in the use of language so that writing is precise, assured and accurate and the script will be of the required length.

### **Mark Band 2 ([7]–[13])**

Characterised by straightforward and generally effective writing:

- engaging the target audience in a straightforward manner endeavouring to develop a suitable form and style of writing and take an appropriate angle and approach
- selecting from source material to generally sustain the script's direction/angle
- demonstrating a conscious attempt at journalistic structuring to match audience and purpose with coherently organised information
- demonstrating a competent use of straightforward language with spelling, punctuation and grammar employed mainly accurately; the writing may display glimpses of liveliness and the script 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 script may demonstrate a basic attempt to select an appropriate form and style of writing and take an appropriate angle/direction
- a rudimentary attempt at journalistic structuring of the script to exhibit some simple sense of audience and purpose and a basic attempt to organise information
- demonstrating a very basic level of fluency and accuracy in spelling, punctuation and grammar.

### **Mark Band 0 ([0])**

Characterised by no attempt to respond to the question.

20

**Checklist: Possible direction**

- Contrast difference between French cuisine of Welsh and local approach of White.
- Highlight fact that people are willing to travel long distances to eat at each restaurant.
- Use approaches to cooking “creativity of food” and “food must entertain” in intro (introductory paragraph).
- Contrast different backgrounds of the two chefs.

**Section C**

**Total**

**AVAILABLE  
MARKS**

**25**

**80**