



*Rewarding Learning*

**General Certificate of Secondary Education  
2016**

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

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

**[GJR11]**

**THURSDAY 23 JUNE, MORNING**

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**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 news producer working on a **regional BBC radio station** to carry out.

Give **one** reason for each selection.

**Candidate response time: 5 minutes**

**Example 1 – Write story/package lead-in for presenter.** [1]

**Reason:** As radio news must work to strict deadlines, producers must prepare a lot of the material for presenters/anchors. This task would include writing lead-ins or introductions for packages which would then be read by the presenter on air. [1]

**Example 2 – Edit news packages.** [1]

**Reason:** A producer would have to ensure that a news package compiled by a broadcast journalist or reporter fits the time allocated to the story in a radio news show, and ensure that the package complies with the BBC Producers' Guidelines and Ofcom's Broadcasting Code. [1]

**Example 3 – Check news package content for legal issues.** [1]

**Reason:** One of the key responsibilities of a radio news producer is to ensure that output does not breach journalism and broadcasting law. [1]

**Example 4 – Oversee and co-ordinate live news show.** [1]

**Reason:** A producer works closely with a presenter – often through talkback – to feed questions. He or she would also be responsible for queuing up pre-recorded packages and interviews for the show. These would be listed on the show's cue-sheet in the correct broadcast order. [1]

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- 2 (a) **Compare and contrast** how the local weekly newspaper and the online red top tabloid 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 article
- 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 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.

10

### Checklist for both articles

- Article A, the local weekly newspaper, provides more information on the wider issue, e.g. the impact on the village.
- By contrast Article B focuses on the sensational aspects of the fight.
- The main angle of Article A focuses on the call for a ban on sports parties.
- Article A does not seek to trivialise or minimise the seriousness of the mini riot.
- Article A approaches the story from the point of view of the residents of Northgate and focuses on the impact on them.
- Article A gives much more presence to the role of the police, pointing out that police brought the situation to an end. It also carries a comment from the police.
- Article A points out that police will be sending a report to the local council for discussion on the issue.
- Article B trivialises the riot in its headline by reducing it to a “bap fight.”
- Article B mocks the rural aspect of Northgate by highlighting Mrs Walmsley-Haughton’s comment – “What would their mothers think?”
- Article B’s target readership is broader. This is reflected in the tabloid painting a picture of Northgate as a “sleepy” village.
- Article B further contrasts the violence from the Belfast teams with the rural setting by pointing out that the fight took place on the “village green.”
- Article B focuses heavily on the nature of the fight rather than leading with the call for a ban on visiting sports clubs’ drinking parties.
- Article B invites readers to get involved in the story by posting their views, thereby adding to the incident as a form of entertainment.
- Article B’s lay-out – with its use of bullet points to highlight what happened – increases the pace of the story and is a convention of on-line journalism.
- Article B is much shorter than Article A to appeal to its on-line readership.

**Credit any other valid material.**

AVAILABLE  
MARKS

- (b) **Compare and contrast** how **language and tone** is used to support each article'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 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 type of 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 response which may lack clarity and may contain significant errors in grammar, punctuation or spelling.

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

Characterised by no attempt to respond to question.

**Checklist for both articles**

- Article A uses longer sentences and more detailed paragraphs, thereby slowing the pace of the story.
- Article A gives Mrs Walmsley-Haughton her full name, including Victoria. It also gives the local councillor his full formal name.
- Article A uses straightforward language which would not sensationalise what happened.
- The language used in Article A does not direct the reader to form any opinion of Mrs Walmsley-Haughton as it continually shows respect by using her title.
- Article B reduces the situation further by using the stereotypical term “jolly hockey sticks” to describe the players.
- From the outset Article B uses words that make the incident appear humorous. This includes using the word “bap” rather than “bun” or “cake”.
- Article B consistently uses alliteration to increase the pace and excitement of the story. This includes “bloody battle” and “Clash of the Clubs.”
- Article B fails to give Mrs Walmsley-Haughton her title, referring to her dismissively as “Walmsley-Haughton.”
- Article B uses the shortened version of Mr Coulson’s name, Jerry rather than the formal “Jeremiah.” This would contribute to its more casual approach to the story.
- Article B describes Mrs Walmsley-Haughton as Women’s Institute “boss” whereas Article A describes her as “president.” This again highlights Article B’s more casual approach, playing down the seriousness of the fight in favour of the humour.

**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 bulletin.**

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

[3]: to a wholly convincing explanation

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

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

**Story 3: University Fees Set to Double** [1]

Reason: A story which will affect many students and families in Northern Ireland. The Students' Union response highlights the controversy surrounding the decision. There will be opportunities to include vox pops from those currently studying in NI universities as well as parents and AS/GCSE students. [3]

**Story 4: Security Alert Declared Safe** [1]

Reason: An important update to the story which would have featured in earlier bulletins. Residents and motorists will be reassured by the resolution of the story. Clips from the residents provide a human interest facet to the story. [3]

**Story 5: Class Sizes Largest in Europe** [1]

Reason: This story has the potential to impact upon a large proportion of society. The views of parents and teachers can be represented in the immediate reaction to the ministerial decision. [3]

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- 4 You are the Public Relations Officer for **NI Rail**, a private company that provides train transport in Northern Ireland.

**NI Rail** are opening their state-of-the-art railway control centre in Lisburn.

**Write a 120-word press release** which will announce the opening of this new control centre.

**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 the client’s desire to promote the benefits of the new facility
- 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 the client’s desire to promote the benefits of the new facility
- 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 suitable spelling, punctuation and grammar that may contain errors.

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

Characterised by no attempt to respond to the question.

**Checklist of possible angles/approaches**

Any one of the following:

- Infrastructure improvement and job boost
- Improved transport links for customers

**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 **regional daily newspaper** you receive the photograph and headline below from the News Editor.

The photograph and headline are to be used in an article about Bank Holiday traffic jams.

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

**Candidate response time: 5 minutes**

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

Characterised by:

- a 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 negative view of the traffic congestion inherent in the headline and the photograph
- accurate spelling, punctuation and grammar.

**Mark Band 2 ([3]–[4])**

Characterised by:

- a 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 negative view of the traffic congestion inherent in the headline and the photograph
- 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 with *Business Monthly*, a monthly Northern Ireland business magazine. You have been assigned to write a preview of the Business Person of the Year award.

**Your 200-word article** should focus on the most newsworthy attributes of the two candidates shortlisted for the award, Mary Newton and James Dalton. You should base your article on the following notes and research.

**Candidate response time: 23 minutes**

**Mark Band 3 ([14]–[20])**

Characterised by sound and skilled 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 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 assured and accurate and the article will be of the required length.

**Mark Band 2 ([7]–[13])**

Characterised by straightforward and generally effective writing:

- engaging the target readership 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 article'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 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 readership
- the article 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 article 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.

AVAILABLE  
MARKS

20

**Checklist: Possible direction**

- Contrast the differences in the two businesses, one retail and one industry.
- Contrast old family business against new start-up.
- Clash between the established business and the entrepreneur.
- Focus on the different business philosophies.
- Contrast the two different markets with Bags of Taste focusing in Northern Ireland and the UK and SuperSeal on the wider EU marketplace.
- Focus on the size of the respective businesses.
- Highlight the difference in value of the two businesses.

**Section C**

**Total**

AVAILABLE MARKS	
	25
<b>Total</b>	<b>80</b>