



*Rewarding Learning*

**General Certificate of Secondary Education  
January 2015**

---

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

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

**[GJR11]**

**FRIDAY 16 JANUARY, MORNING**

---

**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 features** which you would **not** find in a print newspaper. Give **one** reason for each selection.

**Candidate response time: 5 minutes**

**Example 1 – Breaking News** [1]

**Reason:** Breaking news is a regular column on online news sites. It enables such sites to update news as it emerges. [1]

**Example 2 – Audio Clip** [1]

**Reason:** An audio clip cannot be played on a print newspaper. It is common on play-again features on broadcast news websites. [1]

**Example 3 – Standard Out Cue** [1]

**Reason:** A Standard Out Cue is the means by which a reporter ends a broadcast report, adhering to house style. It is not, therefore, to be found on a print outlet. [1]

**Example 4 – Jingle** [1]

**Reason:** A jingle is a music accompaniment to a news programme or a station logo which is played at regular intervals during programmes. It cannot be played on a print newspaper. [1]

8

- 2 (a) **Compare and contrast** how the red top tabloid and the regional daily newspaper develop their **coverage** of the story. You should consider – the information used/the detail of coverage/the angle taken to the story.

**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**

Typical of a red top tabloid, Article A is shorter than the regional daily, Article B. It focuses on an aspect of the story that it believes its readers may identify more with.

By contrast Article B (regional daily newspaper) provides more considered and detailed information.

- Article A focuses on the school rather than the illness.
- Article A highlights the former pupils rather than focusing solely on the subject of the story i.e. the outbreak of food poisoning.
- In its intro, Article B points out that the school has been exonerated of any blame.
- Article A highlights the fact that the school has a Latin motto and that local people speak disparagingly of it.
- Article A implies that the school is at fault.
- Article A almost implies that the school deserves what it gets for being “elitist.”
- Article B provides a measured attempt to present all facts.
- Article B does not focus on the school, apart from mentioning that it is a public school and the fees are £30,000-per-year.
- Article A uses only those parts of quotations which fit its disparaging approach to the concept of public schools.
- Article A translates “critical” as “fighting for their lives.”
- Article B adopts a more positive approach to the school.

**Credit any other valid material.**

[10]

- (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 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])**

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**

From the outset, Article A (the red top tabloid), uses language to set its tone.

- Article A uses alliteration in the headline to appeal to its target readership, making its headline more jingoistic.
- Article A is quicker to use slang, even in its headline (Toffs).
- Article A uses pejorative adjectives in describing the school (posh and elitist).
- Article A adapts titles to fit with its tabloid approach (public health official becomes health watchdog).
- Article A uses short sentences.
- The word count on article A is much shorter.
- More subordinate clauses are used in Article B.

**Credit any other valid material.**

[12]

22

**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 Consider the **news value** of the five breaking stories below for the **morning weekday news** for a **Northern Ireland regional television 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.  
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 2: Intensity of Winter Floods Set to Increase** [1]

Reason: A story which will affect many areas of Northern Ireland. Opportunities to show stock footage of previous floods and/or interviews with the scientists Northern Ireland Environment Ministers/spokesperson and/or graphics to explain the findings. Public service element to the story. [3]

**Story 3: Crime Rate Drop** [1]

Reason: This story will reassure the public in Northern Ireland that there have been significant measures taken to counteract crime. Opportunities for vox-pops and interviews with PSNI officers/Neighbourhood Watch participants. [3]

**Story 4: Car Parking Charges Cause Controversy** [1]

Reason: This story has the potential to impact upon a large proportion of society. The dilemma between health benefits and an extra financial burden could be exploited audio-visually through the views of NICE and the Tax Payers' Alliance being represented. [3]

12

- 4 You are the Public Relations Officer for the **Make a Difference** charity. The charity **Make a Difference** has enlisted the support of Rugby League international, Philip Corrigan. Mr Corrigan has agreed to act as an ambassador for the charity and is arranging a charity match between professional and amateur players to raise much-needed funds for the charity.

**Write a 120-word press release** which will promote the pro-am rugby match and raise awareness of the charity's work.

**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 promote the match and the charity's profile
- 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 promote the match and the charity's profile
- 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:

- Philip Corrigan's commitment to the pro-am match
- The charity's attempts to raise awareness and funds for the injured children

[13]

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 **local weekly newspaper** you receive the photograph and headline below from a freelance photo-journalist.

The photograph and headline are to be used in an article about how recent recycling initiatives seem to have failed in the local area.

**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 negative view of the community’s lack of environmental responsibility 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 negative view of the community’s lack of environmental responsibility inherent in 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 with **Life Begins at 60**, a monthly magazine focusing on pensioners' issues. You have been tasked with writing an article on the competition to find Northern Ireland's Pensioner of the Year.

**Your 200-word article** should focus on the most newsworthy attributes of the two candidates for the award, Joe McDonald and Amanda Elvery.

You should base your article on the following notes and research you have accumulated about the two candidates.

**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.

20

**Checklist: Possible direction**

- Joe McDonald overcomes the heartbreak of his wife’s death to help others.
- Joe McDonald’s mission in life arises from his determination to keep his wife’s memory alive.
- Joe McDonald’s courage in saving people from burning house.
- Amanda Elvery’s courage in running half marathons after overcoming cancer.
- The secret illness behind radio star, Amanda Elvery.
- Amanda Elvery’s wicked sense of humour.
- Amanda Elvery’s zest for life.
- The joy of life displayed by both candidates.

**Section C**

**Total**

**AVAILABLE  
MARKS**

20

25

80