

GCSE

Journalism

Single Award

January 2009

Mark Scheme

Issued: April 2009

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

MARK SCHEMES (2009)

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.

CONTENTS

	Page
Unit 3	1



Rewarding Learning

**General Certificate of Secondary Education
January 2009**

Journalism: Single Award

Unit 3: The Power of the Press

[GSR31]

WEDNESDAY 7 JANUARY, AFTERNOON

**MARK
SCHEME**

Section A

**AVAILABLE
MARKS**

1 Award [1] for the correct programme and [1] for a reasonable explanation for each of the four answers:

Valid references based on:

Script A

Music Downloads
Update

- DJ Wags
- latest release
- plays live [2]

Script B

Breakfast TV Live

- this morning
- **news** item about a **freak weather** occurrence [2]

Script C

Market Vegetable
Gardener

- carrots/vegetables
- disease threatening crop
- gardeners [2]

Script D

Drama Reviewed

- Romeo & Juliet (drama) – a play
- production team to tell us more
- Shakespeare [2]

8

2 Award [1] for identifying each of the media providers and [1] for each of the two reasons provided:

Valid references based on:

Story One

Pet Concerns slot on
Radio Bizz

- RSPCA vet
- breeding pups
- sole purpose of fighting (animal welfare) (concerns over their health and well-being) [3]

Story Two

SAGA Times

- Cyprus – holiday destination
- best deals for the retired/magazine for over 60s
- low season break suited to retired people [3]

Story Three

Scream Blue Murder

- *The Devil's Dare*
- newly released film
- horror is the focus [3]

Story Four

Teachers' TV

- retiring headmaster/about someone who worked in education
- reflecting on 40 years in education [3]

12

Section A

20

Section B

**AVAILABLE
MARKS**

- 3 Award [2] for each question that cannot be answered “yes” or “no” or with brief responses.

Possible questions may include:

How are you feeling about the birth of your child?

Describe some of the changes you will make to your current lifestyle?

What are your musical plans for the future?

How will the birth of your child affect the recording of the current album?

What plans have you made for your child when the band is on tour? [6]

6

- 4 Use the following level descriptors:

Upper Mark Band [6–7]

Characterised by:

- evidence of skilled organisation of the information to suit the purpose
- an appropriate direction will be identified and developed through relevant references to the notes
- evaluation of the most newsworthy aspects in keeping with the radio specialism
- assured and accurate expression and appropriate length

Middle Mark Band [3–5]

Characterised by:

- evidence of ability in organising the information to suit the purpose
- some awareness of a direction should be supported with references to notes
- some use of newsworthy aspects
- generally engaged tone that takes into account the length of the trailer

Lower Mark Band [1–2]

Characterised by:

- straightforward attempt to organise information
- some relevant information identified with either limited reference to the facts or heavy reliance upon them
- basic approach and levels of accuracy [7]

7

5 Use the following level descriptors:

AVAILABLE
MARKS

Upper Mark Band [6–7]

Characterised by:

- evidence of skilled selection of the details
- appropriate use of reviewing skills with relevant references to the notes
- confident analysis and evaluation of most interesting aspects of book
- assured and accurate expression and appropriate length

Checklist

The following approaches may be adopted:

- Sci-fi thriller aimed at young audiences
- Original and modern plot – scientist mum goes missing
- Interesting title – Invisible Enemy
- Young people will identify with the difficulties of helping to run the home as more parents work longer hours

Middle Mark Band [3–5]

Characterised by:

- evidence of ability to organise information
- some awareness of skills necessary in review writing
- some conclusions on the book which result from analysis of the stimulus material
- generally fluent and accurate writing

Credit any other valid suggestions.

Lower Mark Band [1–2]

Characterised by:

- evidence of straightforward attempt to organise information
- some appropriate conclusions may be drawn with heavy reliance on the notes
- basic coherence and accuracy

[7]

7

6 Use the following level descriptors:

Upper Mark Band [8–10]

Characterised by:

- a skilled evaluation of the information demonstrating a clear understanding
- a high degree of analysis supported by examples of the writers’ use of tone and language
- skilled consideration of the perspectives offered in the two articles

Middle Mark Band [5–7]

Characterised by:

- conclusions drawn from the information, supported by a range of relevant examples
- straightforward consideration of language and tone
- an overall understanding of the development of the viewpoints in both articles

Lower Mark Band [1–4]

Characterised by:

- a simple grasp of the information presented
- a basic attempt to draw broad conclusions about language and tone

Checklist

Passage One

Offers a positive view on testing based largely on opinion and personal experience

- Tests are good when set by teachers
- They sharpen the brain
- Independent cramming can be effective
- Testing “rams” subject home
- Point of learning French without the “dull stuff”?
- Threat of failure ensures success

Passage Two

Presents a negative image of testing emphasising the stressful side-effects on young people

- Head of NUT says tests have negative effect
- Too much pressure on youngsters
- Lots of training time takes up teaching time
- Liberal Democrats have called for tests to be scrapped
- Psychological problems are being created in children as young as six

Credit any other valid suggestions.

[10]

Section B

Total

AVAILABLE MARKS

10

30

50

