



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2018**

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**Journalism in the Media and  
Communications Industry**

**AS Unit 1**

**Journalism in Print**

**[SJR11]**

**THURSDAY 17 MAY, AFTERNOON**

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**MARK  
SCHEME**

## GCE AS JOURNALISM IN THE MEDIA AND COMMUNICATIONS INDUSTRY

### General Marking Instructions

#### **Introduction**

Mark schemes are intended to ensure that the GCE 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.

#### **Assessment objectives**

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

Candidates must:

- demonstrate knowledge and understanding of journalistic concepts, contexts and debates (AO1);
- apply knowledge, understanding and skills when researching, planning and creating journalistic products (AO2); and
- analyse and evaluate existing journalistic products including their own practical work (AO3).

#### **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 17-year-old or 18-year-old which is the age at which the majority of candidates sit their GCE 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 17-year-old or 18-year-old GCE 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**

Mark schemes for 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.

#### **Levels of response**

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.

### **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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Good):** The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a good degree of clarity and coherence. There is a good spread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 4 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organized with the highest degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is exceptionally clear.

## Section A

AVAILABLE  
MARKS

- 1 The **Insert** contains **two** articles, Article 1 and Article 2, which relate to the same news story but are taken from different sources.

Spend **40 minutes** completing the following task.

Compare and contrast the following elements for each article:

- News Angle and Content
- Language and Style
- Target Audience and Ownership

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• sustained and confident awareness of different target audiences and purpose with thorough consideration of the articles' sources</li> <li>• a highly developed ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• clear critical judgement and independent thinking in their reasoning and arguments</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology fluently and effectively to justify arguments and responses</li> </ul>	[16]–[20]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of both articles' use of news angle and content</li> <li>• sound awareness of different target audiences and purpose with consideration of the articles' sources</li> <li>• a good ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• sound critical judgement in their reasoning and arguments</li> <li>• a good quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology appropriately to justify arguments and responses</li> </ul>	[11]–[15]

2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• a straightforward awareness of different target audiences and purpose with some consideration of the articles' sources</li> <li>• an uneven but satisfactory ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• some critical judgement in their reasoning and arguments</li> <li>• a satisfactory level of written communication including spelling, punctuation and grammar, as well as organisation of information, with an uneven application of journalistic terminology to justify arguments and responses</li> </ul>	[6]–[10]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of both articles' use of news angle and content, language and style</li> <li>• a limited awareness of different target audiences and purpose with little attempt to consider the articles' sources</li> <li>• little ability to comparatively analyse and evaluate both articles in relation to content, style and ownership</li> <li>• limited critical judgement in their reasoning and arguments</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information, that is characterised by repeated errors and misapplication of journalistic terminology</li> </ul>	[1]–[5]

AVAILABLE  
MARKS

[0] is awarded for a response not worthy of credit.

### Indicative content for both articles

- **Article 1** is broadly supportive of the music industry's position that piracy is a crime. It gives prominence to the EIA statement, though by way of balance it reports the views of critics such as Wilko Wallace and the independent consumer charity Netwatch.
- **Article 1** targets a largely pro-business readership from an ABC1 demographic.
- It uses a range of statistical evidence to promote its angle, which is highlighting the rise in this type of crime.
- **Article 2** is broadly supportive of people who may participate in illegal downloading. It targets a mainly C2DE demographic.
- Prominence in **Article 2** is given to the statement by Wilko Wallace and the statement from the EIA is given at the end. It gives only the key statistics, e.g. 'a third of UK internet users'.
- **Article 1** uses language which reflects the dilemma over music piracy. Its style is measured, formal and often technical, e.g. 'accounting for', 'the previous quarter', 'illegally accessed content'.
- **Article 2** uses language which is more emotional and reflects the strong feelings generated in this debate. Slang terms and phrases – 'missing the beat', 'rapped the knuckles', 'hit back at' – are used, as well as military metaphors, e.g. 'went to war'. Alliteration is also used, e.g. 'blasted music bosses...billion dollar battle'.

- Both quality and tabloid newspapers are often owned by national or multi-national companies. However the angle from which issues are covered is dictated by editorial teams, rather than business managers. Editorial teams aim to reflect the perceived views of the readers, where this does not clash with overriding commercial interests. The quality paper can take a broadly pro-industry stance without fear. The tabloid aims to retain the loyalty of its readers who are primarily from a C2DE sector.

Credit any other valid material  
(AO1, AO3)

[20]

AVAILABLE  
MARKS

20

- 2 You are a reporter for the **Daily News**, a UK national tabloid newspaper which is published every day.

Complete the **two** writing tasks (a) and (b).

- (a) Spend **25 minutes** writing a **news story** of **250 words** to be published in the next issue of the **Daily News**. Your news story should be based on the following information. A headline will **not** be required.

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>• a highly developed and discerning ability to select and prioritise source material in terms of both news value and reliability with confident and effective structuring and ordering of story content</li> <li>• an engaging, effective and persuasive style of language in the presentation of their story</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (240–260 words)</li> </ul>	[20]–[25]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to select and prioritise source material in terms of both news value and reliability with sound structuring and ordering of story content</li> <li>• a good and appropriate style of language in the presentation of their story</li> <li>• a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (230–270 words)</li> </ul>	[14]–[19]

AVAILABLE  
MARKS

2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a straightforward awareness of target audience and purpose with some consideration of the type of publication</li> <li>• an uneven but adequate ability to select and prioritise source material in terms of both news value and reliability with adequate structuring and ordering of story content</li> <li>• a straightforward but mainly appropriate style of language in the presentation of their story</li> <li>• a satisfactory level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (220–280 words)</li> </ul>	[7]–[13]
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a limited awareness of target audience and purpose with little consideration of the type of publication</li> <li>• little ability to select and prioritise source material in terms of either news value or reliability with basic structuring and ordering of story content</li> <li>• a basic and mainly inappropriate style of language in the presentation of their story</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information that is characterised by repeated errors and minimal ability to work to the word limit (below 220 words and above 280 words)</li> </ul>	[1]–[6]

AVAILABLE  
MARKS

[0] is awarded for a response not worthy of credit.

### Indicative Content

#### Story Content and Structure:

- The candidate will be expected to adhere to the inverted pyramid structure in this news writing exercise (i.e. Who? What? Where? When? Why? How?)
- The candidate will be expected to ensure that all the most important information is included in the opening two paragraphs as per a hard news format – the fact that the injured man is Under-21 England footballer Billy Deeney is key.
- The candidate will be expected to write facts and to cite and quote sources accurately.
- The candidate will be expected to select and prioritise information appropriately with the following considerations in mind:
  - Where was Billy Deeney found?
  - How old is he? The Chief Inspector gives more exact information at the press conference.



- Who can be quoted directly or cited (in reported speech)? All sources can be potentially quoted or cited in the material except Sarah McAleavey's comment about excessive speed. As an arrest has been made, the case is active and could be prejudiced by reporting that the driver was speeding. There is little news value in quoting Sergeant Jane Brookes' description of the injured man as his identity has been confirmed.

### Language and Style:

- The candidate will be expected to write in a style appropriate to the hard news brief (i.e. factual with no speculation).
- The candidate's writing will be expected to reflect the sensitivities of target audience (i.e. using short clear sentences and lively active language as is appropriate to a tabloid audience).

Credit any other valid material.

(AO1), (AO2)

[25]

- (b) You have received the press release below from the singer and actress Tiara Terry.

Spend **20 minutes** writing a **headline** and short **news story** based on this press release. **The headline and story must total 80 words**. This story will also be for tomorrow's edition of the *Daily News*.

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>a perceptive and insightful knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>a highly developed and discerning ability to select and prioritise source material in terms of news value with confident and effective structuring and ordering of the content used in their story</li> <li>an engaging, effective and persuasive style of language in the presentation of their story and headline</li> <li>a consistently high quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (75–85 words)</li> </ul>	[12]–[15]

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MARKS

3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to select and prioritise source material in terms of news value with sound structuring and ordering of the content used in their story</li> <li>• a good and appropriate style of language in the presentation of their story and headline</li> <li>• a good quality of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (70–90 words)</li> </ul>	[8]–[11]	<table border="1"> <thead> <tr> <th data-bbox="1297 114 1479 181">AVAILABLE MARKS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1297 181 1479 2116" style="height: 864px;"></td> </tr> </tbody> </table>	AVAILABLE MARKS	
AVAILABLE MARKS					
2	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a straightforward awareness of target audience and purpose with some consideration of the type of publication</li> <li>• an uneven but adequate ability to select and prioritise source material in terms of news value with adequate structuring and ordering of the content used in their story</li> <li>• a straightforward but mainly appropriate style of language in the presentation of their story and headline</li> <li>• a satisfactory level of written communication including spelling, punctuation and grammar, organisation of information and an ability to work to the word limit (65–95 words)</li> </ul>	[4]–[7]			
1	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the writing brief in terms of style and format and their role as a reporter</li> <li>• a limited awareness of target audience and purpose with little consideration of the type of publication</li> <li>• little ability to select and prioritise source material in terms of news value with basic structuring and ordering of the content in their story</li> <li>• a basic and mainly inappropriate style of language in the presentation of their story and headline</li> <li>• a level of written communication including spelling, punctuation and grammar, as well as organisation of information that is characterised by repeated errors and minimal ability to work to the word limit (below 65 words and above 95 words)</li> </ul>	[1]–[3]			

[0] is awarded for a response not worthy of credit.

**Indicative Content****Story Content and Structure:**

- The candidate will be expected to adhere to the inverted pyramid structure in this news writing exercise (i.e. Who? What? Where? When? Why? How?).
- The candidate will be expected to ensure that all the most important information is included in this short word count.
- The candidate will be expected to write facts and to cite and quote sources accurately (e.g. paraphrasing the celebrity or charity director's comments to meet the word count whilst retaining the original meaning).
- The candidate will be expected to reflect the main story in the headline – this may take different angles (e.g. focusing on the need for bone marrow donors, particularly black and Asian donors, or the celebrity involvement in the charity ball).

**Language and Style:**

- The candidate will be expected to write in a style appropriate to this short brief (i.e. factual in the main text with a headline that reflects the story).

Credit any other valid material.  
(AO1), (AO2)

[15]

40

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- 3 Below is a news article that has been written for the online edition of the *UK Times*, a daily national quality newspaper. At the end of the article there are four photographs related to the article.

Spend **10 minutes** completing this task.

You are a sub-editor at the newspaper. You must read the news article and then complete the following sub-editing tasks:

- **Reduce** the word count. To do this, draw a line through **three paragraphs** you want to **delete**;
- Write the new paragraph **number sequence** in the order you want them to appear in the space provided on page 13;
- Compose an appropriate **headline** for the article in the space provided on page 13;
- **Select one photograph** to accompany the article by indicating your choice in the space provided on page 13; and
- **Write a caption** for the photograph of no more than **10 words** in the space provided on page 13.

Levels of response and indicative content for this question are located on the following pages.

Mark Band	Levels of Response	Marks
4	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• sustained and confident awareness of target audience and purpose with thorough consideration of the type of publication</li> <li>• a highly developed and discerning ability to make selections in order to abbreviate the original text, sequencing the paragraphs in a coherent and effect manner, and choose an appropriate and effective accompanying photograph</li> <li>• an engaging, effective and persuasive style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	[9]–[10]
3	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a sound awareness of target audience and purpose with consideration of the type of publication</li> <li>• a good ability to make selections in order to abbreviate the original text, sequencing the paragraphs in a mostly coherent and effective manner, and choose an appropriate accompanying photograph</li> <li>• a good style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	[6]–[8]

AVAILABLE  
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<b>2</b>	The candidate demonstrates: <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a straightforward awareness of target audience and purpose with consideration of the type of publication</li> <li>• an uneven but adequate ability to make selections in order to abbreviate the original text, sequencing the paragraphs in a satisfactory manner and choose an appropriate accompanying photograph</li> <li>• a straightforward but mainly appropriate style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	<b>[3]–[5]</b>
<b>1</b>	The candidate demonstrates: <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the brief in terms of style and format and their role as a sub-editor</li> <li>• a limited awareness of target audience and purpose with consideration of the type of publication</li> <li>• minimal ability to make selections in order to abbreviate the original text or sequence the paragraphs appropriately, with an ineffective choice of photograph</li> <li>• a basic and mainly inappropriate style of language in the presentation of the headline, caption and any rewritten material</li> </ul>	<b>[1]–[2]</b>

[0] is awarded for a response not worthy of credit.

### Sub-editing task

#### Abbreviating/re-sequencing the text:

The candidate will be expected to ensure that all of the most newsworthy and relevant aspects of the article are included within the reduced word count.

Candidates should sequence the paragraphs in the order that gives the most sense and relevance. The main focus should be on the paragraphs describing the rescue of the migrants en route to Italy from Libya.

Paragraphs 1, 5 and 9 should be deleted because they focus on countries and incidents not directly related to the story.

The ideal paragraph number sequence is: 3, 4, 8, 7, 6, 10 and 2.

#### Headline:

The headline must reflect the main focus of the article (dramatic rescue of thousands of migrants) and be written in a style to appeal to the newspaper's target readership.

#### Illustration selection: (from highest to lowest suitability)

- Photograph 2 – rescue boat in the sea – this image reflects the main subject matter of the story.
- Photograph 1 – 'Refugees Welcome' sign in a European city – this image reflects a major theme of the story, but lacks the element of rescue.
- Photograph 4 – mother and child – this image denotes the subject of refugees in its broadest sense, but lacks any direct relevance to the story.
- Photograph 3 – cruise ship – this image of a cruise ship contains no elements of the migrant crisis or rescue.

#### Caption:

The caption must enhance the main focus of the image and offer further insight to the reader.

Credit any other valid material.

[10]

**Section A**

**AVAILABLE  
MARKS**

10

**70**

## Section B

Candidates answer **one** question from this section

Spend **25 minutes** writing your response.

You will be expected to use examples to illustrate your arguments.

**4** Discuss how local, regional and national newspapers differ in their roles and news values.

or

**5** Discuss how and why journalists have used the Freedom of Information Act 2000 to reveal major stories in the past five years.

or

**6** Discuss the ethical issues journalists have to consider when using sources.

Levels of response and indicative content for these questions are located on the following pages.

Mark Band	Levels of Response	Marks
<b>4</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a perceptive and insightful knowledge and understanding of the chosen issue with confident awareness of different perspectives</li> <li>• effective and purposeful use of examples taken from their own study to illustrate arguments</li> <li>• a highly developed ability to analyse the main discussion points with clear critical judgement</li> <li>• a consistently high quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology fluently and effectively to justify arguments and responses</li> </ul>	<b>[25]–[30]</b>
<b>3</b>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> <li>• a good knowledge and understanding of the chosen issue with sound awareness of different perspectives</li> <li>• purposeful use of examples taken from their own study to illustrate arguments</li> <li>• a good ability to analyse the main discussion points with evidence of sound critical judgement</li> <li>• a good quality of written communication including spelling, punctuation and grammar, as well as organisation of information, applying journalistic terminology appropriately to justify arguments and responses</li> </ul>	<b>[17]–[24]</b>

AVAILABLE  
MARKS

<b>2</b>	The candidate demonstrates: <ul style="list-style-type: none"> <li>• a satisfactory knowledge and understanding of the chosen issue with straightforward awareness of different perspectives</li> <li>• satisfactory use of examples taken from their own study to illustrate arguments</li> <li>• an uneven but satisfactory ability to analyse the main discussion points with evidence of some critical judgement</li> <li>• a satisfactory quality of written communication including spelling, punctuation and grammar, as well as organisation of information, with an uneven application of journalistic terminology to justify arguments and responses</li> </ul>	<b>[9]–[16]</b>
<b>1</b>	The candidate demonstrates: <ul style="list-style-type: none"> <li>• a basic knowledge and understanding of the chosen issue with basic awareness of different perspectives</li> <li>• a limited use of examples taken from their own study to illustrate arguments</li> <li>• little ability to analyse the main discussion points with limited evidence of critical judgement</li> <li>• a level of written communication including spelling, punctuation and grammar, that is characterised by repeated errors and misapplication of journalistic terminology and a lack of organisation</li> </ul>	<b>[1]–[8]</b>

[0] is awarded for a response not worthy of credit.

Indicative Content for Questions 4, 5 and 6 is provided on the following pages.

**AVAILABLE  
MARKS**

- 4 Discuss how local, regional and national newspapers differ in their roles and news values.

AVAILABLE  
MARKS

### Indicative Content

- The UK has one of the world's largest and most diverse newspaper markets. In terms of numbers, national newspapers have the biggest reach: at 1.7 million print copies per day, the *Sun* sells the most print copies, while the *Daily Mail* is the most read newspaper when print and online is combined (23 million readers per month). In comparison, regional and local newspapers reach much smaller audiences: the *Belfast Telegraph* has a daily circulation of c.42,000, while the weekly *Newry Reporter's* circulation is around 9,000.
- There are huge variations in news values between national newspapers, owing to the fact that they have a large catchment area and can cater for different profiles of readers. Some newspapers, such as the *Guardian*, appeal to Labour and Liberal Democrat voters, while others, such as the *Daily Mail*, target Conservative voters.
- Regional papers can also differ in their news values, according to their different target readerships, e.g. the *Belfast News Letter* and *Irish News* have different political slants in order to appeal to different sections of the population in Northern Ireland. Similarly, the *Belfast News Letter* and *Belfast Telegraph* appeal to different demographics: while the *Belfast News Letter* and its weekly supplement *Farming Life* is a more popular choice in rural areas, the *Belfast Telegraph* targets the business community.
- Many local newspapers focus on towns and their hinterlands and tend to be cross-community, aiming to appeal to all sections of the local population. News values reflect this local emphasis.
- National newspapers cover national and international news, while regional newspapers cover entire regions and local newspapers' stories tend to reflect local concerns.
- Local newspapers play an important role in informing local people of what is happening in their community. In a digital age when there is a danger of 'information overload' from a huge range of sources, local newspapers can bring a sense of community and perform a role as a community platform.
- Stories gathered from the council and from the magistrates' court remain part of the staple diet of local newspapers. Local councillors and MLAs frequently use local newspapers as a platform for raising issues of note or concern that affect the area. Equally, as the local newspaper is often the only medium that reports on council business, it plays an important role in informing citizens and holding councillors and council staff accountable.
- Local newspapers perform the role of recording and publicising local events. Photographs of people and groups in the community form a very important section of local newspapers. Press photographers visit and record community events such as school concerts, while local organisations send in photos to feature in their local newspaper's photo galleries.
- Local newspapers usually cover all local sports, providing a profile for non-professional sports or lower-division clubs which otherwise might struggle to receive any media coverage.
- Although local newspapers have their own websites and Facebook pages, their focus remains on selling print copies. National and regional newspapers, on the other hand, have put more resources into their digital versions – both websites and apps – with some, such as the *Independent* choosing to focus on digital.
- Newspapers may highlight certain news values by promoting causes or mounting campaigns, national and regional newspapers being more likely to have the resources available to do this. For example, in April 2015 the *Belfast Telegraph* co-ran a campaign called the Big Spring Clean aimed



at removing litter across Northern Ireland, while in June the *Daily Mirror* dropped the O and the A from its name to raise awareness of the need for blood donors.

Credit any other valid material  
(AO1, AO2, AO3)

[30]

- 5 Discuss how and why journalists have used the Freedom of Information Act 2000 to reveal major stories in the past five years.

#### Indicative Content

- Journalists continue to use the FoI legislation when they are faced with secrecy, misleading or inadequate responses from official bodies about matters of significant public interest.
- They have also used it to pull together large amounts of information from different sources for detailed analysis, a technique known as data mining, which has highlighted important trends.
- The Act remains an important tool for reporters. However, politicians continue to seek amendments which will limit the Act's ability to expose their actions and inactions. It remains popular with journalists and others who seek to increase scrutiny of those in public office.
- In 2015, Conservative MP Chris Grayling accused journalists of 'misuse' of the Act to create stories. Editors responded by highlighting the major issues that had been brought to the public's attention by journalists using this legislation.

#### Examples:

- In 2015, the *Sun* revealed how Home Office figures estimated that around 500 British people had gone to Syria and Iraq to fight as jihadists. Although around half had returned to the UK, only 40 were facing prosecution: the FoI revelation helped highlight this.
- In 2015, the *Daily Mirror* revealed how rich landlords benefited from Housing Benefit. In that year £9.3 billion of Housing Benefit monies went to private landlords, some of whom were Conservative MPs and party donors. The information was provided after an 18-month FoI battle waged by the *Daily Mirror* and the GMB trade union.
- The *Times* in 2015 revealed girls as young as ten had been given a contraceptive under the National Health Service. The figures showed the implant, which had not been medically tested on under-18s, had been given to at least three ten-year-olds since 2010 and to almost 10,000 girls under the age of consent.
- Birmingham's *Sunday Mercury* revealed in 2015 that the Prison Service spent £2,686 on the funeral of a notorious child-killer who died behind bars and was suspected of murdering at least two other children. The FoI request to the Ministry of Justice revealed Raymond Morris' funeral included £15 for a floral tribute.
- In 2015, the *Manchester Evening News* revealed the number of crimes in which children were suspects. Nearly 1,000 children in Greater Manchester were suspected of committing crimes in a period of just three years.
- In 2015, the *South Yorkshire Times* revealed how thieves stole hundreds of thousands of pounds' worth of items from council buildings in Doncaster. These included computer equipment at a Children's Centre, portable devices from Specialist Disability Services, artificial grass, a school door and musical instruments.
- In 2015, *Auto Express* revealed how a quarter of fixed speed cameras in the UK were not working during 2014.

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- In 2016, the *Irish News* revealed that public transport company Translink spent £23,061 on modelling agencies for 11 promotional campaigns – an average of almost £8,000 a year.
- In 2016, the *Guardian* revealed taxpayers will bear the cost should the cost of storing radioactive waste produced by Britain's newest nuclear power station begin to soar. Documents, released after a legal battle over the FoI, revealed government assurances to the French energy firm EDF and Chinese investors behind the £24bn Hinkley Point C.
- In 2016, the *Sun* revealed how hundreds of Syrians in Britain were arrested in 2015 for a string of offences. Police forces responded to a FoI request which showed 897 arrests in England and Wales.

Credit any other valid material.  
AO1, AO2, AO3)

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- 6 Discuss the ethical issues journalists have to consider when using sources.

### Indicative Content

#### Sourcing information:

- Before publishing any information, journalists need to be sure it is accurate. That often means finding more than one source to confirm the information, especially if the information is controversial.
- Simply finding the same information in different places is not enough to guarantee its accuracy. Journalists need to be sure that the sources they are using are credible. An internet search may indicate that several websites say the same thing. However, many will simply copy each other, or steal material from other sites, so this doesn't mean the information is accurate.
- In 2015, an unofficial biography of the former UK Prime Minister David Cameron alleged that he took part in an initiation ceremony involving a pig's head, when he was a student at Oxford University. The story became known as 'Piggate' and had been published around the world, before it was established that there was no evidence that it had ever happened. Michael Ashcroft and Isabel Oakeshott, the authors of the unauthorised biography – *Call Me Dave* – said the story had come from a Member of Parliament and "distinguished Oxford contemporary" who told the anecdote at a dinner. The MP claimed to have seen photographic evidence of the event, but no photograph or other evidence has ever been produced. Despite this, stories about the alleged incident are to be found in many places on the internet.

#### Dealing fairly with sources:

- People who provide journalists with information are also called 'sources'. Often these people are happy to be interviewed for television and radio or quoted in newspaper articles. But sometimes, if the information they are giving journalists is sensitive, or would put them in danger if it was known they had released it, they ask to remain anonymous. This can be known as 'whistleblowing' – someone releases information they think should be in the public domain, even if corporations or governments want it kept secret. If the journalist has an agreement with a source to keep their name secret, the journalist must keep to that promise, even if that means going to jail.
- The National Union of Journalists code states that a journalist "protects the identity of sources who supply information in confidence and material gathered in the course of her/his work". The Editor's Code of Practice says "journalists have a moral obligation to protect confidential sources of information".
- In 2009, the Northern Ireland journalist Suzanne Breen refused to reveal

details of Real IRA members she had interviewed after the paramilitary organisation killed two soldiers. Suzanne Breen, who was the Northern Ireland correspondent for the *Sunday Tribune*, was taken to court by the PSNI in an attempt to force her to hand over her material. But the court found in her favour, ruling that her life and the lives of her family would be at risk if she revealed her sources.

Credit any other valid material.  
(AO1, AO2, AO3)

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**Section B**

**Total**

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MARKS**

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**30**

**100**