Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Unit 7

Journalism and the news industry

Cambridge TECHNICALS 2016

LEVEL 3

UNIT 7: Journalism and the news industry

H/507/6393

Guided learning hours: 60

Essential resources required for this unit: dictation recorder

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The news industry has changed rapidly over recent years with advances in online technology allowing the distribution of news to become instant and global. Audiences now receive multimedia news broadcasts from established news providers along with content produced by committed citizen journalists and independent providers that harness the power of social media to distribute news.

This unit allows you to investigate the contemporary news industry and how audiences receive news. You will also investigate news gathering techniques, research methods and press regulation. You will also have the opportunity to apply this learning to your own work. You will learn how articles are constructed and use this understanding to help you write your own original article. You will learn the importance of sub-editing your own article.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:
1. Understand the news industry	1.1 providers of news, i.e. - news institutions and press agencies (e.g. traditional gatekeepers including protective coverage) - citizen journalism and impact of the digital age (e.g. user-generated content (UGC) and 'Wikinomics', - grassroots news and 'WEMEDIA', blogging, social media, SourceFed) 1.2 media formats and uses by platform for distribution, i.e. - by news institutions (e.g. TV, online, social media and apps, video and multimedia content, newspapers, magazines, radio, sound bites) - by individuals (e.g. new platforms - social media, apps, online blogs)
2. Know the construction and content of news articles	2.1 subject and purpose, i.e. - serious reportage (e.g. crime, politics, education, business) - general interest (e.g. sports, arts and culture, celebrity gossip) - context (e.g. where articles will be placed) - audience (e.g. who it is aimed at and why) 2.2 critical analysis, i.e. - linguistic conventions (e.g. headlines, paragraphing using who/what/where/when/why/how, use of economy and mode of address by use of restricted/elaborate codes (e.g. Bernstein), direct speech v. reported speech, use of commas, sentence structure) 2.3 regulation, i.e. - press regulation (e.g. current regulation, Independent Press Standards Organisation (IPSO), Press Complaints Commission (PCC), historical regulation) - online content (e.g. Internet Service Provider (ISP) intervention, self-regulation by the citizen journalist and principles of 'WEMEDIA') - copyright and plagiarism of work (e.g. use of sources, crediting work)

Learning outcomes The Learner will:	Teaching content Learners must be taught:
3. Be able to research and plan content for an article	3.1 news values, i.e. • models of selection (e.g. Galtang and Ruge) • news presentation (e.g. entertainment and immediacy v. background story) • ideology and agenda-setting (e.g. Harcup). • moral panics and the press (e.g. effects debate, Cohen) 3.2 primary and secondary research techniques, i.e. • use of social media databases and collecting content in the digital age (e.g. Blottr, Google Alerts, Geofeedia, PULSE, knomea, Social Mention) • crowd sourcing (e.g. information callouts) • web sources (e.g. academic work v. popular opinion) • observation (e.g. focus, recording, evidencing) 3.3 interview techniques, i.e. • shorthand techniques (e.g. note taking, use of recording equipment, face to face techniques), contacting primary and secondary definers (e.g. email, social media) 3.4 planning and referencing, i.e. • logging sources (e.g. use of database tools) • referencing sources (e.g. cross referencing and substantiating findings) 3.5 evaluating sources and information, i.e. • reliability (e.g. use of field experts, first had eye-witnesses, authority – official v. subordinate, use of primary and secondary definers) • relevance • accuracy • validity • accessibility • quality • cost effective
4. Be able to write and edit a news article for an identified purpose	4.1 fundamentals of writing articles, i.e. • mode of address (e.g. assessing purpose, audience, language and theory – Bernstein) • structure (e.g. paragraphing, presentation) • sentence construction (e.g. tense) • use of quotation and source material referencing • consideration of distribution platform to be used when writing copy (e.g. is the article for print, web, social media, cross media)

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	4.2 sub-editing, i.e. - principles and methods of proof reading - subbing news and features for sense and style - editing quotes and readers' letters - projecting copy by writing headlines and stand firsts - checking pictures and writing captions - making copy legally safe - ensuring final copy complies with regulatory code of practice (e.g. IPSO guidelines for editors)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the news industry	P1*: Explain the media market for different news providers (*Synoptic assessment from Unit 1 Media products and audiences)		
	P2: Explain the media platforms used for news distribution	M1: Compare and contrast the benefits of using different media platforms	
2. Know the construction and content of news articles	P3: Describe the structure and purpose for different news articles	M2: Analyse the linguistic conventions used within different news articles	
3. Be able to research and plan content for an article	P4*: Research and plan content for an original article (*Synoptic assessment from Unit 2 Pre-production and planning)	M3: Reference and record information sourced for use within the article	D1: Justify the choice of sourced information to be referenced within the article
4. Be able to write and edit a news article for an identified purpose	P5: Write an original article for an identified purpose	M4: Explain the mode of address and structure used	D2: Compare and contrast the regulatory implications for the article relevant to the medium in which it is transmitted
	P6: Use sub-editing skills to finalise the article for publication		

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Understand the news industry

P1: Learners are required to complete a mind map of current news providers to show breadth of research in a visual manner. Evidence for this will be created through a body of research, which could be presented as a written report on blogs or a presentation, or as a piece of audio-visual work.

P2: Learners will present ways in which news is distributed using clear and relevant examples of technology which will include all traditional and modern, digital methods. Evidence for this could be in the form of written report, presentation, blog or information sheets.

M1: Learners can extend their evidence from P2 to compare and contrast the different media platforms used to distribute news media for different purposes and audiences. The evidence for this could be a written/audio report.

LO2 Know the construction and content of news articles

P3: Learners are required to describe the structure and purpose of a range of articles. Learners should explore a range of articles, whereby a deconstruction of news articles has clearly been evidenced. Reviewing the purpose, audience, context, paragraphing, mode of address, use of speech, sentence structure should be addressed by the learners. The evidence for this could be a written report, presentation or as a piece of audio-visual work or blog.

M2: Learners are required to fully demonstrate their grasp of terminology and consideration of linguistic techniques across mediums. Learners will support their analysis with specific examples from the articles they have analysed. The evidence for this could be a written report, presentation or as a piece of audio-visual work or blog.

LO3 Be able to research and plan content for an article

P4: Learners will demonstrate an understanding of newsgathering techniques via body of research that shows planning using both primary and secondary sources. The evidence could be research notes, blog, information sheets, presentation or fact file.

M3: Learners will have to use a range of sources and reference and log in a logical industry standard pro-forma. The evidence for this could be a bibliography, report, blog or presentation slide form.

D1: Learners will display a thorough justification of the wide range of sources chosen that they intend to use within the article. Part of this justification will demonstrate an understanding of news values within the given context of the brief. The justification will be against criteria set within the teaching content under 'evaluating sources and information'. Industry support could be given at this stage with professionals guiding learners on ways in which sources are found and how validity and reliability checks are completed (cross referencing and definers). Evidence for this could be in the form of a formal report, presentation or blog.

LO4 Be able to write and edit a news article for an identified purpose

P5: Learners will draft their original article for an identified purpose. The final article will demonstrate an understanding paragraph structuring, sentence construction and style. The evidence will be the learners draft article.

P6: Learners will apply sub-editing techniques to draft work and this will be annotated to evidence a continuous process against the set brief. The evidence for this will be the draft annotated article and the final completed article.

M4: Learners will have explained the mode of address and structure used, they will explain this in a separate report breaking down the techniques they have used to target a specific audience and create tone. This could be evidenced in the form of a formal report, presentation or blog.

D2: Learners are required to demonstrate they have considered the legal and regulatory guideline requirements for their article, ensuring that this is relevant to the medium being used for distribution. This could be shown through specific examples from their content in relation to codes of practice set by IPSO. Evidence for this could be their annotated article, a notes and briefing sheet, formal report document, presentation.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Digital Content for Interactive Media specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could engage with local journalists and news providers to offer guidance on LO3 and LO4 in terms of adhering to regulatory guidelines when planning and writing content. Sub-editing tasks may be provided by the industry practitioner which will allow learners to further engage with real copy and editing processes.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more
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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**

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