



Preparation Manual Journalism 7–12 (256)

**Overview and Exam Framework
Sample Selected-Response Questions
Sample Selected-Response Answers and Rationales**

Preparation Manual

Section 3: Overview and Exam Framework Journalism 7–12 (256)

Exam Overview

Exam Name	Journalism 7–12
Exam Code	256
Time	5 hours
Number of Questions	100 selected-response questions
Format	Computer-administered test (CAT)

The TExES Journalism 7–12 (256) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Journalism 7–12 exam framework and cover grades 7–12. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

- Standard I** The journalism teacher understands and applies knowledge of the historical development of journalism in the United States, the role of mass media in society and the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.
- Standard II** The journalism teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.
- Standard III** The journalism teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students' ability to use these skills to create various journalistic products.
- Standard IV** The journalism teacher understands various forms of journalistic writing and develops students' ability to use journalistic writing and editing to create journalistic products.
- Standard V** The journalism teacher understands principles, elements, tools and techniques of publication design and develops students' ability to use publication design skills to create effective, aesthetically pleasing student publications.

Standard VI

The journalism teacher understands principles, procedures and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.

Standard VII

The journalism teacher understands principles, procedures and techniques of broadcast journalism and develops students' ability to create effective broadcast productions.

Standard VIII

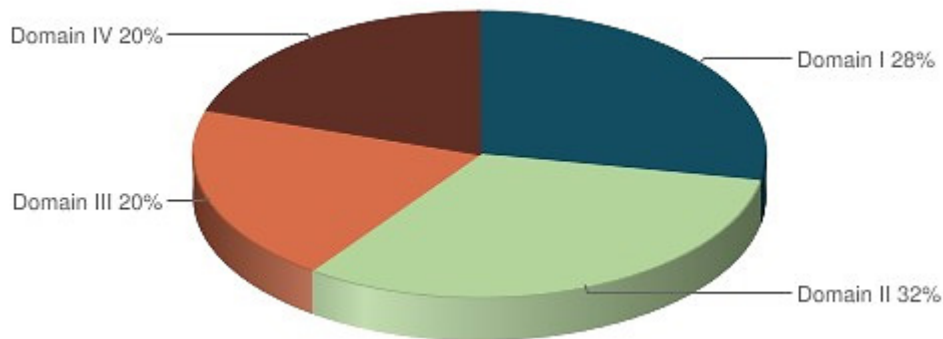
The journalism teacher understands the economics of student publications and develops students' ability to use business management skills and procedures to produce and distribute journalistic products.

Standard IX

The journalism teacher knows how to advise and mentor students; encourage students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products; and work collaboratively with others in the school and community.

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Mass Media and Communication	28%	Journalism 7–12 I–II
II	Journalistic Writing and Photojournalism	32%	Journalism 7–12 III–IV, VI
III	Student-Produced Media	20%	Journalism 7–12 V, VII
IV	Journalism in the School Community	20%	Journalism 7–12 VIII–IX



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Mass Media and Communication

Competency 001—The teacher understands the historical development of journalism in the United States.

The beginning teacher:

- A. Knows important events in the historical development of print and nonprint journalism (e.g., John Peter Zenger case, adoption of the First Amendment, development of the penny press and yellow journalism, introduction of radio and television, development of online journalism, consolidation of media outlets).
- B. Knows important individuals in the history of journalism (e.g., Johannes Gutenberg, Benjamin Franklin, Frederick Douglass, Joseph Pulitzer, William Randolph Hearst, Nellie Bly, Edward R. Murrow, Katharine Graham, Barbara Walters).
- C. Analyzes the significance of important individuals, events and developments in the history of print and nonprint journalism.
- D. Analyzes the historical and contemporary functions of journalism in democratic and nondemocratic societies.
- E. Understands ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture).
- F. Knows ways of teaching students that will develop their understanding of the history of journalism in the United States.
- G. Knows the historical development of United States scholastic press freedom.

Competency 002—The teacher understands the role of mass media in society.

The beginning teacher:

- A. Knows the four functions of mass communications (i.e., transmit culture, inform, persuade, entertain).
- B. Recognizes full and fair media coverage and understands how different types of media and media techniques can shape or distort media messages.
- C. Analyzes ways in which business and other factors influence contemporary journalism.
- D. Analyzes the role and significance of online journalism in contemporary society.
- E. Knows how to teach students about the ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture).
- F. Knows ways of teaching students that will develop their understanding of the evolving role of mass media in society.

Competency 003—The teacher understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.

The beginning teacher:

- A. Applies skills and criteria for analyzing and evaluating mass media messages.
- B. Provides students with learning experiences that enable them to be critical, informed consumers of mass media.
- C. Applies analytical and critical evaluation skills to journalistic communication in a variety of media, including online journalism.
- D. Knows ways of teaching students how to evaluate mass media messages (e.g., evaluate message objectivity, analyze how method of presentation affects the message communicated, evaluate message content from diverse perspectives).

Competency 004—The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.

The beginning teacher:

- A. Knows the rights and responsibilities of a free and responsible press in a democratic society and distinguishes between responsible and irresponsible media action.
- B. Applies knowledge of legal and ethical issues and concepts related to the press and press restrictions (e.g., libel, invasion of privacy, plagiarism, obscenity, copyright, censorship, conflict of interest, prior restraint, image alteration).
- C. Analyzes how the First Amendment and key laws (e.g., Freedom of Information Act) and legal decisions (e.g., *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*) reflect societal views and values and affect the rights and responsibilities of the press, including the scholastic press.
- D. Analyzes legal and ethical considerations that affect journalism and legal and ethical issues confronting contemporary journalists in a diverse society.
- E. Knows the ways in which laws for print, broadcast and online journalism differ and analyzes reasons for these differences.
- F. Knows how to teach students the responsibilities of journalists (e.g., balanced coverage, accuracy) and the responsibility of scholastic publications to create an open forum for diverse ideas, issues and viewpoints represented within the school community.
- G. Knows ways of teaching students that will develop students' awareness of and ability to adhere to legal guidelines and professional ethical standards in various journalistic contexts (e.g., ensuring that publications are responsive to the concerns of all audience segments).

Domain II—Journalistic Writing and Photojournalism

Competency 005—The teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students' ability to use these skills to create various journalistic products.

The beginning teacher:

- A. Knows the types of information sources used in journalism (e.g., people, databases, Internet, reports) and ways to identify and locate print and nonprint information sources appropriate for given journalistic purposes.
- B. Applies criteria (e.g., bias, authoritativeness) for selecting and evaluating the credibility of information sources, including online sources.

- C. Knows procedures for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of its readership, evaluating newsworthiness) and recognizes the importance of addressing and being responsive to diversity in student publications.
- D. Knows procedures for gathering information (e.g., planning questions, rehearsing interviewing techniques, taking notes, using listening skills), evaluating information obtained from various sources and citing sources.
- E. Recognizes ethical issues and standards relevant to gathering information for student publications, including procedures for avoiding plagiarism.
- F. Knows procedures for formulating questions, refining topics for journalistic research, compiling information from primary and secondary sources and organizing and linking information and ideas from multiple sources.
- G. Knows how to provide students with opportunities to develop and refine skills for gathering and organizing information, for using news judgment and for adhering to ethical standards in various journalistic contexts.

Competency 006—The teacher understands various forms of journalistic writing.

The beginning teacher:

- A. Knows the types of journalistic formats (e.g., news, feature, sports, editorial, column, review) and media (e.g., print, broadcast, online), as well as the writing and editing skills needed for various formats and media.
- B. Understands roles and audiences of different types of publications, including student publications.
- C. Recognizes forms of journalistic writing used to inform, entertain and persuade, and the criteria for selecting an appropriate journalistic style and format to present content.
- D. Knows the proper use of attribution in journalism, the use of direct and indirect quotes in journalistic writing and the structure and elements of news stories.
- E. Knows the skills and procedures for journalistic writing (e.g., determining a story's focus, using appropriate organizational patterns, writing copy for advertisements, using visual material).
- F. Knows how to edit journalistic writing for effectiveness.

Competency 007—The teacher understands methods for developing students' ability to use journalistic writing and editing to create journalistic products.

The beginning teacher:

- A. Knows how to teach students to recognize the journalistic styles of different types of media (e.g., print, broadcast, online).
- B. Knows ways of teaching that promote the development of students' skills in journalistic writing and editing and improve their ability to write in a well-organized, clear and convincing fashion in order to develop a professional identity in the community.
- C. Knows ways of teaching that promote students' skills for writing leads, bodies of stories in various structures (e.g., inverted pyramid, chronological order), headlines and captions.
- D. Knows how to teach students about the role and uses of a stylebook in ensuring consistency within journalistic publications.

- E. Knows ways of teaching that promote students' use of appropriate grammar and usage for journalistic writing and their ability to revise and edit copy using appropriate proofreading/copyediting symbols.
- F. Knows how to teach students to use guidelines for effective journalistic writing (e.g., keeping sentences and paragraphs short, varying word usage, using active-voice verbs, being specific, avoiding jargon and vague words, avoiding inappropriate editorializing, avoiding unnecessary words).
- G. Knows ways of teaching that enable students to apply criteria (e.g., brevity, clarity, focus, bias, balance) for evaluating and appreciating the journalistic writing of others.

Competency 008—The teacher understands principles, procedures and techniques of photojournalism.

The beginning teacher:

- A. Recognizes the role and history of photography in journalistic communication.
- B. Analyzes events and trends in the development of contemporary photography and photojournalism, including the uses and effects of electronic technology, digital imaging and scanning.
- C. Knows the legal and ethical issues and guidelines in photojournalism (e.g., manipulation of images, invasion of privacy, copyright).
- D. Knows the parts of cameras (e.g., film, digital, video) and their functions and the types and applications of media commonly used in journalism.
- E. Understands the principles of caption writing and methods for evaluating captions.

Competency 009—The teacher understands methods for developing students' ability to create effective images for journalistic products.

The beginning teacher:

- A. Knows ways of teaching that will develop students' ability to plan, prepare and produce images for journalistic products reflecting a diverse population.
- B. Knows how to teach students to apply skills and procedures for managing and organizing assignments and deadlines in photojournalism and how to use procedures for planning photo layouts.
- C. Knows how to teach students procedures for taking, developing and printing photographs (e.g., selecting film, using and manipulating light, using manual camera controls, applying principles of composition, processing photographic images, applying darkroom techniques, using darkroom chemicals safely, cropping and scaling photographs).
- D. Knows how to teach students the procedures for digital imaging and scanning and procedures for using available technologies to manipulate images.
- E. Knows how to teach students techniques for creating aesthetically pleasing images using various types of composition (e.g., rule of thirds, leading lines).
- F. Knows how to teach students the factors in determining an image's interest and effectiveness and the criteria for selecting images to meet journalistic needs (e.g., content, composition, technical qualities, diversity).

Domain III—Student-Produced Media

Competency 010—The teacher understands principles, elements, tools and techniques of publication and design.

The beginning teacher:

- A. Knows the importance of publication design for effective journalistic communication and the uses of elements and principles of design to develop visual presentations that reinforce and enhance written messages.
- B. Recognizes characteristics of the design of newspaper pages (e.g., front, editorial, sports, feature), literary magazines, yearbook sections (e.g., people, clubs, student life), advertisements and digital products.
- C. Knows the design and format features of different types of student publications (e.g., yearbook, newspaper) and related terminology (e.g., signature, dummies, ladder).
- D. Recognizes principles of design (e.g., contrast, balance, center of visual interest, variety, dominance, continuity, consistency) and tools of design (e.g., color, lines, screens, art, graphics).
- E. Understands basic rules, techniques and applications of publication design (e.g., bumping headlines, internal margins, trapped white space) and ways to use illustrations, photographs and graphic devices (e.g., lines, screens, art) to communicate and emphasize a message.
- F. Recognizes the role of desktop publishing in producing student publications, the features of desktop publishing, including hardware and software, and the vocabulary and concepts related to the use of desktop publishing.

Competency 011—The teacher understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications.

The beginning teacher:

- A. Knows ways of teaching that will develop students' ability to use principles, elements, tools and techniques of publication design to plan and create effective, aesthetically pleasing journalistic products.
- B. Knows how to teach students about the use of computer technology, including desktop publishing and digital imaging, in producing and designing visual presentations for student publications.
- C. Knows how to teach students about the types and characteristics of page and double-page spread design (e.g., modular, columnar) and the criteria to apply when analyzing and evaluating visual presentations in student publications.
- D. Knows how to teach students to design an advertisement for a particular audience.
- E. Knows how to teach students the use of typography in publication design and the criteria for selecting appropriate typography for various presentations.
- F. Knows how to teach students to prepare a layout for publication and apply skills for packaging stories for various media (e.g., print, online).

Competency 012—The teacher understands principles, procedures and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions.

The beginning teacher:

- A. Knows the historical development of broadcasting and the significance of the growth of nonprint media for journalism.

- B. Analyzes the impact of broadcast media (e.g., radio, television) on society.
- C. Analyzes ways in which nonprint journalism is similar to and differs from print journalism.
- D. Understands principles and procedures for determining the content of news broadcasts, writing effective broadcast scripts and presenting information for broadcasts in a professional manner, including use of effective speaking skills.
- E. Knows the roles of various personnel (e.g., producers, station managers, technical directors, news anchors) in broadcast journalism.
- F. Knows how to teach students to develop skills in creating, editing and presenting effective broadcast journalism products.
- G. Knows how to teach students about issues related to news coverage and news writing in nonprint media (e.g., in relation to time constraints, legal and regulatory issues), including the importance of addressing and being responsive to diversity in student broadcasts.
- H. Knows how to teach students about the technical elements and procedures (e.g., cutaways, voice-overs, transitions) in broadcast production used to create and deliver news.
- I. Knows how to teach students to seek viewer opinions (e.g., polls, surveys, interviews) and apply criteria for evaluating broadcast journalism products (e.g., news reports, interviews) to determine impact on future programming.
- J. Knows how to teach students to develop skills in creating and executing a financial plan for programming.

Domain IV—Journalism in the School Community

Competency 013—The teacher understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products.

The beginning teacher:

- A. Applies business management skills and procedures for financing and distributing student publications and understands methods of funding publications (e.g., advertisements, subscriptions, government grants).
- B. Knows procedures for creating business plans and implementing financial plans to support student publications, including methods for selling student publications and advertising.
- C. Analyzes factors affecting the cost of producing student publications (e.g., number of pages, number of copies, type and quality of paper), understands techniques for designing and placing advertisements and applies strategies and techniques for selling student publications.
- D. Applies knowledge of business practices relevant to student publications (e.g., estimating costs and developing cost projections; budgeting; identifying potential revenue sources; selling advertising space; working with outside vendors and printers; making decisions about purchasing equipment, supplies and services; developing and promoting circulation and sales; using ethical sales techniques).
- E. Analyzes the relationship between advertising appeals and mass media planning and financing and propaganda.
- F. Knows how to teach students the types of advertising (e.g., classified, display, public service), how to analyze and evaluate the effectiveness of different types of advertisements (e.g., hard sell, soft sell) and the procedures for determining how much to charge for advertising.

- G. Knows how to teach students to develop and implement plans for financing, producing and distributing student publications; to apply business management skills and procedures; and to maximize the audience for student publications.

Competency 014—The teacher understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products.

The beginning teacher:

- A. Recognizes the roles and responsibilities of individuals involved in creating and distributing journalistic products (e.g., editor, adviser).
- B. Analyzes ways in which students' active engagement in journalistic products can promote development of organizational, collaborative and leadership skills.
- C. Knows how to use students' experiences in journalism to develop a broad range of student skills (e.g., problem solving, decision making, critical thinking, team building, leadership, collaboration, organization, self-management, product evaluation, self-evaluation, working within time constraints).
- D. Knows how to provide opportunities for students to work cooperatively as a staff, share ideas and take direction.
- E. Knows strategies for guiding students to take responsibility for all aspects of developing and producing journalistic products (e.g., determining team members' roles and responsibilities; determining coverage and concepts for a publication; developing deadlines and monitoring progress; ensuring adherence to ethical standards; implementing procedures for submitting, critiquing and revising work).
- F. Knows strategies for guiding students to show respect for diverse views and perspectives, contribute individual ideas and talents and develop products that reflect professional standards of journalism.

Competency 015—The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community.

The beginning teacher:

- A. Recognizes and applies skills for advising students in various contexts related to the creation and distribution of journalistic products.
- B. Recognizes and applies principles and procedures for selecting and managing a diverse student staff.
- C. Implements procedures for maintaining positive public relations and working cooperatively with school personnel and community members.
- D. Knows strategies for working with parents/guardians to promote student development of knowledge and skills in journalism.

Preparation Manual

Section 4: Sample Selected-Response Questions Journalism 7–12 (256)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Mass Media and Communication

Competency 001—The teacher understands the historical development of journalism in the United States.

1. Which of the following prominent journalism figures is often credited with advancing the practice known as yellow journalism by famously helping to propel the United States into war with Spain?

- A. John Peter Zenger
- B. Benjamin Franklin
- C. William Randolph Hearst
- D. Edward R. Murrow

Answer _____

2. Prior to 1980, the Federal Communications Commission (FCC) maintained strict rules on broadcast media ownership. Since then, the FCC has eliminated most of those restrictions through a process called

- A. deregulation.
- B. convergence.
- C. vertical integration.
- D. media concentration.

Answer _____

3. Which of the following journalists is famous for exposing the squalid conditions of New York's Blackwell Island Asylum and sparking reform around the country?

- A. Nellie Bly
- B. Cokie Roberts
- C. Louisa Knapp Curtis
- D. Ida Tarbell

Answer _____

Competency 002—The teacher understands the role of mass media in society.

4. Which of the following best describes an effect of cross-media ownership in contemporary journalism?
- A. Chains emerge when one media company takes over another type of media company.
 - B. Competition arises when similar types of media companies merge.
 - C. Conglomerates form when one media company buys out another type of media company.
 - D. Advertising increases profitability when one media company shares services with competitors.

Answer _____

Competency 003—The teacher understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.

5. In a journalism class, students are reviewing media messages in various television commercials which try to persuade consumers to buy different products. To best hone in on how the commercials are influencing viewers' opinions about the products, students should consider which of the following questions as they view each commercial?

- A. What important information is left out of the message?
- B. What does this commercial remind you of from your own life?
- C. When was this commercial created?
- D. Who is the director of the commercial?

Answer _____

6. Ms. Potello wants her students to become more critical of information they find online. She asks them to search the Internet for articles about the latest treatments for common diseases. One student discovers an article that describes the benefits of an innovative new treatment for diabetes. Which of the following steps will help students evaluate the legitimacy of the claim? Select all that apply.

- A. Summarizing the various causes of diabetes listed in the article
- B. Creating a time line showing the development of treatments that are described in the article
- C. Researching the background of the article's author and sponsors
- D. Analyzing the testimonials of satisfied customers listed in the article
- E. Comparing the benefits of the treatment listed in the article with the benefits listed in other articles on the topic

Answer _____

Competency 004—The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.

7. In which of the following instances is prior restraint deemed justified by the United States Supreme Court?
- A. When there are allegations against the president of the United States
 - B. When a court case has not yet gone to trial
 - C. When someone's life is in danger

- D. When troop movements are publicized in time of war

Answer _____

8. Which of the following best describes the impact of the *Hazelwood School District v. Kuhlmeier* decision on school newspapers?

- A. Schools may not limit what is published in their newspapers under any circumstances.
- B. Schools may not limit what is published in their newspapers unless there is risk of imminent physical harm.
- C. Schools may limit what is published in their newspapers if the content causes legitimate academic distress.
- D. Schools may limit what is published in their newspapers if the principal feels the school will be cast in a negative light.

Answer _____

Domain II—Journalistic Writing and Photojournalism

Competency 005—The teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students’ ability to use these skills to create various journalistic products.

9. Olivia, a high school junior, has just finished a paper for her journalism class. She has paraphrased and cited sources in her bibliography to the best of her ability, but as she rereads the paper, she is concerned about possible plagiarism. If she brings the paper to her teacher for advice, which of the following is the best response by the teacher to help Olivia avoid any plagiarism issues?

- A. Suggesting that another student review Olivia’s paper to identify erroneous information
- B. Recommending that Olivia use specific names rather than pronouns in the paper to avoid ambiguity
- C. Directing Olivia to analyze her sources and exclude sources that are not necessary for citation
- D. Encouraging Olivia to create an annotated bibliography to avoid any confusion about cited information

Answer _____

10. A student reporter is interviewing the superintendent and the high school principal for a story about the school’s building expansion project. Which of the following is the most appropriate way for the student to generate questions for the story?

- A. Including sensationalist questions to generate quotable material for the news story
- B. Asking open-ended questions and researching the project before the interview
- C. Using as few questions as possible and asking each question multiple times
- D. Having an editor prepare the wording of the questions

Answer _____

Competency 006—The teacher understands various forms of journalistic writing.

11. Which of the following best describes a primary difference between feature stories and news stories?

- A. News stories usually include researched, reflective, thoughtful writing about original ideas, while feature stories are short and direct.
- B. News stories generally cover topics in depth and amplify the most interesting elements, while feature stories reveal only information that is crucial to basic understanding.
- C. Feature stories use the inverted pyramid style to explain situations or occurrences, while news stories rely solely on facts that can be verified.
- D. Feature stories are human-interest articles that focus on particular people, places and events, while news stories report the latest news.

Answer _____

Competency 007—The teacher understands methods for developing students’ ability to use journalistic writing and editing to create journalistic products.

12. Which of the following best demonstrates the journalistic principles of headline writing?

- A. Controversial \$20 million school budget passes in 4 to 3 vote
- B. School board discussed new budget during intense meeting
- C. Millions of tax dollars wasted by school board in new budget
- D. \$20 million approved! School board votes in favor of student success

Answer _____

13. A journalism teacher is reviewing tips on writing better leads. The teacher presents the class with different leads to the same story about a winter snowstorm.

- 1. One quarter of an inch.
That’s all the snow it took to send cars sliding into ditches during a surprise spring snowstorm.
- 2. Old man winter is back again.
Students at Morse High School were amazed to see snow falling yesterday in a rare spring storm.

The teacher asks the students to choose one lead and explain why it is the best. Using this strategy helps the students realize that

- A. leads must be complete sentences.
- B. "when" and "where" must always be addressed in the lead.
- C. "why" and "how" are more important in leads than "who" and "what."
- D. using "who" in the lead is very important, especially when the story concerns students.

Answer _____

14. Which of the following is a primary reason for students to use a journalism stylebook?

- A. It recommends basic outlines and structures for journalists based on common practices in the field.
- B. It provides essential principles for both conventional language and journalistic techniques.
- C. It offers instruction and assignments that classroom teachers can use to educate young journalists.

- D. It presents examples of outstanding journalistic works for students to use as models and inspiration.

Answer _____

Competency 008—The teacher understands principles, procedures and techniques of photojournalism.

15. A student is taking photos for a newspaper article about a rash of cell phone thefts on campus. An anonymous source provides a tip as to where the missing cell phones may be found. The student believes that it is possible to use a zoom lens and capture a photo of possible evidence through a window at another student's house. Which of the following is the most appropriate response by the teacher to the student?

- A. Encouraging the student to get the clearest possible photo
- B. Recommending that the student select a different story to pursue
- C. Accompanying the student to make sure nothing goes wrong
- D. Explaining to the student why taking the photo would be unethical and potentially illegal

Answer _____

16. The following is the first sentence of the caption that a photo editor created for a photo from a school bake sale.

|"The Student Council sells the last red velvet cupcake during the bake sale last Friday."

Which of the following is the most appropriate feedback to give the photo editor to improve the caption?

- A. Avoid incongruity by using the time element as adjectival information. Suggested improvement: "The Student Council sells the final red velvet cupcake of last Friday's bake sale."
- B. Provide proper attribution by identifying the photographer. Suggested improvement: "In this photo, by junior Sam Roccia, the Student Council sells the last red velvet cupcake during the bake sale last Friday."
- C. Prevent confusion by identifying the purpose of the bake sale. Suggested improvement: "The Student Council sells the last red velvet cupcake during the bake sale last Friday in order to raise funds for local shelters."
- D. Acknowledge the oldest students in the photo. Suggested improvement: "Seniors Kelly Rapur and Carlos Ortiz sell the last red velvet cupcake to a sophomore during the bake sale last Friday."

Answer _____

Competency 009—The teacher understands methods for developing students' ability to create effective images for journalistic products.

17. A student photographer is disappointed with the photos from a recent shoot. The student sits down and evaluates the photos with the teacher who says they lack dimension. Which of the following should the student do next time to best improve photo composition?

- A. Move to the side of the subject to show different planes.
- B. Add more front light to highlight the subject.
- C. Use a better camera to best capture the image.
- D. Ask the subject to go outside to use natural light.

Answer _____

18. Erin and Allison are trying to photograph their school from the top of a hill, but they are having a hard time with the picture scale. Which of the following techniques should they use to best depict scale and landscape?

- A. Using a human figure
- B. Establishing a background
- C. Using the Rule of Thirds
- D. Using a horizontal line

Answer _____

Domain III—Student-produced Media

Competency 010—The teacher understands principles, elements, tools and techniques of publication and design.

19. The yearbook staff wants to increase the number of pages in the yearbook. Adding pages requires making adjustments to the

- A. gutter.
- B. ladder.
- C. endsheet.
- D. template.

Answer _____

20. Which of the following elements is most directly responsible for creating a focal point in a design?

- A. Harmony
- B. Dominance
- C. Variety
- D. Balance

Answer _____

21. The yearbook editor is completing the layout using a desktop publishing program. The editor realizes that the copy will not fit in the designated dummy. The best solution for fitting the copy is to

- A. ignore the dummy.
- B. tighten the tracking.
- C. increase white space.
- D. edit the copy.

Answer _____

Competency 011—The teacher understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications.

22. A student reporter has submitted a headline along with a front-page story. The layout editor does not believe the headline will fit on the page, given the headline schedule and specific column width assigned. Which of the following is the best way the adviser can help the student reporter determine if the headline is the right size?

- A. Utilizing a ruler measurement
- B. Counting the number of characters
- C. Using the unit count system
- D. Printing it out and adjusting if needed

Answer _____

23. Which of the following should be the first consideration when designing a print advertisement to promote a product?

- A. Using a variety of decorative fonts when displaying the product
- B. Minimizing the amount of white space surrounding the product
- C. Describing how a competing product is ineffective
- D. Focusing on the benefit of the product for the audience

Answer _____

24. A student is designing an advertisement for the school newspaper. The student has written the copy, taken a coordinating photo, created the graphics and located the logo. The best next step in the layout process is to

- A. develop the headline for the advertisement.
- B. insert the company's logo into the advertisement.
- C. size the page of the advertisement.
- D. crop the photo for the advertisement.

Answer _____

Competency 012—The teacher understands principles, procedures and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions.

25. Which of the following statements best describes the impact of technology on television audiences during the 1980s and 1990s?

- A. New technologies began to split audiences into smaller segments that eroded the dominance of television broadcasting.
- B. Television broadcasting became less influential as audiences turned to social media for news and entertainment.
- C. The consolidation of small television networks led to broadcasting monopolies that resulted in fewer choices for audiences.
- D. Major television networks experienced rapid audience growth as more viewers subscribed to cable television.

Answer _____

26. Broadcast students are producing a video news story about an upcoming community-wide parade celebrating the volleyball team's state championship. They have conducted several interviews and need to choose which sound bites to include. Which of the following sound bites targets the student audience using an emotional appeal?

- A. Principal: "Students will be excused from class at 2:30 and should report to the front parking lot to line up."
- B. Police officer: "Officers will be present. Safety is always a major concern at a large event like this."
- C. Student: "We're pumped! I've got the purple face paint and he's got the purple wig. It's going to get crazy!"
- D. Volleyball player: "This is the first time in school history that the volleyball team won state!"

Answer _____

Domain IV—Journalism in the School Community

Competency 013—The teacher understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products.

27. A middle school usually prints its newspaper in black and white, but for a special homecoming edition, the staff wants to add the school color, purple, to the front page. Which of the following color systems is the most appropriate and least expensive to print?

- A. Cyan, magenta, yellow and black (CMYK)
- B. Hue, saturation and lightness (HSL)
- C. Red, green and blue (RGB)
- D. Hue, saturation and value (HSV)

Answer _____

28. During a meeting with the principal, the school's newspaper adviser and editor-in-chief learn that budget cuts are looming and that the school will no longer be able to finance the newspaper. Which of the following actions should be taken first to promote the long-term stability of the newspaper?

- A. Reducing the number of pages per edition
- B. Increasing advertising prices slightly for each edition
- C. Using more staff time to secure advertisements
- D. Requesting donations from the community

Answer _____

Competency 014—The teacher understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products.

29. Which of the following strategies will best prepare first-year journalism students for being staff members and editors on the school newspaper?

- A. Having students shadow professional journalists working in the field
- B. Varying journalistic assignments and roles on a regular basis

- C. Ensuring that all assignments in the journalism textbook are completed
- D. Assigning a research project on the ethics and responsibilities of journalists

Answer _____

30. A yearbook teacher organizes a staff field trip to an overnight yearbook camp, where the students will have the opportunity to learn various techniques and work together to come away with a theme. Which of the following is the most important benefit of this practice?

- A. It allows for a theme to be decided on in a timely manner.
- B. It allows the teacher a way to assess the ideas of the students.
- C. It allows the students to collaborate and share ideas.
- D. It allows the staff to compare their ideas with the ideas of other groups.

Answer _____

Competency 015—The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community.

31. A journalism teacher has started a student newspaper at school, and students in the journalism class will be directly involved in its production. To help students become more comfortable with the demands of being on a newspaper staff, the teacher arranges to have them visit the city's local newspaper office. However, a few parents have questioned the educational value of the field trip. Which of the following will best help the teacher resolve the situation?

- A. Excluding the students whose parents objected
- B. Asking parents to submit their concerns in writing
- C. Having the city newspaper staff visit the classroom instead
- D. Explaining the purpose of the trip to parents and inviting them to join

Answer _____

32. A middle school yearbook staff is at a loss about how to plan for the distribution of their books. Which of the following is the best suggestion the adviser can provide about how to begin?

- A. Making a list, because compiling receipts and names will make the process run more smoothly
- B. Gathering the necessities, because reserving the room and supplies is important to any distribution
- C. Finding reinforcements, because the more help that the staff receives from teachers and parents the better
- D. Looking at the book, because taking time to enjoy the product will help get the staff motivated

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales Journalism 7–12 (256)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Mass Media and Communication

Competency 001—The teacher understands the historical development of journalism in the United States.

1. Which of the following prominent journalism figures is often credited with advancing the practice known as yellow journalism by famously helping to propel the United States into war with Spain?

- A. John Peter Zenger
- B. Benjamin Franklin
- C. William Randolph Hearst
- D. Edward R. Murrow

Answer

Option C is correct because William Randolph Hearst is widely regarded as one of the major figures credited with advancing the practice of yellow journalism. In addition, it was Hearst's *New York Journal*, and not rival Joseph Pulitzer's *New York World*, that sensationalized coverage of events in Cuba and prompted what became the Spanish-American War. **Option A is incorrect** because as a result of his trial, John Peter Zenger is a historical figure associated with libel and not yellow journalism, a term that wasn't coined until almost 150 years after his death. **Option B is incorrect** because Benjamin Franklin also predates yellow journalism and is not one of the figures associated with the practice. **Option D is incorrect** because Edward R. Murrow was a mid-twentieth-century journalist whose career took place much later than the practice here referenced.

2. Prior to 1980, the Federal Communications Commission (FCC) maintained strict rules on broadcast media ownership. Since then, the FCC has eliminated most of those restrictions through a process called

- A. deregulation.
- B. convergence.
- C. vertical integration.
- D. media concentration.

Answer

Option A is correct because deregulation is the FCC's process of withdrawing regulatory restrictions on broadcast media ownership. This process began in 1980 with the loosening of strict rules concerning broadcast media ownership. **Option B is incorrect** because convergence is the melding of the communications, computer and electronics industries. **Option C is incorrect** because vertical integration is an attempt by one company to simultaneously control related aspects of the media business. **Option D is incorrect** because media concentration is what some argue happens as a result of deregulation.

3. Which of the following journalists is famous for exposing the squalid conditions of New York's Blackwell Island Asylum and sparking reform around the country?

- A. Nellie Bly
- B. Cokie Roberts
- C. Louisa Knapp Curtis
- D. Ida Tarbell

Answer

Option A is correct because Nellie Bly feigned insanity in 1887 in order to expose the squalid conditions of New York's Blackwell Island Asylum and sparked reform around the country. **Option B is incorrect** because Cokie Roberts was a journalist who was most famous for her political commentary and syndicated columns. **Option C is incorrect** because Louisa Knapp Curtis is best known for publishing the *Ladies Home Journal*. **Option D is incorrect** because Ida Tarbell is best known for investigative reporting that exposed the unfair practices of the Standard Oil Company, leading to a United States Supreme Court decision to break its monopoly.

Competency 002—The teacher understands the role of mass media in society.

4. Which of the following best describes an effect of cross-media ownership in contemporary journalism?

- A. Chains emerge when one media company takes over another type of media company.
- B. Competition arises when similar types of media companies merge.
- C. Conglomerates form when one media company buys out another type of media company.
- D. Advertising increases profitability when one media company shares services with competitors.

Answer

Option C is correct because conglomerates are international companies that own different types of media across different platforms. They are the result of cross-media ownership, which is the term applied to the practice of one media company buying out another type of media company. **Option A is incorrect** because chains are companies that own many media companies across one type of medium. They are not an example of cross-media ownership. **Option B is incorrect** because competition has not been shown to rise when similar media companies merge. In addition, although competition is another aspect of the economic reality of contemporary journalism, it is not a suitable explanation for the effect of cross-media ownership. **Option D is incorrect** because the profitability of advertising is also not a suitable explanation for the effect of cross-media ownership.

Competency 003—The teacher understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.

5. In a journalism class, students are reviewing media messages in various television commercials which try to persuade consumers to buy different products. To best hone in on how the commercials are influencing viewers' opinions about the products, students should consider which of the following questions as they view each commercial?

- A. What important information is left out of the message?
- B. What does this commercial remind you of from your own life?
- C. When was this commercial created?
- D. Who is the director of the commercial?

Answer

Option A is correct because this question applies to the content of the message. Awareness of the message and the meaning behind what is presented is a key factor in understanding the content of a message. **Option B is incorrect** because the question focuses more on helping students make personal connections to the commercial than having them hone in on the influential value of the commercial. **Options C and D are incorrect** because they focus more on the authorship of the commercial rather than the message delivered.

6. Ms. Potello wants her students to become more critical of information they find online. She asks them to search the Internet for articles about the latest treatments for common diseases. One student discovers an article that describes the benefits of an innovative new treatment for diabetes. Which of the following steps will help students evaluate the legitimacy of the claim? Select all that apply.

- A. Summarizing the various causes of diabetes listed in the article
- B. Creating a time line showing the development of treatments that are described in the article
- C. Researching the background of the article's author and sponsors
- D. Analyzing the testimonials of satisfied customers listed in the article
- E. Comparing the benefits of the treatment listed in the article with the benefits listed in other articles on the topic

Answer

Option C is correct because determining the backgrounds of both the source and the sponsors of the source is a critical step in evaluating the legitimacy of a claim. Through this research, answers to questions such as "Is this person qualified to make such claims?" and "What is the motivation of this person to make this claim?" are revealed. **Option E is correct** because confirming that other legitimate sources are making the same claims will improve the legitimacy of the initial article. **Option A is incorrect** because simply summarizing the causes of diabetes listed in the article will not aid students in evaluating the legitimacy of the claims. **Option B is incorrect** because creating a time line will only be summarizing what is stated in the article, not confirming the legitimacy of the claim. **Option D is incorrect** because customer testimonials are opinions and cannot serve as proof for the legitimacy of a claim.

Competency 004—The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.

7. In which of the following instances is prior restraint deemed justified by the United States Supreme Court?

- A. When there are allegations against the president of the United States
- B. When a court case has not yet gone to trial

- C. When someone's life is in danger
- D. When troop movements are publicized in time of war

Answer

Option D is correct because in *Near v. Minnesota* in 1931, the court ruled that the government may limit information about troop movements in time of war. **Option A is incorrect** because on several occasions the media has brought to light allegations against United States presidents. **Option B is incorrect** because the news media often reports facts in court cases before they go to trial. **Option C is incorrect** because news often concerns life and death situations, and this has not been found to justify prior restraint.

8. Which of the following best describes the impact of the *Hazelwood School District v. Kuhlmeier* decision on school newspapers?

- A. Schools may not limit what is published in their newspapers under any circumstances.
- B. Schools may not limit what is published in their newspapers unless there is risk of imminent physical harm.
- C. Schools may limit what is published in their newspapers if the content causes legitimate academic distress.
- D. Schools may limit what is published in their newspapers if the principal feels the school will be cast in a negative light.

Answer

Option C is correct because under the Supreme Court ruling, schools retain the right to refuse to sponsor speech that is "inconsistent with 'the shared values of a civilized social order.'" Educators may exercise this right so long as their actions are "reasonably related to legitimate pedagogical concerns," which would be characteristic of content that causes academic distress. **Option A is incorrect** because schools may limit what is published in their newspapers under some circumstances. **Option B is incorrect** because imminent danger is not the criterion set forth by the decision, and schools may limit what is published in their newspapers if there are "legitimate pedagogical concerns." **Option D is incorrect** because schools may only limit content if "legitimate pedagogical concerns" are present, which must be evidenced by more than a general concern by the principal about negative publicity.

Domain II—Journalistic Writing and Photojournalism

Competency 005—The teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students' ability to use these skills to create various journalistic products.

9. Olivia, a high school junior, has just finished a paper for her journalism class. She has paraphrased and cited sources in her bibliography to the best of her ability, but as she rereads the paper, she is concerned about possible plagiarism. If she brings the paper to her teacher for advice, which of the following is the best response by the teacher to help Olivia avoid any plagiarism issues?

- A. Suggesting that another student review Olivia's paper to identify erroneous information
- B. Recommending that Olivia use specific names rather than pronouns in the paper to avoid ambiguity
- C. Directing Olivia to analyze her sources and exclude sources that are not necessary for citation
- D. Encouraging Olivia to create an annotated bibliography to avoid any confusion about cited information

Answer

Option B is correct because one of the first steps in addressing plagiarism concerns is to identify to whom the words on the page belong. By recommending that Olivia review her use of pronouns and instead name specific people (such as the author of a quote), the teacher is helping Olivia identify those parts of the paper that are hers and those that are from one of her sources. This step will result in a clearer paper that properly differentiates between Olivia's words and those of her sources. **Option A is incorrect** because having a peer identify possible plagiarism concerns does not properly coach Olivia in accomplishing that task for herself. This option also complicates the process because it introduces a third party who may not be helpful in resolving the issue. **Option C is incorrect** because if the paper is ambiguous in its attributions, changing the sources will not help the situation. The problem lies not with Olivia's sources but with how she incorporated those sources into her own writing. **Option D is incorrect** because although an annotated bibliography can help with cited sources, this particular step will not help Olivia identify possible instances of plagiarism in her paper.

10. A student reporter is interviewing the superintendent and the high school principal for a story about the school's building expansion project. Which of the following is the most appropriate way for the student to generate questions for the story?

- A. Including sensationalist questions to generate quotable material for the news story
- B. Asking open-ended questions and researching the project before the interview
- C. Using as few questions as possible and asking each question multiple times
- D. Having an editor prepare the wording of the questions

Answer

Option B is correct because asking open-ended questions, especially after having researched the topic, will promote the extended discussions of ideas. **Option A is incorrect** because sensationalist questions are not conducive to good journalism, which relies on facts and expert opinions. **Option C is incorrect** because using few questions asked multiple times will keep the important information from being discussed in the interview. **Option D is incorrect** because an editor's job is to finalize the product of the interview, not the interview questions.

Competency 006—The teacher understands various forms of journalistic writing.

11. Which of the following best describes a primary difference between feature stories and news stories?

- A. News stories usually include researched, reflective, thoughtful writing about original ideas, while feature stories are short and direct.
- B. News stories generally cover topics in depth and amplify the most interesting elements, while feature stories reveal only information that is crucial to basic understanding.
- C. Feature stories use the inverted pyramid style to explain situations or occurrences, while news stories rely solely on facts that can be verified.
- D. Feature stories are human-interest articles that focus on particular people, places and events, while news stories report the latest news.

Answer

Option D is correct because the difference between news stories that report the latest breaking news and feature stories that focus on telling in-depth human-interest stories is accurately described in this option. **Option A is incorrect** because this option reverses the roles of news stories and features. **Option B is incorrect** because features, and not news stories, delve in depth and amplify interesting elements. In addition, feature stories do not reveal only basic information. **Option C is incorrect** because the inverted pyramid is an attribute of news stories, not features.

Competency 007—The teacher understands methods for developing students' ability to use journalistic writing and editing to create journalistic products.

12. Which of the following best demonstrates the journalistic principles of headline writing?

- A. Controversial \$20 million school budget passes in 4 to 3 vote
- B. School board discussed new budget during intense meeting
- C. Millions of tax dollars wasted by school board in new budget
- D. \$20 million approved! School board votes in favor of student success

Answer

Option A is correct because specific details about the amount of the budget and the close vote reflect the important news. The word "controversial" helps describe the situation, but does not editorialize by offering an opinion. The active verb construction and present tense are also desirable. **Option B is incorrect** because the headline does not report the actual news of the budget's passage and is in past tense. **Option C is incorrect** because like news stories, headlines should be objective. The use of the word "wasted" reflects the headline writer's opinion. **Option D is incorrect** because the phrase "votes in favor of student success" is vague and has an editorial connotation that the budget was a good decision.

13. A journalism teacher is reviewing tips on writing better leads. The teacher presents the class with different leads to the same story about a winter snowstorm.

- 1. One quarter of an inch.
That's all the snow it took to send cars sliding into ditches during a surprise spring snowstorm.
- 2. Old man winter is back again.
Students at Morse High School were amazed to see snow falling yesterday in a rare spring storm.

The teacher asks the students to choose one lead and explain why it is the best. Using this strategy helps the students realize that

- A. leads must be complete sentences.
- B. "when" and "where" must always be addressed in the lead.
- C. "why" and "how" are more important in leads than "who" and "what."
- D. using "who" in the lead is very important, especially when the story concerns students.

Answer

Option C is correct because using "why" and "how" creates a picture in the reader's mind. This approach offers intrigue and attracts the reader to the story. **Option A is incorrect** because stylistically, phrases are acceptable in some cases. **Option B is incorrect** because "when" and "where" leads are generally weak unless they concern an important factor in the story. Although in certain situations "when" and "where" may be addressed in the lead, this is certainly not always the case. **Option D is incorrect** because using "who" in leads is not a good journalistic practice for a student newspaper, where generally all of the stories concern students.

14. Which of the following is a primary reason for students to use a journalism stylebook?

- A. It recommends basic outlines and structures for journalists based on common practices in the field.
- B. It provides essential principles for both conventional language and journalistic techniques.

- C. It offers instruction and assignments that classroom teachers can use to educate young journalists.
- D. It presents examples of outstanding journalistic works for students to use as models and inspiration.

Answer

Option B is correct because a stylebook provides basic guidelines for issues of grammar and journalistic style. **Option A is incorrect** because, although a stylebook may feature some common practices in its guidelines, common practices are not the basis of the guidelines. **Option C is incorrect** because educating young journalists is the purpose of a textbook. **Option D is incorrect** because, while models of strong journalistic works may be in a style guide, it is not a primary reason for using one. An anthology of outstanding journalistic works would contain such models.

Competency 008—The teacher understands principles, procedures and techniques of photojournalism.

15. A student is taking photos for a newspaper article about a rash of cell phone thefts on campus. An anonymous source provides a tip as to where the missing cell phones may be found. The student believes that it is possible to use a zoom lens and capture a photo of possible evidence through a window at another student's house. Which of the following is the most appropriate response by the teacher to the student?

- A. Encouraging the student to get the clearest possible photo
- B. Recommending that the student select a different story to pursue
- C. Accompanying the student to make sure nothing goes wrong
- D. Explaining to the student why taking the photo would be unethical and potentially illegal

Answer

Option D is correct because taking an unauthorized photo through a window could be considered invasion of privacy. The adviser should explain the unethical and potentially criminal aspects of this idea. **Option A is incorrect** because a teacher should not encourage students to invade privacy or be unethical in pursuit of a story. **Option B is incorrect** because an adviser should not recommend that students back down from stories simply because they are difficult. **Option C is incorrect** because the teacher should not accompany a student to do something that could be considered illegal or unethical.

16. The following is the first sentence of the caption that a photo editor created for a photo from a school bake sale.

|"The Student Council sells the last red velvet cupcake during the bake sale last Friday."

Which of the following is the most appropriate feedback to give the photo editor to improve the caption?

- A. Avoid incongruity by using the time element as adjectival information. Suggested improvement: "The Student Council sells the final red velvet cupcake of last Friday's bake sale."
- B. Provide proper attribution by identifying the photographer. Suggested improvement: "In this photo, by junior Sam Roccia, the Student Council sells the last red velvet cupcake during the bake sale last Friday."
- C. Prevent confusion by identifying the purpose of the bake sale. Suggested improvement: "The Student Council sells the last red velvet cupcake during the bake sale last Friday in order to raise funds for local shelters."
- D. Acknowledge the oldest students in the photo. Suggested improvement: "Seniors Kelly Rapur and Carlos Ortiz sell the last red velvet cupcake to a sophomore during the bake sale last Friday."

Answer

Option A is correct because this caption properly includes information that informs the reader about the action pictured. This option avoids the incongruity of the original where the action pictured is described as simultaneously taking place in the present and last Friday. **Option B is incorrect** because the photographer should be identified at the end of the caption, not in the first sentence. **Option C is incorrect** because the first sentence of a caption should describe the action in the photo. Secondary information, such as how the proceeds will be used, should be included in the sentences that follow. **Option D is incorrect** because acknowledging people in the photo based on popularity is not a good journalistic practice.

Competency 009—The teacher understands methods for developing students’ ability to create effective images for journalistic products.

17. A student photographer is disappointed with the photos from a recent shoot. The student sits down and evaluates the photos with the teacher who says they lack dimension. Which of the following should the student do next time to best improve photo composition?

- A. Move to the side of the subject to show different planes.
- B. Add more front light to highlight the subject.
- C. Use a better camera to best capture the image.
- D. Ask the subject to go outside to use natural light.

Answer

Option A is correct because including images in the foreground, middle-ground and background creates depth and three-dimensionality. This is also the only option that addresses composition. **Option B is incorrect** because additional front lighting will flatten the image even more. **Option C is incorrect** because while this may improve the quality of the photo, it won't improve photo composition. **Option D is incorrect** because while natural light may improve the color, it will not change the composition of the photo.

18. Erin and Allison are trying to photograph their school from the top of a hill, but they are having a hard time with the picture scale. Which of the following techniques should they use to best depict scale and landscape?

- A. Using a human figure
- B. Establishing a background
- C. Using the Rule of Thirds
- D. Using a horizontal line

Answer

Option A is correct because using a human figure will help the students establish the scale and landscape necessary to create an effective photograph. **Option B is incorrect** because establishing a background makes the subject stand out but is not the best way to address the issue of scale. **Option C is incorrect** because although the Rule of Thirds will create a strong center of interest, it will not address the scale of the photograph. **Option D is incorrect** because using a horizontal line divides an image but will not help establish the necessary scale for the photograph.

Domain III—Student-produced Media

Competency 010—The teacher understands principles, elements, tools and techniques of publication and design.

19. The yearbook staff wants to increase the number of pages in the yearbook. Adding pages requires making adjustments to the

- A. gutter.
- B. ladder.
- C. endsheet.
- D. template.

Answer

Option B is correct because the term "ladder" refers to a chart that represents the pages in a book. **Option A is incorrect** because the gutter is the inner space between two pages of a spread where the paper runs into the spine. **Option C is incorrect** because an endsheet is a heavy sheet of paper that attaches the book to its cover. **Option D is incorrect** because a template is a master page that helps ensure consistency.

20. Which of the following elements is most directly responsible for creating a focal point in a design?

- A. Harmony
- B. Dominance
- C. Variety
- D. Balance

Answer

Option B is correct because dominance refers to the focus given to a specific part of a work or a design. **Option A is incorrect** because harmony refers to the elements of a design that work together. **Option C is incorrect** because variety gives an artwork interest and validity, but it is not typically related to the focal point. **Option D is incorrect** because balance refers to the distribution of elements.

21. The yearbook editor is completing the layout using a desktop publishing program. The editor realizes that the copy will not fit in the designated dummy. The best solution for fitting the copy is to

- A. ignore the dummy.
- B. tighten the tracking.
- C. increase white space.
- D. edit the copy.

Answer

Option B is correct because tightening the tracking decreases the amount of space between letters, which increases the amount of text that will fit. **Option A is incorrect** because the dummy is the pattern needed to lay out a page and should not be ignored. **Option C is incorrect** because increasing white space leaves less room available for text. **Option D is incorrect** because editing the copy eliminates text and raises other issues.

Competency 011—The teacher understands methods for developing students’ ability to use publication design skills to create effective, aesthetically pleasing student publications.

22. A student reporter has submitted a headline along with a front-page story. The layout editor does not believe the headline will fit on the page, given the headline schedule and specific column width assigned. Which of the following is the best way the adviser can help the student reporter determine if the headline is the right size?

- A. Utilizing a ruler measurement
- B. Counting the number of characters
- C. Using the unit count system
- D. Printing it out and adjusting if needed

Answer

Option C is correct because the unit count system is an accepted standard by which to measure headline size.

Option A is incorrect because measuring with a ruler is not efficient and is not a sound journalistic practice.

Option B is incorrect because different characters have different widths. **Option D is incorrect** because printing a front page layout to adjust is not an effective or efficient way to make this determination.

23. Which of the following should be the first consideration when designing a print advertisement to promote a product?

- A. Using a variety of decorative fonts when displaying the product
- B. Minimizing the amount of white space surrounding the product
- C. Describing how a competing product is ineffective
- D. Focusing on the benefit of the product for the audience

Answer

Option D is correct because the benefit to a customer is one of the most basic elements of advertising. An effective advertisement must highlight the benefits to the audience. **Option A is incorrect** because common design guidelines encourage designers to use decorative fonts sparingly. Including three decorative fonts in a single ad will cause conflict in the design, not variety. **Option B is incorrect** because white space can be an effective design tool and should not be arbitrarily limited. White space can help draw attention to important elements, and can make an advertisement neater and easier to read. **Option C is incorrect** because advertisers should refrain from making unsubstantiated claims about a competitor.

24. A student is designing an advertisement for the school newspaper. The student has written the copy, taken a coordinating photo, created the graphics and located the logo. The best next step in the layout process is to

- A. develop the headline for the advertisement.
- B. insert the company’s logo into the advertisement.
- C. size the page of the advertisement.
- D. crop the photo for the advertisement.

Answer

Option B is correct because adding the logo first ensures that the student will secure the proper amount of space for the logo and other identifying information. In this way, the student will not have to squeeze the logo in at the end of the process and risk having an ad where the company information is difficult to read. **Option A is incorrect**

because if the headline is too large, other important information will not fit properly. **Option C is incorrect** because the copy can be reduced if other important information, such as the logo, does not fit or is difficult to read. **Option D is incorrect** because the photo can be cropped or resized if other important information, such as the logo, does not fit or is difficult to read.

Competency 012—The teacher understands principles, procedures and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions.

25. Which of the following statements best describes the impact of technology on television audiences during the 1980s and 1990s?

- A. New technologies began to split audiences into smaller segments that eroded the dominance of television broadcasting.
- B. Television broadcasting became less influential as audiences turned to social media for news and entertainment.
- C. The consolidation of small television networks led to broadcasting monopolies that resulted in fewer choices for audiences.
- D. Major television networks experienced rapid audience growth as more viewers subscribed to cable television.

Answer

Option A is correct because, as VCRs and cable television became popular, viewers had more choices. As a result, the major television networks became less influential, as they now had to compete with other outlets for audience share. **Option B is incorrect** because social media did not emerge until later. **Option C is incorrect** because during the referenced time period more television networks appeared rather than consolidated. **Option D is incorrect** because the introduction of cable television offered more channels, thus shrinking the viewership of major television networks.

26. Broadcast students are producing a video news story about an upcoming community-wide parade celebrating the volleyball team's state championship. They have conducted several interviews and need to choose which sound bites to include. Which of the following sound bites targets the student audience using an emotional appeal?

- A. Principal: "Students will be excused from class at 2:30 and should report to the front parking lot to line up."
- B. Police officer: "Officers will be present. Safety is always a major concern at a large event like this."
- C. Student: "We're pumped! I've got the purple face paint and he's got the purple wig. It's going to get crazy!"
- D. Volleyball player: "This is the first time in school history that the volleyball team won state!"

Answer

Option C is correct because students are most likely engaged by their peers, and the sound bite clearly conveys the excitement over the team winning the state tournament. **Options A, B and D are incorrect** because they convey factual information, not emotional. In addition, **options A and B** feature speakers who are not likely to engage the student audience, while **option D** contains a "why" of the story that should be included in the lead, not in a sound bite.

Domain IV—Journalism in the School Community

Competency 013—The teacher understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products.

27. A middle school usually prints its newspaper in black and white, but for a special homecoming edition, the staff wants to add the school color, purple, to the front page. Which of the following color systems is the most appropriate and least expensive to print?

- A. Cyan, magenta, yellow and black (CMYK)
- B. Hue, saturation and lightness (HSL)
- C. Red, green and blue (RGB)
- D. Hue, saturation and value (HSV)

Answer

Option A is correct because CMYK process printing uses the same base colors all the time, making it a more cost-effective solution. CMYK is also the industry standard for printers. **Option B is incorrect** because using spot colors is more expensive than process inks because of the extra production costs involved in "washing up" and changing out the ink in the press. **Option C is incorrect** because the RGB color model is what a monitor uses and is not appropriate for print. Monitors show colors in RGB mode, but images are printed in CMYK format. **Option D is incorrect** because HSV describes the way color is created on a monitor, not in print.

28. During a meeting with the principal, the school's newspaper adviser and editor-in-chief learn that budget cuts are looming and that the school will no longer be able to finance the newspaper. Which of the following actions should be taken first to promote the long-term stability of the newspaper?

- A. Reducing the number of pages per edition
- B. Increasing advertising prices slightly for each edition
- C. Using more staff time to secure advertisements
- D. Requesting donations from the community

Answer

Option A is correct because even with fewer pages, ad revenue will keep coming in. The best coverage will be salvaged, as will the quality and integrity of the newspaper. **Option B is incorrect** because raising ad prices will drive some advertisers away, which will not help the financial standing of the newspaper. **Option C is incorrect** because assigning more students to collect ads will not necessarily result in more ads and will limit the time available for those students to complete journalistic writing. **Option D is incorrect** because donations are not a long-term solution for a newspaper. Although this option may work in the short-term, it is not the most effective course of action to keep the newspaper from shutting down.

Competency 014—The teacher understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products.

29. Which of the following strategies will best prepare first-year journalism students for being staff members and editors on the school newspaper?

- A. Having students shadow professional journalists working in the field
- B. Varying journalistic assignments and roles on a regular basis

- C. Ensuring that all assignments in the journalism textbook are completed
- D. Assigning a research project on the ethics and responsibilities of journalists

Answer

Option B is correct because varied journalistic assignments will allow the students to experiment with different roles and learn a variety of necessary skills that will prepare them for their roles as staff members and editors. **Option A is incorrect** because job shadowing is usually a one-time event that will not provide students with the skills they need for their roles as staff members and editors. **Option C is incorrect** because the assignments in the textbook may not adequately prepare students with the skills they need for their roles as staff members and editors. **Option D is incorrect** because a research project on ethics and journalistic responsibilities is not enough to provide students with the skills they need for their roles as staff members and editors.

30. A yearbook teacher organizes a staff field trip to an overnight yearbook camp, where the students will have the opportunity to learn various techniques and work together to come away with a theme. Which of the following is the most important benefit of this practice?

- A. It allows for a theme to be decided on in a timely manner.
- B. It allows the teacher a way to assess the ideas of the students.
- C. It allows the students to collaborate and share ideas.
- D. It allows the staff to compare their ideas with the ideas of other groups.

Answer

Option C is correct because trips to workshops, camps or other outside activities are meant as a bonding experience for any yearbook staff. These kinds of trips give the staff an opportunity to partake in team-building activities, share ideas with one another and ultimately work toward the specific goal of coming away with a theme. **Option A is incorrect** because, although the theme will be decided in a timely manner, this option overlooks the other goal of the trip, which is to encourage students to work together. As such, option A is incomplete. **Option B is incorrect** because a camp is not an optimal location to assess student work. The goal here is for students to work through ideas and identify the best course of action, which will be negatively complicated by assessments. **Option D is incorrect** because, although it is beneficial for the students to compare their ideas with the ideas of staffs from other schools, the main purpose of the camp is to learn new techniques and come away with a theme. Engaging with other groups does not necessarily help the staff reach that goal.

Competency 015—The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community.

31. A journalism teacher has started a student newspaper at school, and students in the journalism class will be directly involved in its production. To help students become more comfortable with the demands of being on a newspaper staff, the teacher arranges to have them visit the city's local newspaper office. However, a few parents have questioned the educational value of the field trip. Which of the following will best help the teacher resolve the situation?

- A. Excluding the students whose parents objected
- B. Asking parents to submit their concerns in writing
- C. Having the city newspaper staff visit the classroom instead
- D. Explaining the purpose of the trip to parents and inviting them to join

Answer

Option D is correct because the best way to approach the issue is to invite the parents to see firsthand the educational value of the trip. In addition to allowing parents to understand what their children will be asked to do over the course of the year, the experience will be successful in getting parental support throughout the school year. **Option A is incorrect** because this practice is likely to alienate students. Also, the goal of the trip is to generate interest, not create barriers between students and their newspaper. **Option B is incorrect** because although parents may be able to voice their doubts, it will not help them understand the tasks involved in producing a newspaper or build their interest in it. Getting parent feedback is a good idea, but it does not fully solve the situation. **Option C is incorrect** because it fails to fully address the situation with parents, and it keeps students from enjoying a valuable experience.

32. A middle school yearbook staff is at a loss about how to plan for the distribution of their books. Which of the following is the best suggestion the adviser can provide about how to begin?

- A. Making a list, because compiling receipts and names will make the process run more smoothly
- B. Gathering the necessities, because reserving the room and supplies is important to any distribution
- C. Finding reinforcements, because the more help that the staff receives from teachers and parents the better
- D. Looking at the book, because taking time to enjoy the product will help get the staff motivated

Answer

Option A is correct because a distribution list is essential to any kind of distribution. The students will be able to sign off that they received a book, and the staff can keep track of who has picked up a book. This will also help in case of a discrepancy, or if a student has left the school or is absent on the day of distribution. **Option B is incorrect** because reserving the room and supplies should not be the first step in organizing distribution. The staff might later decide that the distribution will occur during a class period, so reserving the gym or cafeteria may not be necessary at all. **Option C is incorrect** because finding reinforcements should be one of the last steps in the distribution process. Other decisions must be made before assisting teachers and parents can be told of their roles. **Option D is incorrect** because, although looking through the book and taking time to enjoy the product is essential to any kind of creation and distribution process, it will not help a confused staff. Although this step may motivate the staff, enjoyment of the product will not bring clarity to the situation.