



General Certificate of Education

Communication Studies 5626/6626

CMS2

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit Two – Texts and Meanings in Communication (CMS2)

This unit tests Assessment Objective 1 (communicate an awareness and understanding of categories, forms and uses of communication in contemporary life using appropriate terminology and accurate and coherent written expression) and Assessment Objective 3 (demonstrate understanding and competence in the use of techniques of critical reading applied to a diverse range of communication texts).

Up to **10** marks are available for AO1 and up to **20** marks are available for AO3.

Document One: Isle of Wight Steam Railway leaflet.

Document Two: GNER Short Break leaflet.

Task 1.

DOCUMENT ONE: Isle of Wight Steam Railway leaflet.

Through a detailed textual analysis explore the ways in which the front cover of this leaflet communicates. (NOTE: Your analysis should be of the front cover ONLY.) (30 marks)

Level	AO1	AO3	Level
5 (9-10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate clear and explicit evidence of application of critical reading techniques.</i></p> <p>Detailed analysis paying careful attention to aspects of the selection, content and layout of material. Candidates clearly distinguish between more and less important aspects of the text.</p>	5 (17-20 marks)
4 (7-8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good evidence of application of critical reading techniques.</i></p> <p>Responses explore the text in an active way, selecting significant details to inform their responses.</p> <p>Some evidence of the detailed analysis of text covering such aspects as visuals, text, tone, layout, audience appeal, conventions, narrative, genre, representation and mode of address.</p>	4 (13-16 marks)

Unit 2: Texts and Meanings in Communication. Task 1 continued.

Level	AO1	AO3	Level
3 (5–6 marks)	<p><i>Candidates communicate competent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory evidence of application of critical reading techniques.</i></p> <p>Competent response which operates at a fairly basic level but offers an informed commentary on the text.</p>	3 (9–12 marks)
2 (3–4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</p>	<p><i>Candidates demonstrate limited evidence of application of critical reading techniques.</i></p> <p>Mostly descriptive – comments on surface features of text only.</p> <p>Some limited awareness of the techniques of textual analysis is evident, but insufficient to clearly meet the demands of AS level.</p>	2 (5–8 marks)
1 (1–2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little or no evidence of application of critical reading techniques.</i></p> <p>Little appropriate material offered.</p> <p>Little or no discussion of methods.</p>	1 (1–4 marks)
0	No relevant response.	No relevant response.	0

Unit 2: Texts and Meanings in Communication. Task 2.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO3.

DOCUMENT TWO: GNER Short Break leaflet.

Examine in detail the ways in which this text uses stereotypes in its communication.

(30 marks)

Level	AO1	AO3	Level
5 (9–10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate clear and explicit evidence of application of critical reading techniques.</i></p> <p>An engaged and confident response to the text, demonstrating a clear grasp of the techniques of critical reading.</p> <p>‘Stereotyping’ as a concept is handled with skill and applied relevantly.</p>	5 (17–20 marks)
4 (7–8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good evidence of application of critical reading techniques.</i></p> <p>Understanding of stereotyping is clear. Some evidence of analysis of the text and a recognition of potential ‘issues’ of representation, such as context, purpose and the nature of the representations. It is likely that the relationship between texts and their intended readers is explored.</p>	4 (13–16 marks)
3 (5–6 marks)	<p><i>Candidates communicate competent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory evidence of application of critical reading techniques.</i></p> <p>A set of straightforward and relevant statements and an informed commentary are offered.</p> <p>Some understanding of stereotyping is evident.</p>	3 (9–12 marks)

Unit 2: Texts and Meanings in Communication. Task 2 continued.

Level	AO1	AO3	Level
2 (3–4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</p>	<p><i>Candidates demonstrate limited evidence of application of critical reading techniques.</i></p> <p>Analysis tends to be descriptive with little confidence or skill in handling ideas of representation. Some consideration of such elements as audience, context and effectiveness is made.</p>	2 (5–8 marks)
1 (1–2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little or no evidence of application of critical reading techniques.</i></p> <p>Little relevant material.</p>	1 (1–4 marks)
0	No relevant response.	No relevant response.	0