



**General Certificate of Education**

**Communication Studies 5626**

**CMS2      Unit 2**

**Mark Scheme**

*2007 examination - January 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.

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## UNIT 2: TEXTS AND MEANINGS IN COMMUNICATION (CMS2)

### MARK SCHEME (JANUARY 2007)

#### Aims

When you are marking scripts your aim should be:

1. to identify and reward the achievements of candidates;
2. to ensure compatibility of assessment for all candidates, regardless of question or examiner.

#### Approach

Please be *positive* when marking scripts, looking to reward relevant points that candidates make rather than penalise what they don't know.

A specification of this type must recognise the variety of experiences and knowledge that candidates bring to the examination. The questions have been designed to provide opportunities for candidates to demonstrate what they have learned about different aspects of Communication Studies.

#### The Marking Grid

The marking grid is organised according to the specification's Assessment Objectives which are printed above the descriptors. There are five broad levels representing different levels of achievement.

Each level reflects the weighting of Assessment Objectives in particular questions and across the examination as a whole. You will need to give different marks to levels for different Assessment Objectives.

#### Using the Grid

Descriptors in italics are generic and relate to all mark schemes drawing on that particular Assessment Objective. Descriptors in roman text are question specific.

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective you are required to choose a level which best fits the candidate's response and then 'fine tune' this to give a specific mark from within the level that most accurately describes the candidate's level of achievement for that Assessment Objective.

To do this you will need to decide whether a script is displaying all the characteristics firmly (top of level) or just some (bottom of level) or a mixture (in the middle) as appropriate. If there is evidence of one level's descriptors and the beginnings of the level above, give a mark in the higher level.

#### Annotating Scripts

It is important that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

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To this end you should:

- identify points of merit with ✓ or ✓✓, where a single tick indicates merit and a double tick a particularly good point
  - identify errors by underlining or placing a cross in the margin
  - write a brief summative comment at the end
  - indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
  - add up the marks for each Assessment Objective
  - put a ringed total in the margin at the end of each answer.
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**AS COMMUNICATION STUDIES**
**UNIT 2: TEXTS AND MEANINGS IN COMMUNICATION (CMS2)****MARK SCHEME (JANUARY 2007)**

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).

**Text One:** Front of promotional card for *Women's UEFA Championship*

**Text Two:** Front cover of *Grass Roots Football Show 2005* leaflet

**Task 1**

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

**TEXT ONE**

**Through a detailed textual analysis explore the ways in which this text communicates.**

**(30 marks)**

<b>Level</b>	<b>AO1</b>	<b>AO3</b>	<b>Level</b>
5 (9–10 marks)	Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.	Detailed analysis paying careful attention to the ways in which meanings are constructed in the text. Candidates clearly distinguish between more and less important aspects of the text. The reader is clearly dictating the direction of the reading.	5 (17–20 marks)
4 (7–8 marks)	Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.	Good work, and at the upper end very good. Responses explore the text in an active way, selecting significant details to inform their responses.  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. The reader is engaged in a dialogue with the text.	4 (13–16 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO3</b>	<b>Level</b>
3 (5–6 marks)	Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.	Competent response which operates at a fairly basic level but offers an informed commentary on the text. Competence may be found in a variety of places; in the quality of the response, in the coverage of key areas of the text, in the level of understanding. Here it is likely that the text leads the reader somewhat.	3 (9–12 marks)
2 (3–4 marks)	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.	A limited response, where ‘limited’ suggests that too little has been achieved for ‘competence’ to be declared: too little content/coverage/analysis/conceptual awareness. Often descriptive – comments on surface features of text only.  Some limited awareness of the techniques of textual analysis is evident, but insufficient to clearly meet the demands of AS level.	2 (5–8 marks)
1 (1–2 marks)	Confused to the point where communication is impeded.	Little appropriate material offered.  Little or no discussion of methods.	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.

**TEXT TWO**

**Explore some of the ways in which this text attempts to overcome barriers to communication. (30 marks)**

<b>Level</b>	<b>AO1</b>	<b>AO3</b>	<b>Level</b>
5 (9–10 marks)	Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.	An engaged and confident response to the text, demonstrating a clear grasp of the techniques of critical reading.  'Barriers' as a concept is handled with skill and applied relevantly.	5 (17–20 marks)
4 (7–8 marks)	Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.	Understanding of different kinds of noise 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.	4 (13–16 marks)
3 (5–6 marks)	Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.	A set of straightforward and relevant statements and an informed commentary is offered.  Some understanding of barriers is evident.	3 (9–12 marks)

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

<b>Level</b>	<b>A01</b>	<b>A03</b>	<b>Level</b>
2 (3–4 marks)	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.	A limited response, where ‘limited’ suggests that too little has been achieved for ‘competence’ to be declared: too little content/ coverage/analysis/conceptual awareness. Responses will tend to be descriptive with little confidence or skill in addressing the issues of the question.  ‘Barriers’ may appear as a crude list.	2 (5–8 marks)
1 (1–2 marks)	Confused to the point where communication is impeded.	Little relevant material.	1 (1–4 marks)
0	No relevant response.	No relevant response.	0