

GCE 2004
June Series



Mark Scheme

Communication Studies (CMS2)

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.

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Dr Michael Cresswell Director General

AS COMMUNICATION STUDIES

UNIT 2: TEXTS AND MEANINGS IN COMMUNICATION (CMS2)

MARK SCHEME (JUNE 2004)

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).

Document One: *St John Ambulance Badgers* (leaflet enclosed);

Document Two: *Trafford Centre Children's Facilities* (insert enclosed).

Unit 2: Texts and Meanings in Communication: Task 1

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

Task 1

DOCUMENT ONE

Through a detailed textual analysis explore the ways in which this leaflet communicates with its audiences. **(30 marks)**

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

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

Level	A01	A03	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. Responses might concentrate on versions of a ‘preferred reading’.</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.</p>	<p><i>Candidates demonstrate limited evidence of application of critical reading techniques.</i></p> <p>Mostly descriptive – comments on surface features of the 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.

Task 2**DOCUMENT TWO**

Charles Peirce suggested that it was useful to differentiate between the ways in which signs function as icon, index and symbol. Examine the ways in which signs function differently on the Trafford Centre leaflet’s map of facilities. (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 analysis of the text, demonstrating a clear grasp of the techniques of critical reading.</p> <p>Concepts (especially those introduced in the question) are 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>A recognition of potential differences between different kinds of sign and some evidence of detailed analysis of the text. The relationship between the text and its intended readers may be 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 with some application to the text. There is a basic understanding of different categories of sign.</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.</p>	<p><i>Candidates demonstrate limited evidence of application of critical reading techniques.</i></p> <p>Analysis tends to be descriptive, with limited confidence or skill in handling the specified ideas.</p>	2 (5–8 marks)

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

Level	AO1	AO3	Level
1 (1–2 marks)	<i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Confused to the point where communication is impeded.	<i>Candidates demonstrate little or no evidence of application of critical reading techniques.</i> Little relevant material.	1 (1–4 marks)
0	No relevant response.	No relevant response.	0