

GCE 2005

January 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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AS COMMUNICATION STUDIES

UNIT 2: TEXTS AND MEANINGS IN COMMUNICATION (CMS2)

MARK SCHEME (JANUARY 2005)

Document One: The Mary Stevens Hospice: “Quality Christmas Cards 2003” leaflet: reverse side of A4 flyer distributed door-to-door.

Document Two: *My Weekly*: “Don’t Miss *My Weekly Christmas Special 2003*” advertisement (20/12/2003), upper half of page 44.

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).

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 some of the different ways in which the idea of “Christmas” is represented through this text. (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>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> <p>Responses explore the text in an active way, selecting significant details to inform their responses.</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>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 are likely to 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. 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.

Task 2**DOCUMENT TWO**

Explain how this text addresses its audience.

(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>The idea of ‘preferred reading’ 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>Some evidence of analysis of the relationship between the text and its intended audience; issues such as register and mode of address.</p> <p>Issues of representation will also likely be explored such as context, purpose and the nature of representations.</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> | 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 ‘readings’. 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 |