



General Certificate of Education

Communication Studies 5626/6626

CMS2

Mark Scheme

2006 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.

UNIT 2: Texts and Meanings in Communication (CMS2)

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 do not 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.

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.

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.

Text One: *‘Every one tells a story’*, McDonald’s leaflet.

Text Two: *‘How Mammals Keep in Touch’*, interior of Mammal Communication (sample card) from *‘Discovering Wildlife – the ultimate factfile’*.

Task 1

TEXT ONE: *‘Every one tells a story’*, McDonald’s leaflet.

Through a detailed textual analysis explore the ways in which this text communicates with its audiences. **(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>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 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.

TEXT TWO: *'How Mammals Keep in Touch'*.

Barthes proposed two functions of words with regard to images: anchorage and relay. These refer to different ways in which meanings are established within texts.

Consider the ways in which words relate to images in 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>An engaged and confident response to the text, demonstrating a clear grasp of the techniques of critical reading.</p> <p>Anchorage 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>Some evidence of analysis of the text and a recognition of potential 'issues' relating to the ways in which meanings are directed within the text. The relationship between words and images is the likely focus here.</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 treatment of 'anchorage' as a term or concept is to be expected here.</p>	3 (9-12 marks)

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

<p>2 (3–4 marks)</p>	<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. No real attempt is made to address the relationship between words and images.</p>	<p>2 (5–8 marks)</p>
<p>1 (1–2 marks)</p>	<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>	<p>1 (1–4 marks)</p>
<p>0</p>	<p>No relevant response.</p>	<p>No relevant response.</p>	<p>0</p>