

General Certificate of Education
January 2008
Advanced Subsidiary Level

GCE COMMUNICATION STUDIES
Unit 2: Texts and Meanings in Communication

CMS2



MARK SCHEME

POST-STANDARDISATION

UNIT 2: TEXTS AND MEANINGS IN COMMUNICATION (CMS2)

MARK SCHEME (JANUARY 2008)

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.

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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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 and back of greetings card *Happy 16th Birthday*

Text Two: Promotional postcard for *Adult Literacy support in Sandwell*

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 examine the ways in which this text communicates with its audiences. (30 marks)

Level	AO1	AO3	Level
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 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)	Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.	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. 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	AO1	AO3	Level
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.	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.	Mostly descriptive – comments on surface features of text only. Some limited awareness of the techniques of textual analysis will be 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

There are a number of elements in an act of communication. Explore text two paying attention to the relationships between what you consider to be the significant elements.

(30 marks)

Level	AO1	AO3	Level
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. This reading will concentrate on establishing the potential interactions of different parts of the text.	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.	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. The relationship between the different identified ‘components’ of the text will be 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 will be offered.	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.	Analysis will tend to be descriptive. Some consideration of significant elements in the text will be made, 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 relevant material.	1 (1–4 marks)
0	No relevant response.	No relevant response.	0