

version 1.0



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Communication Studies 2007

This specification should be read in conjunction with:
Past Papers and Mark Schemes
Reports on the Examination
Teachers' Guide

AQA ADVANCED SUBSIDIARY GCE 5626
AQA ADVANCED GCE 6626

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Background Information

1

Advanced Subsidiary and Advanced Level Specifications

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) – 50% of the total award;
- a second examination, called A2 - 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally assessed through an associated assessment unit. The specification gives details of the relationship between the modules and the assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 3.

2

Specification at a Glance

Communication Studies

at Advanced Level

| |
|---------------------------|
| Advanced Subsidiary Award |
| 5626 |



| AS Examination 5626 | |
|---|---|
| Unit 1 | |
| Introducing Communication Practice: Presentation Portfolio | |
| Coursework | 40% of the total AS marks 20% of the total A Level marks |
| Research, prepare, present and review an oral presentation on communication skills. Internally assessed and externally moderated. | |
| Unit 2 | |
| Texts and Meanings in Communication | |
| 1 hour 30 minutes – two questions | 30% of the total AS marks 15% of the total A Level marks |
| Critical reading of communication texts. | |
| Unit 3 | |
| Themes in Personal Communication | |
| 1 hour 30 minutes - three questions | 30% of the total AS marks 15% of the total A Level marks |
| Verbal and non-verbal communication, intrapersonal communication and group communication. | |



| |
|----------------|
| Advanced Award |
| 6626 |



| A2 Examination 6626 | |
|---|--------------------------------|
| Unit 4 | |
| Developing Communication Practice: Project | |
| Coursework | 20% of the total A Level marks |
| Identify, research, draft, produce and evaluate a communication artefact. Internally assessed and externally moderated. | |
| Unit 5 | |
| Culture, Context and Communication | |
| 1 hour 30 minutes – two questions | 15% of the total A Level marks |
| The creation and transmission of culture in different communication contexts. | |
| Unit 6 | |
| Issues in Communication | |
| 2 hours – three synoptic questions | 15% of the total A Level marks |
| Synoptic module. Focuses on key debates in communication. | |

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

| | Availability of Units | | Availability of Qualification | |
|---------|-----------------------|---------|-------------------------------|---------|
| | AS | A2 | AS | A Level |
| January | 2, 3 | 5 | ✓ | ✓ |
| June | 1, 2, 3 | 4, 5, 6 | ✓ | ✓ |

3.2 Sequencing of Units

In Communication Studies, it is recommended that these units are taken together: 1, 2 and 3; 4, 5 and 6. Units 1 and 3 of the AS should be run concurrently if possible. Units 4 and 6 include synoptic assessment of the whole Advanced Level course, testing candidates' understanding of connections between different elements of Communication Studies. It is recommended that Unit 6 is taken at the end of the course.

3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used:

| AS | A2 |
|----------------------|----------------------|
| Unit 1 - <i>CMS1</i> | Unit 4 - <i>CMS4</i> |
| Unit 2 - <i>CMS2</i> | Unit 5 - <i>CMS5</i> |
| Unit 3 - <i>CMS3</i> | Unit 6 - <i>CMS6</i> |

The **Subject Code** for entry to the AS only award is 5626.

The **Subject Code** for entry to the Advanced Level award is 6626. Subject entries for Advanced Level will only be accepted if a previous or concurrent entry has been made for 5626 (AS).

3.4 Prohibited Combinations

There are no prohibited combinations.

Every specification is assigned a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same qualification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification for this specification is 5310.

3.5 Private Candidates

This specification is not available to private candidates.

3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

Access Arrangements and Special Consideration

Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination

GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills

This document can be viewed via the AQA Web site

(www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.7 Language of Examinations

All assessment units in this subject are provided in English only.

Scheme of Assessment

4

Introduction

This GCE Communication Studies specification complies with:

- the GCSE and GCE A/AS Code of Practice;
- the Advanced Subsidiary and Advanced Level Qualification Specific Criteria;
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

This specification has been designed to provide opportunities for candidates to develop skills, competence and knowledge in both the study and the practice of communication. It is designed to be broad and accommodating in its concept and practical in its delivery. A course of work based on this specification will take account of candidates' awareness of their roles as creators and consumers of communication and of their capacity to reflect consciously on their participation in creating and consuming communication processes and products.

This specification provides opportunities for progression to courses in higher education in the subject area of Communication Studies, or to other subject areas as an entry qualification. Communication Studies contributes to national provision of Advanced Level qualifications in offering subject content which is distinct from that of other subjects, by complementing study in arts, social sciences and humanities subjects, or as a contrasting discipline with study in other areas.

The focus of this specification is the study of how people communicate with each other and how conceptual models and theories have sought to explain the nature of human communication and its role in the creation and transmission of culture.

Communication takes many forms, from personal conversation to global cultural messages. These forms are analysed in terms of how meanings are created between the senders and receivers of messages. Candidates are assessed on their knowledge and understanding of theoretical approaches to the subject and the application of these through their research and creative skills.

Further, candidates will develop a sense of self and of their capacity to engage in self-conscious, self-reflexive activities which will enable them to evaluate critically the communication activities and products of themselves and of others.

In addition it allows candidates to develop skills which are desirable in many areas of employment, including such areas as teaching, personnel work, social work and public relations.

Prior level of attainment and recommended prior learning

The new AS and A Level awards provide an effective transition from, and consolidation of, GCSEs in Communication Studies and Media Studies, although success at GCSE is not a prerequisite for following the AS or A Level course.

No prior learning is necessary for candidates to undertake a course of study based on this specification.

Candidates may enrol for these qualifications without any prior learning or attainment in this subject. It is suitable for all post-16 candidates, including those involved in lifelong learning.

5

Aims

A/AS courses based on this specification should:

- a. promote knowledge and understanding of categories, forms and uses of communication;

At AS:

- b. enhance candidates' personal communication skills;
- c. introduce and develop candidates' skills in critical reading and evaluating the communication products of themselves and others;

and at A Level:

- d. develop candidates' reflexive and evaluative skills in relation to personal communication;
- e. develop and enhance candidates' knowledge of the cultural contexts of communication;
- f. develop candidates' awareness of the contested nature of communication practices and theories and the links between them.

6

Assessment Objectives

The differences between the AS and A Level Assessment Objectives reflect the differences in the depth and breadth of the requirements of the specification. Assessment Objectives 1, 2, 3 and 4 are common to both AS and A Level. At A Level the scope and level of demand is extended by Assessment Objective 5.

The examination will assess candidates' ability to:

At AS and A Level

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;
2. demonstrate knowledge and understanding of key concepts, conventions and theories in communication study;
3. demonstrate understanding and competence in the use of techniques of critical reading applied to a diverse range of communication texts;
4. demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study;

At A Level

5. analyse and evaluate different theoretical perspectives in the study of communication.

Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of the quality of written communication is included in Assessment Objective 1.

7

Scheme of Assessment – Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

7.1 Assessment Units

| | |
|---------------------------|------------|
| Unit 1 | Coursework |
| 40% of the total AS marks | 120 marks |

Introducing Communication Practice: Presentation Portfolio

Candidates will be assessed through a coursework portfolio incorporating:

- a 500-word research essay on personal communication skills
- the preparation of an oral presentation incorporating:
 - (a) 10 minutes' script
 - (b) audio-visual aids
- presentation
- a 500-word review and discussion of the presentation.

All presentations **must** be video recorded for moderation purposes.

This unit tests Assessment Objectives 1, 2 and 4 and assesses **Module 1** of the AS Subject Content. The unit is marked internally and moderated by AQA.

| | | |
|---------------------------|--------------|----------|
| Unit 2 | Written Unit | 1½ hours |
| 30% of the total AS marks | 60 marks | |

Texts and Meanings in Communication

Candidates will be presented with visual (print) texts.

Candidates will complete **two** tasks based on the texts.

This unit tests Assessment Objectives 1 and 3 and assesses **Module 2** of the AS Subject Content.

| | | |
|---|--|-----------------|
| Unit 3 <i>30% of the total AS marks</i> | Written Unit 90 marks | 1½ hours |
|---|--|-----------------|

Themes in Personal Communication

Candidates will be assessed on key concepts and perspectives in personal communication through **three** essays, each taken from a different section of the unit:

- Verbal and non-verbal communication
- Intrapersonal communication
- Group communication.

This unit tests Assessment Objectives 1 and 2 and assesses **Module 3** of the AS Subject Content.

7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

| Assessment Objectives | Unit Weightings (%) | | | Overall Weighting of AOs (%) |
|---|---------------------|-----|-----|------------------------------|
| | 1 | 2 | 3 | |
| Communicate awareness and understanding (AO1) | 10 | 10 | 10 | 30 |
| Demonstrate knowledge and understanding of key concepts, conventions and theories (AO2) | 10 | 0 | 20 | 30 |
| Demonstrate understanding and competence in techniques of critical reading (AO3) | 0 | 20 | 0 | 20 |
| Demonstrate competence in research, planning, production and review (AO4) | 20 | 0 | 0 | 20 |
| Overall Weighting of Units (%) | 40% | 30% | 30% | 100 |

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

8

Scheme of Assessment – Advanced Level (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 Scheme of Assessment.

8.1 AS Assessment Units

| | | |
|--|--------------------------|----------|
| Unit 1 20% of the total A Level marks | Coursework 120 marks | |
| Unit 2 15% of the total A Level marks | Written Unit 60 marks | 1½ hours |
| Unit 3 15% of the total A Level marks | Written Unit 90 marks | 1½ hours |

8.2 A2 Assessment Units

| | |
|--|-------------------------|
| Unit 4 20% of the total A Level marks | Coursework 100 marks |
|--|-------------------------|

Developing Communication Practice: Project

Candidates are required to identify a brief for the construction of a communication artefact. They will need to research the audience, cost the artefact, draft and produce the artefact, and evaluate its effectiveness.

Candidates will be assessed in terms of:

- the brief
- the research
- the draft
- the product/artefact
- the synoptic evaluation; drawing on theories of both personal and cultural communication.

This unit tests Assessment Objectives 4 and 5 and assesses **Module 4** of the A2 Subject Content. This unit is marked internally and moderated by AQA.

| | | |
|---------------------------------------|---------------------|-----------------|
| Unit 5 | Written Unit | 1½ hours |
| <i>15% of the total A Level marks</i> | 60 marks | |

Culture, Context and Communication

Candidates will be assessed by answering **two** questions which test their knowledge and understanding of concepts of culture and cultural transmission across four contexts of cultural communication:

- personal
- organisational
- the mass media
- the constructed environment.

This unit tests Assessment Objectives 1 and 2 and assesses **Module 5** of the A2 Subject Content.

| | | |
|---------------------------------------|---------------------|----------------|
| Unit 6 | Written Unit | 2 hours |
| <i>15% of the total A Level marks</i> | 90 marks | |

Issues in Communication

Candidates will answer **three** synoptic questions to explore in greater depth significant debates about communication issues:

- competing theories about communication
- implications of new communication technologies
- communication and socialisation
- ethical, moral and political debates in communication.

This unit tests Assessment Objective 5 and assesses **Module 6** of the A2 Subject Content.

8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that Advanced Level specifications must include synoptic assessment (representing at least 20% towards the full Advanced Level and at least 15% of the total externally assessed Advanced Level marks). Synopticity is explicitly assessed by Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

A summary of synoptic requirements is given below, making a total of 20% for the A Level award.

| | |
|------------------------------|-----------------------------|
| Unit 4 (Centre Assessed) | Assessment Objective 5: 5% |
| Unit 6 (Externally Assessed) | Assessment Objective 5: 15% |

Synoptic assessment in this specification requires candidates to develop a broader and deeper understanding of the connections between the theoretical and practical knowledge and understanding acquired throughout the course.

Synoptic assessment draws on the additional A Level Assessment Objective 5 (AO5) and involves the explicit synthesis of experience gleaned from both theoretical and practical elements of the course. Candidates are also required to demonstrate a synthesis of communication knowledge and practice developed throughout the course, related to both personal and cultural communication and the links between them. In Units 4 and 6 the synoptic element is assessed by Assessment Objective 5, as well as drawing on the knowledge, understanding and skills developed through Assessment Objectives 1, 2 and 3.

Synoptic assessment is explicitly tested in Unit 6 (15% of total A Level marks). All the marks for Unit 6 are allocated to synoptic assessment.

Unit 4 also requires candidates to demonstrate an understanding of the connections between the theory and practice of both personal and cultural communication. This synoptic evaluation makes up 25% of the unit’s assessment total and 5% of total A Level marks.

In addition to those skills required to be demonstrated in Unit 4 in practical work for Assessment Objective 4, AO5 requires candidates to utilise the knowledge, understanding and skills gained from linking the connections between the study of communication and the evaluation of communication artefacts seen in the work of others and their own practical work.

8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

| Assessment Objectives | Unit Weightings (%) | | | | | | Overall Weighting of AOs (%) |
|---|---------------------|----|----|----|----|----|------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| Communicate awareness and understanding (AO1) | 5 | 5 | 5 | 0 | 5 | 0 | 20 |
| Demonstrate knowledge and understanding of key concepts, conventions and theories (AO2) | 5 | 0 | 10 | 0 | 10 | 0 | 25 |
| Demonstrate understanding and competence in techniques of critical reading (AO3) | 0 | 10 | 0 | 0 | 0 | 0 | 10 |
| Demonstrate competence in research, planning, production and review (AO4) | 10 | 0 | 0 | 15 | 0 | 0 | 25 |
| Analyse and evaluate different communication perspectives (AO5) | 0 | 0 | 0 | 5 | 0 | 15 | 20 |
| Overall Weighting of Units (%) | 20 | 15 | 15 | 20 | 15 | 15 | 100 |

Candidates’ marks for each assessment unit are scaled to achieve the correct weightings.

Subject Content

9

Summary of Subject Content

9.1 AS Modules

MODULE 1 - Introducing Communication Practice: Presentation Portfolio

Candidates are introduced to the theory and practice of personal communication skills through techniques of communication research and the theory, preparation, presentation and review of an oral communication.

MODULE 2 - Texts and Meanings in Communication

Candidates acquire, practise and apply the techniques of critical reading of communication texts and the ways in which meaning is produced through communication.

MODULE 3 - Themes in Personal Communication

Candidates are introduced to perspectives in personal communication. These are then related to concepts including verbal and non-verbal communication, intrapersonal communication and group communication.

9.2 A2 Modules

MODULE 4 - Developing Communication Practice: Project

Candidates extend their knowledge of communication theories through the research into, drafting and production of a communication artefact in terms of cost, identified audience need and a specific brief. The synoptic evaluation will relate to the brief and to candidates' understanding of personal and cultural communication theories, their practical application and the connections between them.

MODULE 5 - Culture, Context and Communication

This module develops more fully candidates' knowledge of the role of communication in the creation and transmission of culture in personal, organisational, mass media and environmental contexts.

MODULE 6 - Issues in Communication

In this synoptic module, candidates explore in more depth debates and controversies in relation to personal and cultural communication theories and the links between them. These are discussed through issues such as competing theories about communication, the impact of new communication technologies, communication and socialisation, and ethical, moral and political debates in communication.

AS Module 1

Introducing Communication

Practice: Presentation Portfolio

10.1 Introduction

This module tests Assessment Objective 1, Assessment Objective 2 and Assessment Objective 4. (See Section 6.) In this module, candidates are required to demonstrate knowledge, understanding and application of personal communication skills. There are four components in the assessment of this module: researching; preparing; presenting; and reviewing.

For research, candidates are required to:

- select an appropriate area for research into a personal communication skill
- investigate this area through academic study and/or practical observation (candidates can use primary or secondary research or a combination of both)
- use the information acquired to produce an essay (approximately 500 words).

This essay will form the basis for the preparation and content of their presentation. Candidates will then review their presentation in terms of their effectiveness as communicators.

The module may be studied concurrently with AS Module 3.

Knowledge, understanding and skills developed, practised and consolidated here may be considered generic to a wide range of academic and vocational contexts. Presentational skills are vital to employment seeking and securing. In addition, presentations (both group and individual) are used as a key form of assessment in the British university sector on a wide range of arts, humanities and social sciences programmes of undergraduate study.

10.2 Knowledge and Understanding

The essay will show candidates' knowledge and understanding of personal communication skills, perspectives and techniques.

Candidates will demonstrate knowledge, proficiency and understanding in one or more of the following personal communication skills:

- speaking, listening and empathising
- reading and observing
- identifying and using sources of information
- drafting and writing
- planning and structuring a presentation

- oral presentation skills
- dealing with questions
- reviewing own performance.

Candidates will also consider the significance of ICT as a means of enhancing personal communication skills.

Knowledge and understanding developed here may be further developed and consolidated by candidates undertaking AS Module 3 - Themes in Personal Communication and A2 Module 4 - Developing Communication Practice: Project.

10.3 Skills

Candidates will develop skills in designing, producing and using notes, scripts, flashcards, audio aids, human aids, visual aids and any other materials which can be used to both constitute and support the presentation.

More details of the content and marking of this module can be found in Sections 18-24 of this Specification and in the Teachers' Guide. All presentations (including the question-and-answer session) must be video recorded for moderation purposes.

AS Module 2

Texts and Meanings in Communication

11.1 Introduction

This module tests Assessment Objective 1 and Assessment Objective 3. (See Section 6.) It introduces candidates to the basic practical skills and conceptual understanding required for the critical reading of communication texts. Candidates will be introduced to *process* and *semiotic* approaches to the construction and deconstruction of communication texts.

11.2 Knowledge and Understanding

This module deals with the ways in which communication texts generate meaning. A broad definition of text would include any example of communication which enjoys an existence separate and independent from its sender. However, for the purpose of this module, only those texts which are print-based or which may be converted into print format will be used for assessment.

Principally, this module requires candidates to achieve an understanding of critical reading techniques (AO3) by studying the process approach to the study of communication texts and, in contrast, the semiotic approach.

In addition, candidates are required to draw upon the following aspects of textual analysis:

- the nature and implications of representation
- attitudes towards interested representations such as stereotypes
- genre and its functions within communication texts
- knowledge of the conventions of common forms of print-based media (detailed below)
- narrative codes and their use within print-based artefacts
- mode of address, e.g. formal/informal, direct/indirect.

11.3 Process Approach

In terms of the process approach, candidates should be familiar with such aspects as:

- the strengths and limitations of linear models
- the status and authority of senders
- the nature and composition of messages
- the function and role of receivers
- the forms and functions of feedback
- the different kinds of barriers to communication (mechanical, psychological, semantic, organisational)
- the use of different registers in print-based texts.

In the case of the process tradition, the text will be considered principally in terms of its measurable success in achieving pre-determined outcomes. Here, the form of the text is considered from the point of view of the sender's intention and the targeted audience's need.

11.4 Semiotic Approach

In terms of the semiotic approach, candidates should be familiar with such aspects as:

- Saussure's notion of the composition of the sign (signifier and signified)
- the nature of signs and how they signify (as icon, as index and as symbol)
- what codes are and how they operate
- Barthes' theory of levels of signification whereby signs are said to communicate on three levels: denotation, connotation and ideology
- Barthes' concept of myth
- anchorage and relay as mechanisms whereby meaning is assigned in communication
- the concept of the paradigm as the collection of signs from which a number of signs are chosen; these chosen signs are then ordered or sequenced to become a syntagm.

In the case of the semiotic tradition, the meaning of the text is contingent and candidates will be expected to comment on factors which may contribute to different and contrasting readings of the same text. At this level, sophisticated deconstruction is not expected, but candidates should be able to apply the basic tools of semiotic analysis listed above.

11.5 Skills

A programme of study appropriate to the demands of this module will be based around a series of practical exercises which develop conceptual understanding at increasing levels of sophistication through the application of analytical techniques. Texts for study should be print-based, ideally combining visual and verbal elements.

The range of material suitable for case study includes:

leaflets; flyers; brochures; magazines; newspapers; advertisements; posters; book jackets; CD covers; web sites; scripts; storyboards; postcards; greeting cards; packaging materials.

At the end of this module, candidates should be able to demonstrate proficiency in the analysis of text within both the process and the semiotic traditions.

In addition, candidates should be able to identify the codes, conventions and standard industrial practices associated with the text under consideration. This will include, for example, the skills necessary to make informed comment on the use of colour, typography, elements of design and layout, and the cropping and manipulation of photographs.

More advanced exercises should allow candidates to proceed from descriptive levels of analysis to those which encourage comparative and evaluative comment. Candidates should be conversant with debates about representations of class, ethnicity, gender, ability and age.

AS Module 3

Themes in Personal Communication

12.1 Introduction

This module tests Assessment Objective 1 and Assessment Objective 2. (See Section 6.) It introduces candidates to key areas and themes in the study of personal communication.

This module provides an essential foundation for those candidates progressing to A2 Module 5. The knowledge and understanding developed here supports the skills which are practised in Module 1 and the analytical techniques introduced in Module 2.

The module deals with communication at the level of the individual and the small group. Consequently candidates will be able to relate the ideas and topics included in this module to their own experience as communicators.

12.2 Knowledge, Understanding and Skills

The following knowledge and skills are developed in this module:

- defining key concepts
 - role
 - register
 - perception
 - culture
 - context
 - model
 - purpose
- identifying forms and uses of communication at the level of the individual and the small group
- using appropriate subject specific terminology.

Candidates must explore the significance and relevance of the key concepts above in each of the following areas of study:

- Verbal and non-verbal communication
- Intrapersonal communication
- Group communication.

Although each area of study is discrete, candidates must be aware of their inter-relatedness.

12.3 Verbal and Non-verbal Communication

In this area of study candidates are introduced to the two most significant forms of communication in inter-personal and small group interaction.

Candidates are required to demonstrate knowledge and understanding of:

- definitions of language (such defining characteristics as creativity, discreteness)
- distinctions between human and animal communication systems
- categories of non-verbal communication
 - facial expression
 - eye movement
 - gesture
 - proxemics
 - kinesics
 - appearance
- paralanguage
 - pitch
 - emphasis
 - intonation
 - volume
 - pace
 - hesitation phenomena
- functions of verbal and non-verbal communication
 - belonging
 - role
 - status
 - power
 - empathy
 - emotion
 - persuasion
 - information
- relationship between verbal and non-verbal communication
 - turn-taking in conversation
 - opening and closing interactions
 - communicative competence
 - leakage
 - redundancy
- relationship between language and thought
 - linguistic determinism
 - linguistic relativism
 - intentionality
- communication as learned or innate behaviour
- verbal and non-verbal communication and social difference
 - restricted and elaborated codes
 - accent and dialect
 - gender and communication.

12.4 Intrapersonal Communication

Candidates are required to demonstrate knowledge and understanding of:

- self image
- self concept
- ideal self
- self esteem
- ideas about the development of self and personality, such as
 - Freud (id, ego, super-ego)
 - Eysenck (criticisms of Freud; extrovert/introvert personality)
 - Jung (elements of the psyche)
 - Adorno (authoritarian personality)
- the relationship between intrapersonal and interpersonal communication (self as others see us), such as
 - transactional analysis
 - Johari Window
 - communication as performance (E. Goffman)
 - self-fulfilling prophecy
 - cognitive dissonance
- the split or divided self.

12.5 Group Communication

Candidates are required to demonstrate knowledge and understanding of:

- categories of group
 - formal
 - informal
 - primary
 - secondary
- goals and functions of groups
 - socio-emotional
 - task-orientated
 - intrinsic
 - extrinsic
- roles within the group
 - assigned
 - assumed
- stages in the development of groups
 - formation
 - rebellion
 - norming
 - co-operation
- motivation
 - intrinsic/extrinsic
 - Maslow's hierarchy of needs

- intra-group communication
 - group conflict
 - Bales' interaction process analysis
 - sociograms
 - Moreno and sociometrics
- in groups and out groups
 - group cohesion
 - solidarity and 'groupthink'
 - boundary marking
 - deviance and conformity
 - stereotypes and scapegoats
- leadership styles (Lewin's categories)
 - autocratic
 - democratic
 - bureaucratic
 - laissez-faire.

A2 Module 4

Developing Communication

Practice: Project

13.1 Introduction

This module tests Assessment Objective 4 and Assessment Objective 5. (See Section 6.) It develops the knowledge, understanding and skills introduced in AS Module 1.

This internally assessed module requires candidates to research, cost, draft, produce and evaluate a communication artefact. They will need to provide a synoptic evaluation which draws together theory and practice in Communication Studies and the connections between personal and cultural communication.

13.2 Knowledge, Understanding and Skills

This module is designed to extend knowledge and skills acquired, practised and developed in AS Module 1. Candidates are expected to:

- consolidate their learning about audiences
- undertake research into the need for, and the design, cost and production of, a communication artefact
- produce the communication artefact
- evaluate the success of the artefact in terms of a range of factors including the meeting of audience needs, the practicability of the artefact, the relationship between form and content of the artefact
- develop further their own reflexivity in terms of personal and cultural communication
- synthesise further communication theory and communication practice.

Further details about this module and guidance for assessment can be found in Sections 18-24 of this Specification and in the Teachers' Guide.

A2 Module 5

Culture, Context and Communication

14.1 Introduction

This module tests Assessment Objective 1 and Assessment Objective 2. (See Section 6.) It draws on the knowledge, understanding and skills introduced in Modules 2 and 3. Furthermore, it develops candidates' understanding of communication in the creation and transmission of culture in personal, organisational, media and environmental contexts.

Candidates will demonstrate knowledge and understanding of key communication concepts, specifically *culture*, *ideology*, *identity* and *mode of address*. Contrasting definitions and interpretations of these terms will be explored.

Candidates will need to describe, evaluate and illustrate competing claims about the *value* of different cultural forms.

Candidates will also study the role and function of different forms of communication in the process of cultural transmission. The module includes a study of theoretical explanations of ways in which cultural communication addresses the individual subject, and knowledge of these should be demonstrated in candidates' responses to the assessment unit.

14.2 Knowledge, Understanding and Skills

The following skills are developed in this module:

- defining key concepts
 - culture
 - ideology
 - identity
 - mode of address (and mode of reception)
- identifying forms and uses of communication in the transmission of culture
- analysing and evaluating relevant theories
- using appropriate terminology
- expressing ideas accurately and coherently in writing.

Knowledge and understanding are organised within two key areas of study:

- Concepts of culture
- Cultural transmission.

14.3 Concepts of Culture

This area of study builds upon candidates' understanding of culture as introduced in AS Module 3. Candidates must be able to:

- explore in more depth definitions of culture
- explore ideas about the nature of high culture, popular culture, mass culture, elite culture, class culture and subculture
- place debates about the above in historical context; show

understanding of relevant theoretical perspectives in relation to the above, specifically: feminism, post-colonialism, Marxism, postmodernism

- evaluate competing claims about the value of cultural forms.

In this area of study, candidates should examine the evolution of the debate about the relative merits of high culture and popular culture and their social roles. In relation to the question of value, candidates should explore ideas about aesthetics and cultural relativism.

14.4 Cultural Transmission

This area of study builds upon the foundations established in AS Modules 2 and 3 by developing a more sophisticated understanding of the key concepts of *ideology*, *identity* and *mode of address*, and by extending the scope of the treatment of communication texts from merely print-based to a consideration of the constructed environment. The development of mode of address from Unit 2, alongside the concept of mode of reception, emphasises the development of these concepts to incorporate both the ways in which audiences are constructed by senders, and the ways in which texts promote certain kinds of preferred readings, while allowing others. The theoretical perspectives will clearly inform some of these readings but candidates will also be encouraged to formulate their own. The study of group communication in AS Module 3 provides underpinning knowledge for the investigation of organisational culture.

Candidates will develop knowledge and understanding of cultural transmission in the following contexts:

- *Personal*

- Clothing
- Hairstyle
- Body adornment and modification
- Idiolect
- Portable communication devices, eg
 - personal stereo
 - mobile 'phone
 - laptop computer

- *Organisational*

- Corporate Identity
- Marketing
- Press and Public Relations
- Logos
- Idents
- Uniforms
- Office and workplace design
- Advertising
- Web Sites

- *Mass Media*
 - Popular music
 - Television
 - Magazines
 - Internet
- *The Constructed Environment*
 - Townscapes
 - Shopping Centres
 - Vernacular Architecture
 - Industrial and Commercial Design
 - Public Spaces and Amenities.

The forms of communication indicated here do not comprise exhaustive lists, but candidates able to employ these examples will be able to meet the demands of the assessment unit associated with this module.

In all the contexts above, candidates will consider the role of communication in forming, reinforcing or contesting *identity*. Accordingly the forms of communication will be analysed and evaluated in terms of their ideological content and candidates will, once again, need to site their readings and interpretations within the context of their understanding of relevant areas of theoretical perspectives: feminism, post-colonialism, Marxism, postmodernism.

14.5 Theories

Candidates will examine these theories as they relate to concepts of culture and cultural transmission. For example:

- feminism:
 - gendered character of language
 - gendered division of labour within organisations
 - gendered audience
- Marxism:
 - ideological state apparatuses
 - coercion and consent
 - false class consciousness
 - hegemony
 - dominant ideology
- post-colonialism:
 - imagined communities
 - constructions of ethnicity
 - globalisation
 - anti-Eurocentricism
- postmodernism:
 - fragmentation
 - consumption
 - cultural implosion.

A2 Module 6

Issues in Communication

15.1 Introduction

This synoptic module tests Assessment Objective 5. It also draws on the knowledge, understanding and skills developed through Assessment Objectives 1, 2 and 3. (See Section 6.) Candidates will be expected to draw explicitly on the knowledge and understanding of theoretical perspectives in communication acquired throughout their A Level course and apply this to significant debates and controversies in personal and cultural communication.

15.2 Knowledge, Understanding and Skills

This unit focuses on four interlinked sets of debates around which candidates will be encouraged to develop their own skills of analysis and evaluation, and in response to which they will be required to draw on material from the wider course. In each case there is an explicit requirement to engage with the theoretical perspectives offered by personal and cultural communication and the links between them.

The following areas of debate have been identified for consideration but it must be stressed that these are triggers for demonstrating understanding of the relationship between different aspects of the course.

The areas for study are:

- competing theories about communication
- the personal and cultural implications of new communication technologies
- communication and socialisation
- ethical, moral and political debates in personal and cultural communication.

Candidates must demonstrate knowledge and understanding of:

- the nature and forms of communication
- modelling communication in personal and cultural contexts
- the uses, effects and functions of communication
- the relationship between technology and culture
- the impact of technology on personal life
- communication and the environment
- the implications of new technologies for such issues as citizenship, censorship and privacy
- the relationship between communication and social integration at both a personal and a cultural level
- cultural reproduction and transmission and bardic function
- code as a context for socialisation: both the language of interpersonal communication and of the mass media
- social control in personal and social contexts
- communication for and in a democracy
- communication in a European context
- communication and gender, ethnicity and social class

- the impact of such elements as media violence on personal and cultural 'health'.

In the assessment unit for this module, candidates will answer **three** synoptic questions drawing on theoretical communication perspectives and the links between personal and cultural communication.

Key Skills and Other Issues

16

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

16.1 Introduction

The Key Skills qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The Units for the ‘wider’ Key Skills of *Improving own Learning*, *Working with Others* and *Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Communication Studies can be offered opportunities to develop and generate evidence of attainment in aspects of all the Key Skills. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Section B of the units, are signposted below.

More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA specification support material.

16.2 Key Skills Opportunities in Communication Studies

The study of Communication Studies calls upon candidates’ abilities to demonstrate the transferability of their knowledge, understanding and skills, making it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Section B of all of the Key Skills units at *Level 3*, in the teaching and learning modules of this specification.

The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| C3.1a Contribute to discussions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C3.1b Make a presentation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C3.2 Read and synthesise information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C3.3 Write different types of documents | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Application of Number

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| N3.1 Plan and interpret information from different sources | ✓ | | | ✓ | | |
| N3.2 Carry out multi-stage calculations | | | | ✓ | | |
| N3.3 Present findings, explain results and justify choice of methods | ✓ | | | ✓ | | |

Information Technology

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| IT3.1 Plan and use different sources to search for and select information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IT3.2 Explore, develop and exchange information, and derive new information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IT3.3 Present information including text, numbers and images | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Working with Others

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| WO3.1 Plan the work with others | ✓ | | | ✓ | | |
| WO3.2 Work co-operatively towards agreed objectives | ✓ | | | ✓ | | |
| WO3.3 Review the work with others and agree improvements | ✓ | | | ✓ | | |

Improving own learning and performance

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|---------------------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| LP3.1 Agree and plan targets | ✓ | | | ✓ | | |
| LP3.2 Seek feedback and support | ✓ | | | ✓ | | |
| LP3.3 Review progress | ✓ | | | ✓ | | |

Problem Solving

| What you must do: | Signposting of Opportunities for Generating Evidence in Modules | | | | | |
|--|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| PS3.1 Explore a problem, choose and justify a solution | ✓ | | | ✓ | | |
| PS3.2 Plan, implement and review option | ✓ | | | ✓ | | |
| PS3.3 Review approaches to tackling problems | ✓ | | | ✓ | | |

NB. The signposting opportunities recorded in the six tables above represent the opportunities to acquire and produce evidence of the Key Skills seen to be achievable through the specification. There may be other opportunities to achieve these and other aspects of Key Skills, but these are dependent on the detailed course of study delivered within centres.

16.3 Key Skills in the Assessment of Communication Studies

The 'main' Key Skills of Communication and Information Technology must contribute to the assessment of Communication Studies. Aspects of Communication are an intrinsic part of Assessment Objective 1 and will form part of the assessment requirements for all six Units.

Practical Units 1 and 4 in this specification offer candidates the opportunity to acquire some aspects of all Key Skills at Level 3.

16.4 Further Guidance

More specific guidance and examples of tasks that can provide evidence of one or more Key Skills are given in the AQA specification support material.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of personal communication in Units 1 and 3 provides opportunities for candidates to explore the human condition and to evaluate their own existence in relation to others. In historical terms, Communication Studies researchers and scholars have made significant contributions to both developing notions of human specificity and to arguments about (and for) the rights of creatures other than human beings.

The following aspects of this specification will enable candidates to develop an awareness of, and sensitivity about, the ethical dimensions of communication in contemporary global cultures: the study in Unit 3 of motivation and role responsibility of the self and others as communicators; the study in Unit 2 of citizens in open democratic societies, as consumers of organisations and in relation to organisations; and the ethical and moral issues in communication explored in Unit 6.

The study of group communication in Unit 3 and of intercultural communication in Unit 5 will develop candidates' understanding of cultural values and the relative (rather than absolute) nature of those cultural values. Cultural issues in communication are intrinsic to Units 5 and 6.

Communication Studies, as a discipline, has made significant contributions to broadening the perspectives through which societal functions are analysed and evaluated.

In this way Communication Studies can be seen clearly to contribute to the developing of more open, democratic societies and to the raising of awareness of candidates about their roles as students, as workers, as citizens and as people who are capable of ethical actions.

17.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. Communication within a European context is an explicit aspect of Unit 6.

17.3 Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993, in preparing this specification and associated specimen papers. The role of the environment in the transmission of culture is a key context for communication in Unit 5. The impact of communication and communication technology on the environment is an explicit aspect of Unit 6.

17.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

Coursework Units

18

Nature of the Coursework Units

18.1 Unit 1 (AS Coursework): Presentation Portfolio

This unit tests Assessment Objectives 1, 2 and 4. (See Section 6.)

Content for this part of the course will include:

- knowledge and understanding of personal communication skills
- perspectives and techniques of communication study
- skills of investigation and research
- note-making and oral presentation scripting, including consideration of concepts of audience, register and code
- exploration of the conventions and uses of various presentational media that might be used in a presentation
- both verbal and non-verbal skills appropriate to a range of presentational situations
- practical skills in making an oral presentation
- skills of review and self assessment.

The presentation portfolio will be internally assessed and externally moderated by AQA.

18.2 Unit 4 (A2 Coursework): Project

This unit tests Assessment Objectives 4 and 5. (See Section 6.)

Content for this part of the course will include:

- skills of research and investigation, to include questionnaire design and interview methodologies
- skills of critical analysis to be applied to the work of self and others
- the conventions of one or more communication forms such as booklets, leaflets, posters/visual material, magazine/newspaper articles, games, audio tapes, video tapes, computer programmes, interactive media, web sites
- skills of costing, drafting and reviewing
- skills of written language and graphics as appropriate to chosen medium
- analysis, evaluation and application of communication theory to practice.

The communication artefact and supporting documentation will be internally assessed and externally moderated by AQA.

Guidance on the Coursework Units

19.1 Unit 1 (AS Coursework): Presentation Portfolio

This unit tests Assessment Objectives 1, 2 and 4. (See Section 6.)

Candidates will be assessed according to the Assessment Criteria for each part of the coursework portfolio in Section 20.2 for AS Unit 1 through:

- a. the investigation of one area of personal communication skills, to be realised as an essay of approximately 500 words (AO2).

Candidates will, with the help of their teachers, select one area of personal communication skills and draw up a title for their essay and presentation around that. It is important that the title chosen should offer sufficient scope for candidates to access the whole range of marks available. The title should be agreed with the teacher.

Suitable areas for investigation include:

Skills:

- speaking, listening and empathising
- reading and observing
- identifying and using sources of information
- drafting and writing
- planning and structuring a presentation
- oral presentation skills
- dealing with questions
- reviewing own performance
- using IT to communicate

Contexts:

- classroom
- interviews
- the workplace
- the family
- leisure activities
- shops
- comic interaction

- b. planning and preparation for an oral presentation (AO4)
- c. the oral presentation - approximately 10 minutes with question and answer time of up to 5 minutes (AO1)
- d. a review (approximately 500 words) of the oral presentation (AO4).

| | |
|-----------------------|--|
| Investigation: | The investigation of one aspect of personal communication skills will be assessed through the essay which will provide the theoretical base for the presentation. Candidates will formulate an appropriate title, question or hypothesis and are expected to be able to demonstrate critical thinking skills and the ability to evaluate. It will be presented and marked as an essay. Recommended length – approximately 500 words. This section tests Assessment Objective 2. |
| Preparation: | The preparation will comprise notes about the layout of the room, the structure of the oral presentation, aspects of self presentation and language and the notes or cue cards prepared by candidates. Candidates should also submit evidence of any visual or audio-visual aids used during the presentation, either in good draft form or the form actually used. These may comprise OHPTs, handouts, posters, flipchart sheets etc. and must be appropriate and supportive to the presentation. This section tests Assessment Objective 4. |
| Presentation: | The audience for the oral presentation will comprise a small number of the candidates' peers, and the presentation can be made in a formal or informal manner. The questions should be managed separately after the presentation itself is complete. Candidates should be advised that the breaking up of an oral presentation into sections, and the signalling of those sections to an audience, are important personal communication skills. All presentations (including the question and answer session) must be video recorded for moderation purposes. It is recommended that the presentation lasts for approximately 10 minutes, and the question and answer session up to five minutes. This section tests Assessment Objective 1. |
| Review: | The review will consist of a written evaluation and self assessment of the oral presentation and the communication techniques used, with some suggestions for improvements that could be made. Recommended length – approximately 500 words. This section tests Assessment Objective 4. |

**19.2 Unit 4 (A2 Coursework):
Project**

This unit develops skills introduced in Unit 1 and tests Assessment Objectives 4 and 5. (See Section 6.)

Candidates are required to produce an artefact and appropriate associated documentation. An identifiable communication need will inform the candidates' choice of artefact. Each section of this coursework will be marked in accordance with the Assessment Criteria outlined in Section 20.2 for A2 Unit 4.

Brief:

Candidates will define an artefact to be produced, targeting a certain audience, with a specific purpose in mind. The brief will set out realistic aims and purpose for the project and detail the context in which the artefact will operate. Justification for choice of audience and decisions concerning suitable medium, length and general content will be outlined in this section. Candidates should also demonstrate some understanding of the likely costs of producing the artefact in a real life context. This section will be approximately 500 words in length and test Assessment Objective 4.

- Research:** Candidates will carry out research into the nature of the audience for their proposed artefact and into the form they have chosen.
- Audience research will consider the characteristics of the audience and their needs. Demographic descriptors should be employed. This information may have been obtained through a variety of quantitative and qualitative research methods, and the process as well as the results should be explained.
- Form research should consider critically the conventions of the chosen form as demonstrated by a range of appropriate examples. Conclusions should be drawn which explain the choice of form.
- Candidates will produce a report of approximately 1000 words. Appendices may be presented in addition. This section tests Assessment Objective 4.
- Drafting:** Candidates will provide evidence of drafting their final artefact and include notes explaining the reasons for their decisions. Evidence of evaluative decision-making is central. There is no word limit on this section. This section tests Assessment Objective 4.
- Artefact:** Credit will be given, according to the mark scheme, in recognition of the quality of the artefact, evidence of understanding of the conventions of the chosen form, degree of competence shown in the handling of the form and use of language and graphics. The length of an artefact will be defined by factors such as its purpose, its audience and its form.
- Examples of communication forms which could be used include booklets, leaflets, posters, magazine/newspaper articles, games, audio tapes, video tapes, computer programmes, interactive media and web sites. This list is neither exhaustive nor prescriptive. This section tests Assessment Objective 4.
- Synoptic Evaluation:** Candidates will evaluate and comment on the work undertaken for the production of the artefact, both by making explicit reference to theory and by the application of that theory. Material drawn from both the personal and cultural communication aspects of the specification will have relevance. Candidates should explain in what ways their theoretical learning informed their work and also evaluate the process undergone, their efforts, skills and aptitudes and any improvements or changes they would have liked to have made.
- It would be appropriate for candidates to engage with members of their target audience to inform their understanding. This section will comprise an essay of approximately 1000 words and test Assessment Objective 5.

Assessment Criteria

20.1 Introduction

The AS Coursework Presentation Portfolio (Unit 1) tests Assessment Objective 1, Assessment Objective 2 and Assessment Objective 4. The A2 Coursework Project (Unit 4) tests Assessment Objective 4 and Assessment Objective 5. (See Section 6.)

20.2 Marking Grids

The Marking Grids for each piece of coursework can be found on the following pages.

Descriptors in italics are generic and relate to all mark schemes drawing on that particular Assessment Objective. Descriptors in roman text are specific to a particular question, task or sub-section.

AS Coursework Marking Grid (*continued overleaf*)

| Unit 1: Presentation Portfolio | |
|--|--|
| <p>Investigation: This section tests Assessment Objective 2: demonstrate knowledge and understanding of key concepts, conventions and theories in communication study.</p> <p>Marking will focus on: research skills demonstrated; formulation of appropriate title; quality of argument and depth of theoretical understanding. Maximum mark = 30.</p> | |
| Level | Descriptor |
| 0 | No relevant response. |
| 1 (1-6 marks) | <p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited response. Title may not be appropriately formulated. Few relevant points. Little or no evidence of conceptual understanding of the requirements of the task.</p> |
| 2 (7-12 marks) | <p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A basic response. Limited use of analysis and undeveloped ideas or concepts. No real conclusion drawn. Few appropriate examples. Narrative/descriptive response.</p> |
| 3 (13-18 marks) | <p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Competent response with some attempt to apply concepts appropriately. Some appropriate examples. Conclusion not fully developed.</p> |
| 4 (19-24 marks) | <p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A good response. Evidence of critical, analytical thinking and some conceptual understanding, supported by a range of appropriate examples. Conventions, including word limits, are recognised. Conclusion is considered and developed.</p> |
| 5 (25-30 marks) | <p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts and theories.</i></p> <p>High degree of competence demonstrated. Response is focused and analytical, demonstrating clear understanding of relevant concepts. Understanding of conventions, including the importance of word limits, is clearly demonstrated. Critical comments, wide-ranging and appropriate skills chosen and applied. Clear evidence of evaluative decision making. Sophisticated and focused conclusion.</p> |

AS Coursework Marking Grid (*continued*)

Preparation: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study.

Marking will focus on: clarity of purpose; skills in preparation of materials; appropriate selection of content in terms of context and audience. Maximum mark = 30.

| Level | Descriptor |
|-----------------|--|
| 0 | No relevant response. |
| 1 (1-6 marks) | <i>A limited understanding of preparation skills and the perspectives or techniques of communication study.</i> Limited response. Simple and generalised preparation. Little evidence that candidates understand the potential of the task. No attention to needs of audience. Notes/aids are poorly organised. |
| 2 (7-12 marks) | <i>Some evidence of individual preparation skills. Basic understanding of perspectives and/or techniques of communication study.</i> A basic response. Limited evidence of selection or decision making. Some awareness of audience. Variable quality of notes/visual aids. Notes are largely descriptive. |
| 3 (13-18 marks) | <i>Analysis of preparation tasks. Use of preparation techniques at a satisfactory level. Some valid points made. Relevant examples offered for illustration.</i> A competent response. Materials are appropriate. Some understanding of conventions of chosen media and needs of audience. Notes and visual aids are organised to be fit for purpose. |
| 4 (19-24 marks) | <i>Confident use of preparation techniques, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to preparation requirements.</i> A good response. Evidence of considered selection and evaluation in content and design of visual aids/notes. Good understanding of conventions of chosen media and needs of audience. |
| 5 (25-30 marks) | <i>Candidates demonstrate an analytical grasp of the nature of preparation perspectives. Use preparation techniques in a highly competent way.</i> An excellent and relevant response. Clear evidence of evaluative decision making. High quality notes and visual aids which are focused, detailed and analytical. Candidates use techniques with flair, drawing on appropriate conventions. Sensitivity to audience need is demonstrated. |

AS Coursework Marking Grid (*continued*)

Oral Presentation: This section 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.

Marking will focus on: verbal and non-verbal skills; rapport and management of questioning; appropriate content which pays attention to the title of the presentation; appropriate, effective and skilful use of visual aids and structure and appropriate timing of talk. Maximum mark = 30.

| Level | Descriptor |
|-----------------|--|
| 0 | No relevant response. |
| 1 (1-6 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>A limited presentation with no clear structure. Poor expression and use of language. Inappropriate use of non verbal behaviour. Limited rapport/empathy with audience. Limited, non-existent or inappropriate use of visual aids.</p> |
| 2 (7-12 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>A basic presentation with some attempt at structure. Variable quality of language and non verbal communication. Some paralinguistic skills. Candidates attempt to engage with audience at a basic level. Inconsistent use of visual aids.</p> |
| 3 (13-18 marks) | <p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>A competent presentation with a reasonably clear structure and focus. Time limits are recognised. Reasonable use of both verbal and non-verbal communication skills. Candidates engage with audience and deal with questions appropriately. Satisfactory use of visual aids.</p> |
| 4 (19-24 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>A good presentation with an appropriate structure. Time limits are adhered to. Good language skills with appropriate register and tone. Well developed paralinguistic and non-verbal communication skills. Good rapport and empathy with audience. Candidates manage question and answer session quite well. Good use of appropriate visual aids.</p> |
| 5 (25-30 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>An excellent presentation. The structure is well chosen to facilitate the argument presented. Excellent communication and time management skills. Exceptional rapport with audience and understanding of audience needs. Very good control and management of question and answer sessions. Visual aids used imaginatively and effectively.</p> |

AS Coursework Marking Grid (*continued*)

Review: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study.

Marking will focus on: use of appropriate theory and concepts; ability to explain, justify and analyse approach; coherent application of theory and depth of understanding demonstrated. Maximum mark = 30.

| Level | Descriptor |
|-----------------|---|
| 0 | No relevant response. |
| 1 (1-6 marks) | <i>Little understanding of how to review presentation or of perspectives/ techniques of communication study. Simple and generalised review of presentation.</i> Limited response. A few relevant points offered. Little analysis or distinction between fact and opinion. No real conclusions drawn. |
| 2 (7-12 marks) | <i>Some evidence of individual review of presentation. Basic understanding of perspectives and/or techniques of communication review. Some general comments made.</i> A mainly descriptive response. Valid points made but no clear logical flow. Tendency towards the anecdotal. Limited conclusion, few proposals for improvement. |
| 3 (13-18 marks) | <i>Analysis of review tasks. Use of review techniques at a satisfactory level. Some valid points are made and relevant examples offered for illustration.</i> A competent response. Some understanding of key points. Relates clearly to the presentation. A conclusion is offered but not developed. Recommendations are not consistently relevant or feasible. |
| 4 (19-24 marks) | <i>Confident use of review techniques, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to requirements of review.</i> A good response. Relevant knowledge is applied to techniques of communications study. The conclusion is valid and recommendations are appropriate. |
| 5 (25-30 marks) | <i>Candidates demonstrate an analytical grasp of the nature of review perspectives. Use review techniques in a highly competent way.</i> An excellent and completely relevant response. Confident understanding of knowledge and skills is demonstrated. Evidence of evaluation and critical thinking. A clearly thought out and valid conclusion is reached. Appropriate recommendations are identified and steps for further action suggested. |

A2 Coursework Marking Grid (*continued overleaf*)

| Unit 4: Project | |
|--|--|
| <p>Brief: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study.</p> <p>Marking will focus on: identification of audience and need; justification of chosen form and costing of proposed artefact. Maximum mark = 20.</p> | |
| Level | Descriptor |
| 0 | No relevant response. |
| 1 (1-4 Marks) | <p><i>Little understanding of perspectives or techniques of communication research. Simple and generalised brief.</i></p> <p>Limited response. Some intention stated. Costings are unclear, unrealistic or non-existent. No attempt to verify need. References (where offered) to form(s) are unrealistic or unclear.</p> |
| 2 (5-8 marks) | <p><i>Some evidence of individual brief-setting skills. Basic understanding of perspectives and/or techniques of communication research. Some general comments.</i></p> <p>A basic response. Intention is stated. Audience need is asserted but not justified. Some mention of costing, and form(s).</p> |
| 3 (9-12 marks) | <p><i>Analysis of briefing tasks. Use of brief-setting techniques at a satisfactory level. Some valid points are made and relevant examples offered for illustration.</i></p> <p>A competent response. Intention is identified clearly but not fully justified. Form(s) and costs are discussed but not developed. Some attempt is made to justify audience need.</p> |
| 4 (13-16 marks) | <p><i>Confident use of techniques for setting of brief, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to requirements of brief.</i></p> <p>The brief is justified but with some minor weaknesses or omissions. Costings are realistic and accurate but may lack some detail. Choice of form(s) is appropriate but justification is not always detailed or clear. Audience need is justified and addressed but not fully evaluated.</p> |
| 5 (17-20 marks) | <p><i>Candidates demonstrate an analytical grasp of the nature of relevant perspectives. Set a clear and achievable brief in a highly competent way.</i></p> <p>An excellent brief showing evidence of exploration and development. There is careful and thorough justification of form(s) adopted. Costings are realistic, accurate and detailed. Brief clearly relates to identified audience need.</p> |

A2 Coursework Marking Grid (*continued*)

| Research: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study. | |
|---|---|
| Marking will focus on: utilisation of pre-existing materials; range of methods used; testing of research materials; selection from findings of form and audience. Maximum mark = 20. | |
| Level | Descriptor |
| 0 | No relevant response. |
| 1 (1-4 marks) | <i>Little understanding of research skills or perspectives/ techniques of communication study. Simple and generalised research.</i> Limited research with a few descriptive comments offered. Little understanding of research methods. Unstructured with little or no selection evident. |
| 2 (5-8 marks) | <i>Some evidence of individual research skills. Basic understanding of perspectives and techniques of communication research. Candidates start to analyse perspectives and techniques. Evidence of research. Some general comments made.</i> Basic research with some mainly descriptive comments. Some understanding of research methods. Some structure and selection evident. |
| 3 (9-12 marks) | <i>Analysis of research tasks. Use of research techniques at a satisfactory level. Some valid points made. Relevant examples offered for illustration.</i> Competent research, although not fully analysed. Methods used are appropriate but not fully explored. Satisfactory structure. Candidates attempt to select materials based on findings. |
| 4 (13-16 marks) | <i>Confident use of research techniques, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to research requirements.</i> Good, relevant research with reference to chosen project. Coherent structure with some conclusions presented. Some analysis of findings. Good use of chosen methods. |
| 5 (17-20 marks) | <i>Candidates demonstrate an analytical grasp of the nature of research perspectives, and use research techniques in a highly competent way.</i> Focused, detailed and analytical research relevant to brief and intended artefact. Critical, evaluative comments on findings. Appropriate conclusions are drawn. Each of the methods chosen is justified. Well structured. Research clearly relates to proposed form of artefact. |

A2 Coursework Marking Grid (*continued*)

Drafting: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study.

Marking will focus on: evidence of prototype; evaluation; refining and justification of developments.
Maximum mark = 15.

| Level | Descriptor |
|-----------------|---|
| 0 | No relevant response. |
| 1 (1-3 marks) | <i>Little understanding of drafting skills or perspectives/ techniques of communication study. Simple and generalised drafting.</i> Limited evidence of drafting or decision making. |
| 2 (4-6 marks) | <i>Some evidence of individual drafting skills. Limited understanding of perspectives and/ or techniques of communication drafting. Candidates start to analyse perspectives and techniques. Evidence of drafting. Some general comments made.</i> Basic evidence of drafting. One or two choices are identified, mainly in terms of personal preference. Only implicit reference to research. |
| 3 (7-9 marks) | <i>Analysis of drafting tasks. Use of drafting techniques at a satisfactory level. Some valid points made. Relevant examples offered for illustration.</i> Competent evidence of drafting. Choices are made with some awareness of audience need. Some explicit reference to research. |
| 4 (10-12 marks) | <i>Confident use of drafting techniques, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to research requirements.</i> Good evidence of drafting. Choices are made based on audience need, with appropriate evidence of evaluation based on research. |
| 5 (13-15 marks) | <i>Candidates demonstrate an analytical grasp of the nature of drafting perspectives. Use drafting techniques in a highly competent way.</i> Extensive and detailed drafting. Choices are fully documented and related to research. Thoroughgoing evaluation of drafts and choices in terms of research findings, artefact form and audience need. |

A2 Coursework Marking Grid (*continued*)

| Artefact: This section tests Assessment Objective 4: demonstrate competence in research, preparation, presentation and review of a brief using perspectives and techniques of communication study. | |
|---|---|
| Marking will focus on: use of relevant codes and conventions; use of media form; fitness for purpose and relevance to brief. Maximum mark = 20. | |
| Level | Descriptor |
| 0 | No relevant response. |
| 1 (1-4 marks) | <i>Little evidence of understanding of perspectives or techniques of communication production. Simple and generalised production.</i> The artefact is incomplete or bears little relation to conventions. It is inappropriate for the intended audience. |
| 2 (5-8 marks) | <i>Some evidence of individual production skills. Basic understanding of perspectives and/or techniques of communication production. Candidates start to analyse perspectives and techniques. Evidence of production. Some general comments made.</i> The artefact shows basic understanding of conventions of form and production, with reference to audience need. It is not fully realised or is completed to a poor standard. |
| 3 (9-12 marks) | <i>Analysis of production tasks. Use of production techniques at a satisfactory level. Some valid points made. Relevant examples offered for illustration.</i> The artefact is competent and shows understanding of conventions, with some attempt made to address audience need. It is completed to a reasonable standard. |
| 4 (13-16 marks) | <i>Confident use of production techniques, incorporating some relevant perspectives of communication study. Good application of relevant knowledge to production requirements.</i> The artefact can be seen as a good prototype. Conventions are understood and applied in terms of some of the following: language, layout, format. Audience need is addressed appropriately. The quality of the artefact is good, with some evidence of originality. |
| 5 (17-20 marks) | <i>Candidates demonstrate an analytical grasp of the nature of production perspectives and use production techniques in a highly competent way.</i> The artefact is finished to an excellent standard. It can be readily visualised in the context of the identified audience. It exhibits creativity, flair and imagination in its use of relevant conventions. |

A2 Coursework Marking Grid (*continued*)

Synoptic Evaluation: This section tests Assessment Objective 5: analyse and evaluate different theoretical perspectives in the study of communication. It also draws on the knowledge, understanding and skills developed through Assessment Objectives 1, 2 and 3.

Marking will focus on: audience testing and analysis of results; assessment of artefact and self in terms of both personal and cultural communication themes and the links between them; links to brief and to personal development. Maximum mark = 25.

| Level | Descriptor |
|--------------------|---|
| 0 | No relevant response. |
| 1 (1-5 marks) | <p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/ or apply techniques of critical reading as appropriate.</i></p> <p><i>Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple generalised/ descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>The evaluation is insubstantial and, at best, descriptive. Little consideration of audience or brief. Little or no awareness of links between theory and practice or reference to personal or cultural communication.</p> |
| 2 (6-10 marks) | <p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/ or apply techniques of critical reading as appropriate.</i></p> <p><i>Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effect. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Evaluation is largely descriptive with limited reference to audience or brief. Few references to theory or personal/cultural communication. Little mention of other aspects of the course.</p> |
| 3 (11-15 marks) | <p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and apply techniques of critical reading as appropriate.</i></p> <p><i>Candidates analyse perspectives within the context of key words. Engagement with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>A competent attempt at evaluation with some relevance to brief and reference to audience. Links between theory and practice and personal and cultural communication are discussed but not always developed. Some points are drawn from other aspects of the course.</p> |

A2 Coursework Marking Grid (*continued*)

| | |
|--------------------|---|
| 4 (16-20 marks) | <p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and apply techniques of critical reading as appropriate.</i></p> <p><i>Confident analysis of perspectives as contexts. Closely detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>A good attempt at evaluation. Reference to brief and audience need are clear. References to links between theory and practice are established. Some references to personal or cultural communication in relation to project are offered. Explicit reference to other relevant areas of the course.</p> |
| 5 (21-25 marks) | <p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and apply techniques of critical reading as appropriate.</i></p> <p><i>Candidates demonstrate an analytical grasp of the nature of perspectives, evaluate their significance in a given case and are able to place analysis in a wider theoretical context.</i></p> <p>Responses are perceptive, conceptualised, illuminating and open-minded and relate evaluation to both personal and cultural communication.</p> <p>An excellent evaluation which incorporates a wide range of relevant theoretical considerations related to communication practice. Clear analysis and evaluation of both personal and cultural communication with reference to the project and the course as a whole.</p> |

20.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. Specimen Candidate Record Forms appear in Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work. All work should be annotated.

For the presentation portfolio (Unit 1), all presentations, including the question and answer session, must be video recorded and made available for moderation upon request (see Section 24.1).

21

Supervision and Authentication

21.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

21.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

21.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

21.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations on the Candidate Record Sheet, confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance. All work must be annotated.

22

Standardisation

22.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send the Centre Declaration Sheet, duly signed, to the moderator to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

23

Administrative Procedures

23.1 Recording Assessments

The candidates' work must be marked according to the criteria set out in Section 20.2. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

The marks and supporting information must be recorded in accordance with the instructions in Section 20.3.

23.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA by the specified dates on the mark sheets supplied by AQA or via Electronic Data Interchange (EDI). Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

23.3 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

23.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the coursework component. If an enquiry upon results is to be made, the work must remain under secure conditions until requested by AQA.

24

Moderation

24.1 Moderation Procedures

Moderation of the coursework for Units 1 and 4 is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by a specified date in the year in which the qualification is to be awarded.

The centre's marks for the oral presentation in Unit 1 will normally be accepted unchanged. However, if the moderator disagrees significantly with the centre's marks for the other elements of Unit 1, or if the marks for the oral presentation appear to be out of line with the marks for the other elements, the video recordings of the presentations may be called for.

Video recordings must be made of the oral presentation (including questions) for each candidate for Unit 1. Video cassettes must be in standard VHS format. Video recordings of oral presentations by all candidates in the sample must be made available if requested by the moderator. Video recordings should also be retained in case of any enquiry upon results for each candidate at a centre.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

24.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination. The centre receives a report giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive or standardisation purposes.

Awarding and Reporting

25

Grading, Shelf-Life and Re-Sits

-
- 25.1 Qualification Titles** The qualifications based on these specifications have the following titles:
AQA Advanced Subsidiary GCE in Communication Studies
AQA Advanced GCE in Communication Studies
-
- 25.2 Grading System** Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.
Individual assessment unit results will be certified.
-
- 25.3 Shelf-Life of Unit Results** The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.
-
- 25.4 Assessment Unit Re-sits** Candidates re-taking a unit containing coursework may carry forward their moderated coursework marks. These marks have a shelf life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award. However, marks for individual units may be counted once only to an AS and/or A level award. Candidates who repeat an award and who do not decline their previous grade must re-take all units.
-
- 25.5 Minimum Requirements** Candidates will be graded on the basis of work submitted for the award of qualification.
-
- 25.6 Awarding and Reporting** This specification complies with the grading, awarding and certification requirements of the current *GCSE, GCE, VCE and GNVQ Code of Practice* and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** Candidates demonstrate a thorough and wide ranging knowledge and understanding of the concepts and frameworks used in the study of personal and cultural communication and the connections between them, in response to the tasks set. They make cogent comparisons and links across a range of texts and ideas and present thoughtful distinctions and convincing judgements which draw on their appreciation of the influences of social, cultural and historical communication contexts. Candidates show critical awareness of different approaches to the analysis of communication texts and debates and write in a fluent, precise and accurate style, adapted to audience and purpose. In their studies of communication theories and perspectives candidates demonstrate well organised and coherent arguments supported with effectively chosen examples.
- Grade C** Candidates demonstrate a secure knowledge and understanding of the interrelationships between the study of personal and cultural communication, drawing on some of the concepts and frameworks underlying them, in response to the tasks set. They make thoughtful comparisons between a range of texts and theories and draw sound conclusions which make use of their awareness of the influence of communication factors. Candidates are sensitive to the use of different approaches to the analysis of communication texts and debates and comment on the value of some of these from the perspective of their own independent study. They write accurately and can sustain a line of argument, supporting this by relevant illustration, appropriate for the audience and purpose.
- Grade E** Candidates demonstrate some knowledge and understanding of concepts and frameworks relevant to the study of Communication Studies in their observations and comments. They are able to point out links between texts based on a general understanding of background factors and communication concepts, and draw on knowledge of the differences between spoken and written communication. Candidates' understanding of texts shows some understanding of personal and cultural communication concepts, occasionally making links between approaches. Their writing is generally accurate in expression and conveys basic ideas, showing some variation in response to audience and purpose.

The Candidate Record Form has been deleted from this specification because of changed requirements. The latest version of the form is on the [Coursework Administration pages](#) of the Website. □□

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Centre-assessed work Centre Declaration Sheet 2007

| | | | | | | |
|--|------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------------|
| Qualification: <input checked="" type="checkbox"/> | ELC <input type="checkbox"/> | GCSE <input type="checkbox"/> | GCE <input type="checkbox"/> | GNVQ <input type="checkbox"/> | FSMQ <input type="checkbox"/> | Key Skills <input type="checkbox"/> |
|--|------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------------|

Specification title: Unit code(s):

Centre name: Centre no:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Authentication of candidates' work
This is to certify that marks/assessments have been given in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named.

Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks/assessments given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

| | |
|------------------|------------------|
| Teacher 1: | Teacher 4: |
| Teacher 2: | Teacher 5: |
| Teacher 3: | Teacher 6: |

(continue overleaf if necessary)

Internal Standardisation of Marking
 Each centre must standardise assessment across different teachers/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards.

If two or more teachers/assessors are involved in marking/assessing, one of them must be designated as responsible for standardising the assessments of all teachers/assessors at the centre.

I confirm that [tick either(a) or (b)]

- (a) the procedure described in the specification has been followed at this centre to ensure that the assessments are of the same standard for all candidates; or
- (b) I have marked/assessed the work of all candidates.

Signed: Date:

Signature of Head of Centre: Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work

Overlaps with other Qualifications

This GCE Communication Studies specification shows some overlaps with the content of some other Level 3 Advanced qualifications, but these are complementary and there are, therefore, no prohibited combinations.

GCE Media Studies

There is limited overlap with the content of this GCE Communication Studies specification. The mass media is one of the four contexts for cultural transmission of communication in Unit 5.

GCE Business Studies

There is limited overlap with the content of this GCE Communication Studies specification. Organisations are one of the four contexts for cultural transmission of communication in Unit 5. Motivation is a sub-section of the study of group communication in Unit 3 of this specification.

GCE Psychology

There is limited overlap with the content of this GCE Communication Studies specification. Non-verbal communication is one of the three themes in personal communication studied in Unit 3. Motivation is a sub-section of the study of group communication in Unit 3 of this specification.

GCE Sociology

There is limited overlap with the content of this GCE Communication Studies specification. Culture, identity and ideology are concepts studied in Unit 5 of this specification.

GCE Film Studies

There is no significant overlap with this specification.

VCE Advanced Media: Communication and Production

Some units within the VCE Advanced Media: Communication and Production specification may include some skills and/or subject content which overlap to a limited extent with those in this GCE Communication Studies specification.

Links with AQA VCE Advanced Mandatory Units

Unit 1 - Analyse Media Products

| | |
|------------|-------------------------------------|
| GCE Unit 2 | Texts and Meanings in Communication |
|------------|-------------------------------------|

Unit 4 - Produce a Media Product

| | |
|------------|-----------------------------------|
| GCE Unit 4 | Developing Communication Practice |
|------------|-----------------------------------|

Links with AQA VCE Advanced Optional Units

Unit 8 - Creating Moving Image Products

| | |
|------------|-----------------------------------|
| GCE Unit 4 | Developing Communication Practice |
|------------|-----------------------------------|

Unit 9 – The Advertising Industry

| | |
|--------|------------------------------------|
| Unit 5 | Culture, Context and Communication |
|--------|------------------------------------|

Unit 13 - Writing for the Media

| | |
|------------|-----------------------------------|
| GCE Unit 4 | Developing Communication Practice |
|------------|-----------------------------------|

Other Level 3 Qualifications

There are no other Level 3 Advanced qualifications for which there is any significant overlap with this Communication Studies specification.