



ASSESSMENT and
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ALLIANCE

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GCE

Communication Studies

Unit CMS5

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ
Kathleen Tattersall: *Director General*

Unit 5: Culture, Context and Communication

Aims

When you are marking scripts your aim should be:

- to identify and reward the achievements of candidates;
- to ensure compatibility of assessment for all candidates, regardless of question or examiner.

Approach

Please be *positive* when marking scripts, looking to reward relevant points that candidates make rather than penalise what they don't know.

A specification of this type must recognise the variety of experiences and knowledge that candidates will bring to the examination. The questions have been designed to provide opportunities for candidates to demonstrate what they have learned about different aspects of Communication Studies.

The marking grid

The marking grid is organised according to the specification's Assessment Objectives which are printed above the descriptors. There are five broad levels representing different levels of achievement.

Each level reflects the weighting of Assessment Objectives in particular questions and across the examination as a whole. You will need to give different marks to levels for different Assessment Objectives.

Using the grid

Descriptors in italics are generic and relate to all mark schemes drawing on that particular Assessment Objective. Descriptors in roman text are question specific.

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective you are required to choose a level which best fits the candidate's response and then 'fine tune' this to give a specific mark from within the level that most accurately describes the candidate's level of achievement for that Assessment Objective.

To do this you will need to decide whether a script is displaying all the characteristics firmly (top of level) or just some (bottom of level) or a mixture (in the middle) as appropriate. If there is evidence of one level's descriptors and the beginnings of the level above, give a mark in the higher level.

Annotating scripts

It is important that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓, where a single tick indicates merit and a double tick a particularly good point
- identify errors by underlining or placing a cross in the margin
- write a brief summative comment at the end
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
- add up the marks for each Assessment Objective
- put a ringed total in the margin at the end.

This unit tests Assessment Objective 1 (communicate an awareness and understanding of categories, forms and uses of communication in contemporary life using appropriate terminology and accurate and coherent written expression) and Assessment Objective 2 (demonstrate knowledge and understanding of key concepts, conventions and theories in communication study).

Question 1

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are fluent and sophisticated. There is an effective use of technical vocabulary and register. Answers are coherent and well organised.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Sophisticated, critical understanding of the distinctions between popular and high culture and of the validity (or not) of making such distinctions.</p> <p>Theoretical perspectives (probably, though not necessarily including postmodernism) will be evident.</p> <p>The implications of the quotation for debates about value will be evident. Examples used will be relevant and clearly linked to conceptual points.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are competent, confident and largely effective in the use of technical vocabulary and register. Answers are coherent.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A thoroughgoing understanding of both popular and high culture in the context of the question. Examples should be apposite and illuminating with a clear link to conceptual points or ideas.</p> <p>Answers at this level will demonstrate a good understanding of the debate, making points on both sides of the argument.</p> <p>For marks in the upper part of the level this will be a critical understanding.</p> <p>Answers at this level will show some understanding of the relevance of the Homer Simpson quote.</p>	4 (13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 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>Responses are clear and show some attempt to use technical vocabulary and register. There is some attempt to structure the answer.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A reasonable understanding of popular culture and high culture and the distinctions between them. At least some familiarity with theoretical perspectives and/or key concepts is evident.</p> <p>Answers at this level should offer examples which are relevant to distinctions between popular and high culture. The discussion will demonstrate some understanding of ‘validity’ and the Homer Simpson quote.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are understandable but basic in terms of technical vocabulary and register. There is limited evidence of organisation.</p>	<p>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</p> <p>Some understanding of the nature of popular culture and/or high culture.</p> <p>Answers may explore the popular culture debate in general or anecdotal terms with little reference to the distinctions between them that are indicated in the question.</p> <p>The implications of the question may be explored in ways which lack relevance to the issues raised in the question. Theoretical perspectives weak or absent.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Expression is limited and lacks coherence.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little or no reference to the central concept of <i>culture</i>. Misunderstanding of what is meant by popular culture and high culture. Superficial and/or anecdotal use of examples.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 2

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Discuss the ways in which any two of the following may be used to construct personal identity:

- **hairstyle**
- **clothing**
- **personal stereo**
- **mobile phone**
- **tattooing**
- **body piercing.**

(30 marks)

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are fluent and sophisticated. There is an effective use of technical vocabulary and register. Answers are coherent and well organised.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will demonstrate a thoroughgoing understanding of the concept of identity in the context of the question. Relevant use of other key concepts and theoretical perspectives is to be expected at this level.</p> <p>Answers at this level will approach the question critically and discursively drawing on relevant and clearly contrasting examples.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are competent, confident and largely effective in the use of technical vocabulary and register. Answers are coherent.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate a sound knowledge of personal identity in the context of the question. The chosen areas should be linked to a discussion which shows an understanding of the constructed nature of personal identity.</p> <p>The question is subjected to theoretical and/or critical scrutiny based on a sound understanding of perspectives. However, well-observed discussion of relevant examples may compensate for some lack of theoretical sophistication.</p>	4 (13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 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>Responses are clear and show some attempt to use technical vocabulary and register. There is some attempt to structure the answer.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will show a reasonable level of understanding of key concepts, particularly identity. Some emerging theoretical awareness should be evident for marks in the higher part of this level.</p> <p>Answers should demonstrate some understanding of the concept of ‘mode of address’ in the context of the question.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are understandable but basic in terms of technical vocabulary and register. There is limited evidence of organisation.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates demonstrate some understanding of the key concepts, particularly identity but at a mainly descriptive level.</p> <p>The idea of constructed identity may be inadequately grasped with answers concentrating on the reflection rather than construction of personal identity.</p> <p>Broad generalisations rather than analytical discussion are likely to characterise answers at this level.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Expression is limited and lacks coherence.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little or no reference to key concepts.</p> <p>Minimal, narrowly descriptive or barely relevant response. The ideas of constructed identity may be misunderstood.</p> <p>Inappropriate or inadequate examples.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 3

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are fluent and sophisticated. There is an effective use of technical vocabulary and register. Answers are coherent and well organised.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Critical understanding of identity and mode of address in the context of the question. Some applications and other concepts (ideology, culture) may be expected.</p> <p>Answers use theoretical perspectives confidently and competently to develop a coherent discussion with apposite examples.</p> <p>The implications of the quotation are well understood and subjected to an informed critical analysis.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are competent, confident and largely effective in the use of technical vocabulary and register. Answers are coherent.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Clear evidence that both identity and mode of address are understood as key concepts.</p> <p>Answers develop a discussion which draws on well-chosen, suitable examples to explore the point of view encapsulated in the quotation. Answers are likely to draw on at least one theoretical perspective and/or additional key concept (ideology, culture).</p>	4 (13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 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>Responses are clear and show some attempt to use technical vocabulary and register. There is some attempt to structure the answer.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>The key concept of identity and mode of address are dealt with in the context of the question.</p> <p>Answers are likely to bring at least one theoretical perspective and/or associated key concept (ideology, culture) to bear on the discussion.</p> <p>Candidates offer suitable examples and make some acknowledgement of possible links between organisational mode of address and personal identity.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are understandable but basic in terms of technical vocabulary and register. There is limited evidence of organisation.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show some understanding of identity and mode of address in the context of the question.</p> <p>Mainly descriptive account, possibly more reliant on personal anecdote than analysis. Use of relevant examples in a response that is weak in theoretical understanding.</p> <p>Critical analysis is limited and likely to be undermined by unsubstantiated assertion or broad generalisation.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Expression is limited and lacks coherence.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little understanding or reference to the key concepts of identity and mode of address.</p> <p>Inappropriate selection of examples with little or no reference to relevant theory. No significant specific analysis. A descriptive, insubstantial account.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 4

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Most feminists have argued that patriarchal ideology is reinforced by the mass media in contemporary culture. Discuss this argument with reference to examples drawn from one of the following: pop music, television, magazines or the internet. (30 marks)

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are fluent and sophisticated. There is an effective use of technical vocabulary and register. Answers are coherent and well organised.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level will demonstrate a thoroughgoing and critical understanding of the debate about the media's role in the reinforcement of patriarchal ideology. Key terms in the question are fully acknowledged and incorporated into a discursive response.</p> <p>Appropriate and contrasting examples are integrated into broader theoretical discussion.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are competent, confident and largely effective in the use of technical vocabulary and register. Answers are coherent.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>The response will be clearly located in the concepts and perspectives which are central to this module, particularly ideology and feminism.</p> <p>The contention set out in the question will be subjected to critical scrutiny using further key concepts and/or theoretical perspectives and/or well developed discussion of appropriate examples.</p>	4 (13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 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>Responses are clear and show some attempt to use technical vocabulary and register. There is some attempt to structure the answer.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a reasonable level of understanding of ideology as a key concept and feminism as a perspective within the context of the question.</p> <p>The discussion will include ideas and examples showing some familiarity with the terms of the debate indicated in the question.</p> <p>Some strength will be evident either in use of well-chosen examples or in the level of theoretical discussion.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are understandable but basic in terms of technical vocabulary and register. There is limited evidence of organisation.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some implicit understanding of ideology as a key concept though it is possible that ‘patriarchal’ may be ignored or misinterpreted.</p> <p>Answers here are broadly relevant but are likely to operate at the level of unsubstantiated assertion with simplistic, unqualified statements.</p> <p>Responses which simply rehearse arguments about the power of the media with minimal or no reference to the keywords ‘patriarchal’ and ‘feminists’ are likely to feature at this level.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Expression is limited and lacks coherence.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>References to the key concept of ideology are likely to be absent or erroneous at this level.</p> <p>Superficial and/or anecdotal use of examples.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 5

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Choose a place with which you are familiar, for example a street, a square, a shopping centre, a public building or a leisure complex. How does the place that you have chosen address the people who use it?
(30 marks)

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are fluent and sophisticated. There is an effective use of technical vocabulary and register. Answers are coherent and well organised.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers will demonstrate a thoroughgoing understanding of the ‘reading’ of places and spaces as sites for the creation of meaning and cultural transmission, and ideology in the context of the constructed environment.</p> <p>A thorough analysis of the selected example will support an exposition which handles theoretical and conceptual material confidently and fluently.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are competent, confident and largely effective in the use of technical vocabulary and register. Answers are coherent.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers here will show confidence and competence in the analysis of places and spaces as sites for the creation of meaning and cultural transmission. The idea of ‘address’ is well understood in this context and it is likely that diverse meanings and forms of address are considered.</p> <p>At this level any shortcomings in theoretical awareness need to be compensated for by accomplished observation and analysis.</p>	4 (13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 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>Responses are clear and show some attempt to use technical vocabulary and register. There is some attempt to structure the answer.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Reasonable understanding of ‘address’ as a key concept and of the constructed environment as a context for ‘reading’.</p> <p>Examples of places will be related to issues of cultural transmission and, for marks in the upper part of this level, there should be some attempt to consider the range of meanings available to users of the chosen place. Emerging theoretical awareness should be evident.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Responses are understandable but basic in terms of technical vocabulary and register. There is limited evidence of organisation.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some implicit understanding of the notion that buildings, townscapes and public places may be ‘read’ as texts.</p> <p>Answers at this level are likely to feature straightforward descriptions of a limited range of places, but at the top of this level there should be some attempt, however limited, to consider the meanings of places for the people who use them.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Expression is limited and lacks coherence.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little or no reference will be made to key concepts. Simplistic or misconceived responses demonstrating negligible understanding of issues raised by the question</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0