



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

# Communication Studies

## Unit CMS5

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## UNIT 5: CULTURE, CONTEXT AND COMMUNICATION

### Aims

When you are marking scripts your aim should be:

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

### Approach

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

A specification of this type must recognise the variety of experiences and knowledge that candidates 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.

**UNIT 5: CULTURE, CONTEXT AND COMMUNICATION****MARK SCHEME (June 2003)**

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).

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

- 1** The term ‘canon’ is often used to refer to a body of texts including works of art, literature and music which are said to have achieved ‘classic’ status. It is claimed these works of art have stood the test of time and that they meet high standards of beauty, quality and value. Popular culture has sometimes been seen as a threat to the canon of ‘great works’.

**How does popular culture differ from the canon and why is it seen as a threat? (30 marks)**

| Level                  | AO1  | AO2   | Level                      |
|------------------------|--|---|----------------------------|
| 5<br>(9 – 10<br>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 responses should show critical understanding of key concepts and, usually, some acknowledgement of problems of definition and diverse approaches to the debates indicated in the question.</p> <p>Balanced consideration of arguments on different sides of the debate about value or a well informed and closely argued polemic.</p> <p>Apposite examples integrated into broader theoretical discussion.</p> | 5<br>(17 –<br>20<br>marks) |

## Unit 5: Culture, Context and Communications. Question 1 continued.

| Level              | AO1   | AO2   | Level                |
|--------------------|---|---|----------------------|
| 4<br>(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 culture and ‘the canon’ in the context of the question.</p> <p>Answers at this level will show a familiarity with the terms of the popular culture debate and, particularly, issues of cultural value. This should include an expression and understanding of those arguments which see popular culture as a threat.</p> <p>Answers should demonstrate a firm grasp of relevant conceptual material and/or well-developed critical analysis.</p> <p>Examples should be apposite and illuminating with a clear link to conceptual points or ideas.</p>             | 4<br>(13 – 16 marks) |
| 3<br>(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, ‘the canon’ and differences between them. Usually, at least some acknowledgement of the diversity of definitions and interpretations, may be expected.</p> <p>At this level the second part of the question (‘threat’) should be addressed with at least a few relevant suggestions.</p> <p>Answers are likely to show strength either in the use of relevant theoretical perspectives and/or further key concepts or in the well-illustrated consideration of contrasting points of view in relation to the popular culture, cultural value debate.</p> | 3<br>(9 – 12 marks)  |

## Unit 5: Culture, Context and Communications. Question 1 continued.

| <b>Level</b>       | <b>AO1</b>   | <b>AO2</b>   | <b>Level</b>       |
|--------------------|--|--|--------------------|
| 2<br>(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 understanding of the nature of popular culture and ‘the canon’ though this may be expressed in the form of unsubstantiated assertions or simple description. It is likely that the issue of cultural value is neglected at this level or, perhaps, recognised only implicitly.</p> <p>Theoretical understanding is weak or irrelevant. For marks at the top of this level, examples will be relevant and developed in context.</p> | 2<br>(5 – 8 marks) |
| 1<br>(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 culture. Misunderstanding of the nature of popular culture. No evidence of understanding of relevant areas of theory. Superficial and/or anecdotal use of examples.</p>   | 1<br>(1 – 4 marks) |
| 0                  | No relevant response.  | No relevant response.  | 0                  |

Unit 5: Culture, Context and Communication. Question 2.

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

- 2** “Personal forms of communication such as clothing, appearance, language and personal possessions can symbolise conformity or resistance to dominant ideology. On occasions, an individual’s personal communication may symbolise both conformity and resistance.”

Using examples discuss the view of personal communication that is expressed here.

(30 marks)

| Level               | AO1  | AO2   | Level                |
|---------------------|--|---|----------------------|
| 5<br>(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 approach the question critically and discursively drawing on relevant and clearly contrasting examples.</p> <p>The implications of the quotation should be clearly understood in answers which are likely to make comparisons between different theoretical perspectives in the context of appropriate and contrasting examples. It is likely that answers at this level will recognise the potential for divergent readings of personal communication.</p> | 5<br>(17 – 20 marks) |
| 4<br>(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 interpret the question accurately and develop a response which shows a clear understanding of dominant ideology and 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, theoretical and/or critical scrutiny based on a sound understanding of perspectives.</p>             | 4<br>(13 – 16 marks) |

## Unit 5: Culture, Context and Communication. Question 2 continued.

| <b>Level</b>       | <b>AO1</b>  | <b>AO2</b>   | <b>Level</b>        |
|--------------------|---|--|---------------------|
| 3<br>(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 and ideology. Responses should include contrasting examples which address the main concerns of the question.</p> <p>At this level, candidates may still have some difficulty in accounting for the ambiguous nature of some personal communication as suggested in the question.</p> <p>Emerging conceptual understanding signalled by the (possibly limited) use of theoretical perspectives and/or further key concepts (i.e. mode of address, culture).</p> | 3<br>(9 – 12 marks) |
| 2<br>(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 of ideology and identity in the context of the question.</p> <p>Answers at this level may not fully or exactly comprehend the question but should, nevertheless, offer descriptions of personal communication which are related to issues of resistance and conformity.</p> <p>Examples should be relevant though the grasp of theoretical/conceptual material may be relatively weak. Broad generalisations rather than analytical discussion are likely to characterise answers at this level.</p>  | 2<br>(5 – 8 marks)  |



## Unit 5: Culture, Context and Communication. Question 2 continued.

| <b>Level</b>          | <b>AO1</b>  | <b>AO2</b>   | <b>Level</b>          |
|-----------------------|---|--|-----------------------|
| 1<br>(1 – 2<br>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 idea of dominant ideology may be misunderstood.</p> <p>Inadequate or inappropriate examples.</p> | 1<br>(1 – 4<br>marks) |
| 0                     | No relevant response.   | No relevant response.  | 0                     |

Unit 5: Culture, Context and Communications. Question 3.

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

**3 Describe and evaluate the mode of address of an organisation with which you are familiar. In your answer you may wish to consider:**

- **how the organisation addresses different audiences**
- **advertising, marketing and corporate identity.**

**(30 marks)**

| Level               | AO1  | AO2  | Level                |
|---------------------|--|--|----------------------|
| 5<br>(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 key concepts in the question. A wide ranging exploration of issues raised in the question in the context of a suitable example of an organisation.</p> <p>Modes of address are not only described (in their diversity) but also evaluated against clearly established criteria.</p> <p>Answers use theoretical perspectives confidently and competently to develop a coherent, discursive response.</p> | 5<br>(17 – 20 marks) |
| 4<br>(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>At this level there should be evidence of a thorough understanding of the key concept, mode of address, in the context of a well chosen example.</p> <p>Answers will bring to bear further key concepts and/or theoretical perspectives and/or detailed critical analysis in a response which is clearly evaluative as well as descriptive.</p> <p>Some exploration of the potential of the question is expected at this level.</p>    | 4<br>(13 – 16 marks) |

## Unit 5: Culture, Context and Communication. Question 3 continued.

| Level              | AO1   | AO2  | Level               |
|--------------------|---|--|---------------------|
| 3<br>(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 mode of address is addressed explicitly in the description of a suitable organisation.</p> <p>Answers begin to explore the potential of the question by, for example, responding to suggestions in the ‘handholds’.</p> <p>For marks in the upper part of this level there should be a clear attempt to evaluate as well as describe an organisational mode of address. Some competence in bringing theoretical perspectives or detailed critical analysis to bear on the discussion.</p> | 3<br>(9 – 12 marks) |
| 2<br>(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, albeit limited, understanding of the key concept of mode of address in the context of the question.</p> <p>Mainly descriptive account with little or no evaluation, possibly more reliant on personal anecdote than analysis. Use of some 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<br>(5 – 8 marks)  |

## Unit 5: Culture, Context and Communication. Question 3 continued.

| <b>Level</b>          | <b>AO1</b>   | <b>AO2</b>   | <b>Level</b>          |
|-----------------------|--|--|-----------------------|
| 1<br>(1 – 2<br>marks) | <i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i><br><br>Expression is limited and lacks coherence. | <i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i><br><br>Little understanding or reference to mode of address as a key concept.<br><br>Inappropriate selection of examples with little or no reference to relevant theory. No significant specific analysis. | 1<br>(1 – 4<br>marks) |
| 0                     | No relevant response.  | No relevant response.  | 0                     |

Unit 5: Culture, Context and Communication. Question 4.

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

- 4 It has been asserted that social divisions based on race, gender and class are reinforced by the mass media. Using examples discuss the strengths and limitations of this point of view. (30 marks)**

| Level               | AO1  | AO2  | Level                |
|---------------------|--|--|----------------------|
| 5<br>(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 role of the mass media in reinforcing or diminishing social divisions. It may, of course, be concluded that the media does both of these things in different ways.</p> <p>Appropriate examples will be integrated into broader theoretical discussion which clearly addresses both the strengths and limitations of the proposition in the question.</p> | 5<br>(17 – 20 marks) |
| 4<br>(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 implications of the question should be recognised at this level with consideration given to both the strengths and limitations of the position set out in the question.</p> <p>Consideration of at least two theoretical perspectives and/or further key concepts would normally be expected here, though it is possible for some theoretical shortcomings to be compensated for by detailed and cogent analysis of relevant examples.</p>         | 4<br>(13 – 16 marks) |

## Unit 5: Culture, Context and Communication. Question 4 continued.

| Level              | AO1   | AO2   | Level               |
|--------------------|---|---|---------------------|
| 3<br>(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 the role of the media in cultural transmission and the key concept of dominant ideology.</p> <p>The discussion will include ideas and examples showing some familiarity with the terms of the debate indicated in the question with at least some points made on both sides of the argument (strengths and limitations).</p> <p>At the top of this level, candidates are likely to engage with theoretical perspectives in a way that is rather more sophisticated than assertions of conspiracy.</p> <p>Some strength will be evident either in use of well-chosen examples or in the level of theoretical discussion.</p> | 3<br>(9 – 12 marks) |
| 2<br>(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 role of the mass media in reinforcing (or undermining) social divisions.</p> <p>Answers here are broadly relevant but are likely to operate at the level of unsubstantiated assertion with simplistic, unqualified statements about, for example, the ‘power of the media’.</p> <p>Responses which simply rehearse arguments about the power of the media with minimal or no reference to the keywords such as ‘race, gender and class’ are likely to feature at this level.</p>  | 2<br>(5 – 8 marks)  |

## Unit 5: Culture, Context and Communication. Question 4 continued.

| <b>Level</b>          | <b>AO1</b>  | <b>AO2</b>   | <b>Level</b>          |
|-----------------------|---|--|-----------------------|
| 1<br>(1 – 2<br>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>Minimal understanding of issues raised in the question.</p> <p>Superficial and/or anecdotal use of examples with little or no reference to theory.</p> | 1<br>(1 – 4<br>marks) |
| 0                     | No relevant response.   | No relevant response.  | 0                     |

Unit 5: Culture, Context and Communication. Question 5.

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

**5 Discuss the view that places and spaces can be understood as texts in the same way as, for example, magazines, films or advertisements. In your answer you may wish to consider examples drawn from:**

- **city or town centres**
- **rural environments**
- **shopping centres or malls**
- **housing estates**
- **public or commercial buildings.**

**(30 marks)**

| Level               | AO1  | AO2   | Level                |
|---------------------|--|---|----------------------|
| 5<br>(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>These answers will demonstrate a sophisticated understanding of cultural transmission in the context of the constructed environment.</p> <p>A variety of appropriate illustrations will support an exposition which handles theoretical and conceptual material confidently and fluently.</p> <p>It is possible that the discussion will include points of view which challenge the suitability of textual analysis as a means of understanding places and spaces.</p> | 5<br>(17 – 20 marks) |
| 4<br>(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 demonstrate a clear familiarity with the analysis of places such as those suggested in the ‘handhold’ as sites for the creation of meaning and cultural transmission.</p> <p>The discussion will be supported by the apposite use of examples and there will be evidence of competence in handling conceptual and theoretical material.</p>   | 4<br>(13 – 16 marks) |



## Unit 5: Culture, Context and Communication. Question 5 continued.

| Level              | AO1   | AO2  | Level               |
|--------------------|---|--|---------------------|
| 3<br>(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 cultural transmission in the context of the constructed environment.</p> <p>Some emerging competence in the use of conceptual material should be evident either in the extension of the discussion to other key concepts or in the application of at least one of the perspectives (Marxism, feminism, postmodernism, post-colonialism).</p>   | 3<br>(9 – 12 marks) |
| 2<br>(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 constructed environment as a context for cultural transmission.</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 possibility that the environment may be understood as ‘text’.</p> <p>Theoretical understanding weak or irrelevantly applied.</p> | 2<br>(5 – 8 marks)  |
| 1<br>(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 little understanding of the ‘reading’ of places and spaces.</p>  | 1<br>(1 – 4 marks)  |
| 0                  | No relevant response.   | No relevant response.  | 0                   |