



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

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.

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 According to some of its critics popular culture is:

- **superficial;**
- **formula-based;**
- **mass produced for cheapness;**
- **standardised.**

Using examples explore the strengths and weakness of this argument. (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 demonstrate a firm, critical understanding of the popular culture debate. The exposition explores issues indicated by the bullet points with theoretical awareness and strongly supportive examples from both popular and high culture. An evaluative dimension is clearly evident.</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>At this level answers are well-focused on the demands of the question with a clear understanding of the terms of the debate. The bullet points are explored in some (though not necessarily equal) detail within a theoretical context. Examples are apposite and linked to the exposition. For marks in the upper part of this level the evaluative aspect should be explicit and well supported.</p>	4 (13 – 16 marks)

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

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 demonstrate a reasonable understanding of the popular culture debate, with at least some direct reference to the bullet points.</p> <p>At the top of this level some evaluative/analytical content is expected.</p> <p>Examples are relevant, i.e. related to criticisms of popular culture indicated in 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>Some understanding of the popular culture debate, though this may be expressed in general terms rather than those indicated by the bullet points.</p> <p>Answers at this level tend to be descriptive and/or anecdotal with no rational basis for any evaluation.</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>Terms included in the question are misunderstood or seriously misinterpreted. Superficial examples. Possibly fails to distinguish between popular and high culture.</p>	1 (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** For many years the slogan ‘Because You’re Worth It’ has been used to promote the L’Oréal range of hair and beauty products. How important is self-worth in understanding the meanings of clothing, appearance and personal possessions?

(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 show clear evidence that the scope and potential of the question has been grasped. An evaluative, critical exposition is supported by relevant conceptual material and further 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 demonstrate a good understanding of central concepts, particularly identity. Discursive responses explore a range of contrasting meanings of clothing etc. linked to self-worth and the broader concerns of the module.</p>	4 (13 – 16 marks)

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

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 demonstrate some competence in dealing with the meanings attached to clothing etc and begin to establish tenable links between these meanings and the concept of self-worth.</p> <p>At this level the evaluative dimension ('how important...') may be limited but there are signs of an emerging conceptual awareness. This may be signalled by an attempt to apply theoretical perspectives or key concepts (e.g. culture) 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>Some recognition of links between the advertising slogan and the meanings of clothing etc.</p> <p>Answers may offer a generalised response with minimal reference to key terms such as 'self-worth' or may concentrate on the merits of the advertising campaign. Some relevant examples or basic theoretical awareness required for marks of 7-8.</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>Misinterpretation or misunderstanding of the question. Material of limited relevance e.g. descriptions and subjective assessments of L'Oréal advertisements.</p>	1 (1 – 4 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 How do organisations develop and promote a corporate identity? (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 explore the question via critical and contrastive use of theoretical perspectives and case study material. The exposition is clearly related to the broader concerns of the module in a response that is substantial and discursive.</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 are likely to be based on the close consideration of a case study or case studies with some attention to both ‘develop’ and ‘promote’. For answers in the range 15-16 there is a contrastive or critical approach.</p>	4 (13 – 16 marks)
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>Responses deal adequately with the communication of corporate identity with some evidence of emerging theoretical awareness signalled, perhaps, by the attempt to apply perspectives or key concepts.</p> <p>Examples are relevant and, for marks in the range 11-12, related to the wider concerns of the module.</p>	3 (9 – 12 marks)

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

Level	AO1	AO2	Level
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 understanding of the topic area but a tendency to generalise around superficial or barely appropriate examples.</p> <p>Answers at this level may concentrate on description but for marks at the top of this level there should be some understanding, albeit implicit, of corporate identity and its transmission.</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>Superficial and/or anecdotal. No sense that corporate identity is understood or that the organisational context of cultural transmission has been studied.</p>	1 (1 – 4 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 “Television functions as a social ritual, overriding individual distinctions, in which our culture engages in order to communicate with its collective self.” (Fiske and Hartley)

What do you think are the functions of television or any of the mass media in the transmission of culture? (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>These answers deal confidently and thoroughly with the complexities of the quotation. The exposition clearly embraces all of the key terms in the question, using concepts and perspectives to develop a coherent, critical and discursive response.</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 may struggle (even at this level) with some of the terms in the Fiske and Hartley quotation, but are nevertheless able to offer a discussion of relevant issues that is well-informed and illustrated with apposite and contrasting examples.</p> <p>Answers in the 15-16 range use theoretical perspectives and/or key concepts to subject the quotation to a critical examination.</p>	4 (13 – 16 marks)

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

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 demonstrate some understanding of the role of the media in cultural transmission, though answers capable of engaging fully with ‘social ritual’ and communication with the ‘collective self’ are normally found at level four or five.</p> <p>Nevertheless, answers in the range 11-12 discuss a range of functions of the mass media. Answers that offer simple assertions of ‘effects’ or conspiracy theory without strong substantiation or qualification do not normally attract a mark of above 10.</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 understanding of the role of the media in cultural transmission, but largely unrelated to the issues raised in the quotation.</p> <p>Answers are likely to deal in generalisation, unsubstantiated assertion or straightforward description.</p> <p>Relevant, contrasting examples may compensate for theoretical and interpretative weakness to place answers in the upper part of 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>Superficial and/or anecdotal examples with little or no reference to theory. Possible misinterpretation of question.</p>	1 (1 – 4 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 In 1957 Richard Hoggart wrote about British city centres as follows:

“Outdoors, and especially in the more public parts of the cities, the cleaner lines of the twentieth century have made their impression, in the post-offices, the telephone kiosks, the bus stations. But in the working-class shopping and amusement areas the old idiom - in its modern style - persists; it persists for example, in the huge furniture stores, in the marzipan super-cinemas, and in the manner of window-dressing retained by the cheaper clothiers and outfitters. There is a working-class city centre as there is one for the middle classes.”

How important is social class in understanding the meaning of places and spaces today? Your answer may refer to city or town centres or any other examples of the constructed environment. (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>Confident and assured responses that place social class at the centre of a wide-ranging discussion embracing many other factors relevant to the understanding of the meaning of places and spaces.</p> <p>Answers are likely to make critical and creative use of the stimulus quotation. Comparative use of theoretical perspectives.</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 are well-directed towards the central issue with a good understanding of social class in this context. Theoretical and conceptual material is used appropriately with good use made of apposite examples.</p>	4 (13 – 16 marks)

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

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 factors involved in the meanings attached to the constructed environment.</p> <p>Examples are clearly linked to the importance of social class for answers placed in the 11-12 range. Some competence in the use and application of theoretical material is normally evident, but weakness in this area may be compensated for by the use of contrasting, well-developed examples.</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 awareness of ‘meanings’ in this context should be apparent but there is likely to be little or no assessment of the importance of social class in this context.</p> <p>Examples are largely descriptive but for marks in the range 7-8 there needs to be some attempt, albeit limited, at analysis. Theoretical understanding absent or misplaced.</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>Simplistic, misconceived responses with negligible evidence that the area has been studied at all.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0