

GCE 2004  
*June Series*



## Mark Scheme

### Communication Studies (CMS6)

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell Director General*

**GCE COMMUNICATION STUDIES****UNIT 6: ISSUES IN COMMUNICATION****MARK SCHEME (JUNE 2004)****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.

**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.

To this end you should:

- 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.

**Mark Scheme: First Principles**

- The mark scheme is very much simpler than it looks. Most of each level descriptor consists of a lengthy italicised paragraph which lists the ‘skills’ of the course and describes their application as “Excellent”, Good”, “Satisfactory”, etc.
- We are, in most cases, not marking coverage but rather ‘competence’ (‘how far’ not ‘how many’).
- We should, after two years, expect competence from the vast majority of candidates and, moreover, expect this cohort of candidates to perform across the range of this mark scheme which is intended only for them.

The other thing that is important is consistency in the sense of the integrity of the specification and our approach. This was the last of the units to start and will be the last, I suspect, to get ‘up to speed’, so it once again holds a pivotal role in the specification as a whole. We have managed, partly through the innovation of AO1, to give greater credit to candidates whose subject knowledge (and understanding) is more developed than their ability to analyse or even to construct efficient answers to our questions. This has resulted in a much more meaningful ‘E’ grade at both AS and especially A2 level. This must be maintained on CMS6 where the opportunity to ‘struggle with relevance’ is most acute.

In cases where relevance is an issue it may be useful to factor in a notional AO1 mark (out of 10) to prevent the mark scheme becoming ‘punitive’. A ‘limited’ ability to answer the question should not override ‘satisfactory’ subject knowledge, terminology and understanding.

### General Level Descriptors

| Level                      | Descriptor  |
|----------------------------|---|
| <p>5<br/>(25-30 marks)</p> | <p><i>Excellent 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. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p><u>EXCELLENT EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 5 answers have weaknesses. However they are INTERESTING, INSIGHTFUL, ENGAGING, IMPRESSIVE, sometimes PROVOCATIVE, even POLEMICAL.</p> <p>At the bottom they are just the top of VERY GOOD.</p>  |
| <p>4<br/>(19-24 marks)</p> | <p><i>Good 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. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p><u>GOOD EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 4 answers are ‘GOOD’ in terms of their <u>DETAIL</u>, <u>KNOWLEDGE</u>, <u>REGISTER</u>, <u>RELEVANCE</u> (the spot-on question stuff which argues terms STARTS here), <u>IDEAS</u>.</p> <p>The top of this is VERY GOOD, the bottom is QUITE GOOD (always Level 4 for more than competent.)</p>   |
| <p>3<br/>(13-18 marks)</p> | <p><i>Satisfactory 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. Candidates analyse perspectives within the context of key words in question or task. Engage 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><u>SATISFACTORY EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 3 answers are COMPETENT: they show clear if modest evidence of subject knowledge and/or experience; this is sometimes largely a matter of presenting ‘FACTS’ and THEORIES.</p> <p>At the top of this level this material is used to construct simple arguments and address issues. At the bottom is often that which shows BASIC COMPETENCE, the lowest level of performance which meets the standard at A2. PEDESTRIAN work is properly and clearly Level 3 since ‘flair’ is not a consideration at this level.</p> |

| Level             | Descriptor  |
|-------------------|---|
| 2<br>(7-12 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. 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 effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p><u>LIMITED EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 2 work is below the acceptable standard of work at this level so we should not expect to see a lot of it (statistically).</p> <p>Level 2 work is limited by its SUBJECT SPECIALISM (knowledge, skills and register), its LINGUISTIC COMPETENCE and sometimes by its SUBJECTIVITY (or lack of OBJECTIVITY).</p> <p>Much of this work is DESCRIPTIVE and ANECDOTAL.</p> <p>All work that merits ‘serious’ consideration should reach at least this level.</p> |
| 1<br>(1-6 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. 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><u>LITTLE EVIDENCE</u></p> <p>Level 1 is reserved for work that is significantly short of merit of any kind or simply significantly short.</p>  |
| 0                 | No relevant response.   |

This unit tests Assessment Objective A05 (analyse and evaluate different theoretical perspectives in the study of communication).

### Unit 6: Section A

- 1 (a) How far would you agree with the view that senders, as the originators of messages, are more important than receivers? (30 marks)**

| Level                | Descriptor  |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to offer a wider ranging argument about ‘communication theory’.   |
| 4<br>(19 – 24 marks) | Is likely to offer detailed ‘theoretical’ examples of sender-led/receiver-led theories, e.g. Process/Semiotic Schools.          |
| 3<br>(13 – 18 marks) | Is likely to offer an engaged, evidence led and possibly circular argument about which is more important.                       |
| 2<br>(7 – 12 marks)  | Limited attempts to answer the question without significant evidence/knowledge.   |
| 1<br>(1 – 6 marks)   | Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the question. |
| 0                    | No relevant response.   |

- 1 (b) Some commentators hold the view that models are useful in understanding communication. Explain the usefulness or otherwise of two communication models with which you are familiar. (30 marks)**

| Level                | Descriptor  |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to either show significant understanding/detail in its explications OR makes ‘usefulness’ a <u>significant</u> focus.       |
| 4<br>(19 – 24 marks) | Is likely to explicate a couple of models with some success and attempt implicitly or explicitly an assessment of their ‘usefulness’. |
| 3<br>(13 – 18 marks) | Is likely to explicate at least one model in some appropriate context or two with variable success.                                   |
| 2<br>(7 – 12 marks)  | Limited understanding of what models are or what they might say.  |
| 1<br>(1 – 6 marks)   | Uncritical explanation of the question. Little else offered.  |
| 0                    | No relevant response.   |

**Section B**

- 2 (a) It has been argued that new technology changes the way we think about the world. How far do you agree? (30 marks)**

| Level                | Descriptor  |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to offer either a significant evaluation of these ideas or particularly incisive examples.                                |
| 4<br>(19 – 24 marks) | Is likely to lead with ‘theories’ about technology (especially technological determinism) or achieve the same by detailed argument. |
| 3<br>(13 – 18 marks) | Are likely to lead their discussions with explicit arguments about technology/technologies.   |
| 2<br>(7 – 12 marks)  | Is likely to resort to personal/anecdotal evidence - answers lacking in subject ‘focus’.  |
| 1<br>(1 – 6 marks)   | Limited response to question, which results in unsupported assertions.  |
| 0                    | No relevant response.   |

- 2 (b) What do you understand by the term “digital revolution” in relation to communication technology? What are the likely implications of this revolution? (30 marks)**

| Level                | Descriptor   |
|----------------------|--|
| 5<br>(25 – 30 marks) | Is likely to offer a broader or more focussed response to the <u>issues</u> of the question. |
| 4<br>(19 – 24 marks) | Is likely to either lead with ‘implications’ or provide particularly detailed examples.      |
| 3<br>(13 – 18 marks) | Is likely to address the ‘digital revolution’ in terms of knowledge about technologies.      |
| 2<br>(7 – 12 marks)  | Are likely to describe digital technologies and their experience of them.                    |
| 1<br>(1 – 6 marks)   | Responses lack any real understanding of the terms of reference of the question.             |
| 0                    | No relevant response.  |



## Section C

- 3 (a) Basil Bernstein claimed that “socialisation is a process for making people safe”. In what ways does communication help to make us “safe”? (30 marks)

| Level                | Descriptor  |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to address the keywords of the question, especially ‘safe’.   |
| 4<br>(19 – 24 marks) | Is likely to offer detailed considerations of the connections between ‘socialisation’ and ‘communication’. ‘Understanding’. |
| 3<br>(13 – 18 marks) | Is likely to show some understanding of ‘socialisation’ and ‘communication’ and the connections. ‘Knowledge’.               |
| 2<br>(7 – 12 marks)  | Is likely to offer superficial understanding of the keywords. Lack of subject ‘focus’.                                      |
| 1<br>(1 – 6 marks)   | Struggles to understand what the question demands.  |
| 0                    | No relevant response.   |

- 3 (b) “The way we communicate also influences our life opportunities.”

Peter Hartley: *Interpersonal Communication*

Write about some of the ways in which “the way we communicate” might influence “our life opportunities”. (30 marks)

| Level                | Descriptor  |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to take a significant interest in the keywords of the question and offer an evaluative response.    |
| 4<br>(19 – 24 marks) | Is likely to be able to select specific and appropriate detailed examples or a well-evidenced general survey. |
| 3<br>(13 – 18 marks) | Is likely to be some kind of variably focussed list of ways in which the two central elements are connected.  |
| 2<br>(7 – 12 marks)  | Is likely to offer a limited list of ways based on personal experience/common sense.                          |
| 1<br>(1 – 6 marks)   | Struggles to cope with the demands of the question.   |
| 0                    | No relevant response.   |

**Section D**

- 4 (a) Which communication skills do you think are most important to young people in the early years of the twenty-first century? (30 marks)**

| <b>Level</b>         | <b>Descriptor</b>   |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to address the particular context of the question in a significant way.                               |
| 4<br>(19 – 24 marks) | Is likely to provide detailed arguments about a range of skills (most important might be two or three or more). |
| 3<br>(13 – 18 marks) | Is likely to produce a list which merely shows evidence of the context of a Communications course.              |
| 2<br>(7 – 12 marks)  | Is likely to produce an unfocussed list of skills with no particular rationale.                                 |
| 1<br>(1 – 6 marks)   | Uncritical response. Little else offered.   |
| 0                    | No relevant response.   |

- 4 (b) The German poet Heinrich Heine warned that they who first burn books, later burn people. Is censorship necessarily as dangerous as he suggests? (30 marks)**

| <b>Level</b>         | <b>Descriptor</b>   |
|----------------------|---|
| 5<br>(25 – 30 marks) | Is likely to address the keywords of the question in a significant way.       |
| 4<br>(19 – 24 marks) | Is likely to provide detailed examples to support a response to the question. |
| 3<br>(13 – 18 marks) | Is likely to offer arguments and evidence which lack detail and/or focus.     |
| 2<br>(7 – 12 marks)  | Is likely to offer a superficial/ ‘lay’ response.                             |
| 1<br>(1 – 6 marks)   | Struggles to understand the demands of the question.                          |
| 0                    | No relevant response.   |