



General Certificate of Education

Communication Studies 5626/6626

CMS6

Mark Scheme

2005 examination - June series

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.

Unit Six – Issues in Communication (CMS6)

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 do not 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 (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 (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 DETAIL, KNOWLEDGE, REGISTER, RELEVANCE (the spot-on question stuff which argues terms STARTS here), IDEAS.</p> <p>The top of this is VERY GOOD, the bottom is QUITE GOOD (always level 4 for more than competent).</p> |
| <p>3 (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.</p> <p>PEDESTRIAN work is properly and clearly Level 3 since ‘flair’ is not a consideration at this level.</p> |

| Level | Descriptor |
|-------------------|---|
| 2 (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 (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) In their book *More Than Words* Dimbleby and Burton identify the following kinds of barrier to communication: mechanical, organisational, psychological and semantic. Explain which of these is most obstructive to the successful communication of messages.

(30 marks)

| Level | Descriptor |
|----------------------|---|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to lead with the keywords ‘barriers’ and conduct a discussion about the nature of such impediments. May focus on the variety of communication contexts and their impact. |
| 3 (13 – 18 marks) | Likely to work through the given list in a straightforward way with limited evaluation. |
| 2 (7 – 12 marks) | Likely to offer a largely insecure response to ‘barriers’ (e.g. imprecise despite prompts). |
| 1 (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) How important is knowledge of the intention or purpose of an act of communication to our understanding of it?

(30 marks)

| Level | Descriptor |
|----------------------|---|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to focus on ‘intention/purpose’ and its relationship to meaning in communication. |
| 3 (13 – 18 marks) | Likely to focus on what was learnt rather than what was understood. There may be a systematic ‘Process’ approach offered. |
| 2 (7 – 12 marks) | Likely to come to easy conclusions without arguing through the case. Unfounded assertion. |
| 1 (1 – 6 marks) | Uncritical explanation of the question. Little else offered. |
| 0 | No relevant response. |

Section B

- 2 (a) When Clive James worked as a professional television critic, he observed that: “Anyone afraid of what television does to the world is probably just afraid of the world”.**

Permission granted by PFD on behalf of Clive James.

In the light of this comment, discuss the potential dangers of new communication technologies. **(30 marks)**

| Level | Descriptor |
|----------------------|--|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. (e.g. establish criteria for evaluation). |
| 4 (19 – 24 marks) | Likely to deal in a theoretical way with potential dangers (in terms of themes like ‘globalisation’ rather than individual technologies). |
| 3 (13 – 18 marks) | Likely to identify specific dangers (e.g. loss of privacy) or specific technologies (e.g. mobiles, digital TV, laptops) followed by a trawl through their uses with a limited theoretical component. |
| 2 (7 – 12 marks) | Likely to focus on the examples only (largely) or anecdotally. |
| 1 (1 – 6 marks) | Limited response to question, which results in unsupported assertions. |
| 0 | No relevant response. |

- 2 (b) Which communication devices have most impact on your personal and social life? Explain in detail the specific nature of their impact(s).** **(30 marks)**

| Level | Descriptor |
|----------------------|--|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions (e.g. establish criteria for evaluation). |
| 4 (19 – 24 marks) | Likely to focus on the issues of the question and offer a sharp analysis of some of the functions of communication technology (inform, advertise, persuade). |
| 3 (13 – 18 marks) | Likely to focus on specific examples of technologies in a largely untheoretical way (e.g. mobile phones, internet, digital TV). |
| 2 (7 – 12 marks) | Likely to focus exclusively and anecdotally on their own personal experiences of technologies. |
| 1 (1 – 6 marks) | Responses lack any real understanding of the terms of reference of the question. |
| 0 | No relevant response. |

Section C

- 3 (a) Shaw’s play *Pygmalion* tells the story of a Cockney flower seller who is transformed into a society lady by the removal of her dialect and the refinement of her language. To what extent is the way in which we acquire language part of our socialisation? (30 marks)**

| Level | Descriptor |
|----------------------|--|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to lead with the keywords ‘socialisation’ and ‘language acquisition’ and evidence the discussion with reference to theories/theorists. May focus on one aspect of the process like gender/social class. |
| 3 (13 – 18 marks) | Likely to identify specific examples and use them as a starting point for a discussion or use generalised examples to conduct a general ‘talkthrough’ (e.g. dialect, slang). |
| 2 (7 – 12 marks) | Likely to focus on the examples rather than the arguments. |
| 1 (1 – 6 marks) | Struggles to understand what the question demands. |
| 0 | No relevant response. |

- 3 (b) The ‘Hidden Curriculum’ is a phrase used to describe all the information that we get from schools and colleges beyond lessons. Analyse the specific ways in which your school or college is active in your socialisation. (30 marks)**

| Level | Descriptor |
|----------------------|---|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to lead with the key idea of ‘socialisation’ and its agencies. Likely to examine the functions of education in this context. |
| 3 (13 – 18 marks) | Likely to lead with the experiences of school/college and work back towards the question with broad, generalised examples. |
| 2 (7 – 12 marks) | Likely to focus anecdotally on personal experience. |
| 1 (1 – 6 marks) | Struggles to cope with the demands of the question. |
| 0 | No relevant response. |

Section D

- 4 (a) It has been argued that we are being swamped by communication messages in modern life. To what extent does this undermine the concept of ‘identity’? (30 marks)**

| Level | Descriptor |
|----------------------|---|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to lead with the key issue ‘identity’ and offer a theoretical context for its argument (functions of media/rights of individual). |
| 3 (13 – 18 marks) | Likely to identify specific cases and draw specific conclusions from them (e.g. impact of technology, flexibility of employment, influence of ‘celebrity’). |
| 2 (7 – 12 marks) | Likely to miss the focus of the question and merely repeat the question’s assertions about messages. |
| 1 (1 – 6 marks) | Uncritical response. Little else offered. |
| 0 | No relevant response. |

- 4 (b) Is most communication honest? Answer with reference to both personal and cultural communication. (30 marks)**

| Level | Descriptor |
|----------------------|--|
| 5 (25 – 30 marks) | Likely to explore and/or challenge theoretical positions. |
| 4 (19 – 24 marks) | Likely to focus on the issues of the question (definition of ‘honest’ and of functions of communication). |
| 3 (13 – 18 marks) | Likely to focus on specific examples in some detail but with a limited theoretical context. The emphasis will likely be on dishonest/honest communication. |
| 2 (7 – 12 marks) | Likely to tell generalised personalised ‘stories’ of the importance of honesty. |
| 1 (1 – 6 marks) | Struggles to understand the demands of the question. |
| 0 | No relevant response. |