

GCE 2005  
*January Series*



# Mark Scheme

## Communication studies

*(CMS5)*

---

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.

---

Further copies of this Mark Scheme are available to download from the AQA Website:  
[www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2005 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General*

---

**UNIT 5: CULTURE, CONTEXT AND COMMUNICATION****MARK SCHEME (JANUARY 2005)****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 (JANUARY 2005)**

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** “Questions of cultural value cannot simply be reduced to matters of personal taste. We must have some agreement about what is good and what is bad. If the only criterion for judging a work of music, art or literature is whether or not an individual likes it, then we really can be accused of abandoning standards altogether.”

**Drawing on examples from popular culture and high culture, discuss this view of the value of cultural products. In your answer you should identify other criteria which could be used in addition to ‘personal taste’.** (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>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a confident understanding of issues relating to ‘value’ in debates about popular culture. Answers draw on concepts and theoretical perspectives in a discussion which clearly identifies and exemplifies a range of criteria used in the assessment of the worth of cultural activities or artefacts.</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>Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers show a good understanding of the implications of the stimulus quotation. Answers engage critically with the statement and identify plausible alternative criteria. Concepts and perspectives are used relevantly and competently.</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>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a reasonably well-informed understanding of the popular culture debate and show some understanding of the view expressed in the question.</p> <p>Answers which attempt to develop alternative explanations are likely to reach the top of the level if there is good evidence of conceptual awareness or good use of appropriate examples. Generalised answers with only the barest consideration of value are normally placed in the range 9-10.</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>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers are likely to explore the popular culture debate in very general terms, perhaps by reiterating the views expressed in the question.</p> <p>For marks at the top of this level there is normally some use made of relevant examples which distinguish between popular and high culture or of elementary conceptual material.</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>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Terms in the question are misinterpreted or overlooked in answers that are simplistic and/or insubstantial.</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 It is sometimes said that ‘what you see is what you get’.**

**To what extent is this true of the meanings attached to personal communications such as clothing, body adornment 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>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Confident and substantial responses showing a clear understanding of the issues raised by the question. Careful attention paid to the ‘to what extent’ aspect in answers that fully explore the relationship between identity and the meanings attached to personal communications.</p> <p>These responses subject the quotation to critical scrutiny, probably linking this assertion to postmodern conceptions of identity.</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>Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.</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 the central concept of identity and are also able to develop a discussion with the use of further key concepts and/or theoretical perspectives. The quotation is carefully interpreted in the context of broader issues raised by 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>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some competence is evident in dealing with ideas about the diversity of meanings attached to personal communications but responses may underestimate the potential of the question and, in particular, the quotation.</p> <p>In the 11-12 mark range there is some attempt to address the ‘to what extent’ aspect of the question. Relevant, thoughtfully developed examples may compensate for some theoretical deficiencies at this level.</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>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some familiarity with issues arising from this area of the specification, but there may well be only a limited recognition that the quotation relates clearly to issues of identity. Answers at the top of this level begin to move beyond simple descriptions to offer some basic analysis of the ‘meanings attached’ to personal communications.</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>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Superficial/anecdotal examples. May simply describe different examples of personal communications without any discernible theoretical context.</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 seek to influence the perceptions of customers, clients and employees?**

**In your answer you should consider the role of language and images in forming the corporate culture of organisations. (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>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Confident, assured answers showing a thoroughgoing understanding of key concepts, especially mode of address.</p> <p>Answers deal in some detail with both language and images and recognise the diversity of audiences for organisational communications. Responses at this level are likely to be based upon detailed, relevant case studies.</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>Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers address all aspects of the question with clear evidence that key terms are well understood. Appropriate examples are used in responses which deal competently with organisational address to different audiences. At this level answers demonstrate a broad understanding of the issues, concepts and perspectives which characterise the module.</p>	4 (13 – 16 marks)

## Unit 5: Culture, Context and Communication. Question 3 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>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a reasonable familiarity with key concepts and some ability to apply them in the context of the question. Answers which deal exclusively with advertising as a form of ‘influence’ are likely to be restricted to this level.</p> <p>For marks above the range 9-10 there is some engagement with concepts or perspectives, though at this level engagement with the full range of issues raised by the question is likely to be selective.</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>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers here are likely to be mainly descriptive but within the terms of the question. Examples may be anecdotal or of only limited relevance. Terms used in the question may be only partially understood in answers which are likely to offer vague and generalised overviews of organisational communication.</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>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Terms in the question are misunderstood or misconstrued. Examples (if any) are inappropriate with little or no reference to perceptions or influence.</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** “Magazines and tabloid newspapers take it for granted that everyone wants to be famous. Television programmes such as *Pop Idol* and *Big Brother* encourage viewers to think that ‘ordinary people’ can become celebrities.”

**Discuss the ways in which the idea of celebrity features in the media’s transmission of cultural values. (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>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a confident, thoroughgoing understanding in the context of the question. A comparative approach is likely.</p> <p>Examples are apposite and contrasting (though not necessarily based on the programmes mentioned, or even on television). Conceptual awareness is evident in an approach which is critical and/or evaluative.</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>Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses are firmly linked to the role of the media in relation to cultural transmission. Contrasting examples are used effectively to explore issues raised by the question.</p> <p>At this level there should be some awareness of the theoretical implications of the question with valid references to key concepts: ideology, identity, mode of address.</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>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a reasonable level of understanding in the context of the question.</p> <p>Some answers at this level may consist largely of ‘stock responses’ dealing, for example, with media effects or conspiracy theory. These do not normally exceed 9-10 marks. Similarly, answers which deal in general rather than theoretical terms with the manufacture of celebrity do not normally gain access to the top of this level.</p> <p>However, shortcomings in the level of conceptual understanding may be compensated for by the use of thorough and 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>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding is limited, uncritical and generalised. There may be implicit conceptual understanding demonstrated through the use of examples.</p> <p>Answers are likely to dwell on unsubstantiated assertion and simplistic, unqualified statements. Alternatively, responses at this level may deal with ‘celebrity’ in purely anecdotal terms.</p>	2 (5 – 8 marks)

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

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>Confused to the point where communication is impeded.</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 transmission of cultural values. No real understanding of even one perspective.</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 recent years some observers have detected a ‘postmodern turn’ in the design and interpretation of places and spaces.**

**Using examples with which you are familiar, discuss the usefulness of the idea of postmodernism in the context 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>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A firm, confident grasp of postmodernism in the context of the question.</p> <p>The evaluative dimension of the question is clearly addressed, probably by reference to alternative schools of design or modes of interpretation. Responses are securely based in detailed illustrations or case studies.</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>Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers are well grounded in an understanding of postmodernism, but may concentrate on either one of design or interpretation at the expense of the other.</p> <p>Examples support coherent argumentation and a sound level of analytical competence with all parts of the question addressed. Some attempt to develop criteria for the exploration of ‘usefulness’.</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>Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Although answers at this level may struggle with the specificity of the question, they still demonstrate some proficiency in the deconstruction of the constructed environment. Competent but ‘stock answers’ relating to case studies may be expected, but for marks in the range 11-12, some engagement with postmodernism is needed.</p> <p>The strength of the response may lie in either the close analysis of relevant examples or in the scope of the 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>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited evidence here of understanding that places and spaces are able to communicate in a variety of ways and explicit understanding of postmodernism largely absent.</p> <p>Examples may be fairly descriptive and superficial with limited evidence of a capacity to ‘read’ the constructed environment.</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>Confused to the point where communication is impeded.</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 terms in the question. May offer a few simplistic, undeveloped examples.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0