



## General Certificate of Education

# Communication Studies 5626/6626

*CMS5*

## Mark Scheme

*2006 examination - January 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 5: Culture, Context and Communication (CMS5)**

### **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. 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 How important are forms of popular culture and high culture in the construction of a national identity such as ‘Englishness’?**

**In your answer you may wish to refer to the following explanation by novelist Hilary Mantel of why she could never define herself as English.**

**“As I grew up, I came to see that Englishness was white, male, southern, Protestant and middle class. I was a woman, a Catholic, a northerner, of Irish descent. I spoke and speak now with a northern accent. And if I tell an Englishman my date of birth and my religion and my ancestry, I am telling him, without needing more words, that my family are working people, probably with little education. All these markers – descent, religion, region, accent – are quickly decoded by those who possess Englishness, and to this day are used to exclude. [...] If you want to belong to Englishness, you must sell off your identity.” (30 marks)**

**Source: ‘No Passes or Documents Are Needed: The Writer at Home in Europe’ by Hilary Mantel from *On Modern British Fiction* edited by Leader, Zachary (2003). By permission of Oxford University Press.**

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 the roles of popular culture and high culture in contributing to identity. The constructed nature of national identity (or, more likely, <i>identities</i>) is well understood and discussed in the context of the question. It is not essential that the national identity under discussion should be ‘Englishness’, or that answers should draw explicitly on points made in the quotation. Answers are drawn on concepts and theoretical perspectives in a discussion which clearly links identity to relevant aspects of the popular culture debate.</p>	5 (17 – 20 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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>A good understanding is evident of the popular culture debate in the specific context of the question.</p> <p>At this level answers show an awareness of the relationship between national identity and cultural forms and/or practices. Answers engage critically either with the quotation or the implications of the question more generally. Concepts and perspectives are used relevantly and competently.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 with some reference to the specific issue of national identity.</p> <p>Alternatively, answers at this level may engage only with (national) identity with little reference to the popular culture debate.</p> <p>Generalised answers with only the barest consideration of identity is normally placed in the range 9-10. Answers show some strength either in the application of conceptual material or in the exploration of relevant examples.</p>	3 (9 – 12 marks)

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

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>Level</b>
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>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</p> <p>Answers are likely to explore the popular culture debate in very general terms, possibly without reference to national identity or any other aspect of identity mentioned in the question.</p> <p>For marks at the top of this level there should normally be 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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</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** “The clothes we wear, the things we buy and even the way we speak are all lifestyle choices. We make these choices in order to develop an identity for ourselves.”

**Discuss the arguments for and against this point of view.**

**(30 marks)**

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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. These answers include well-rounded discussions that fully explore the relationship between identity and the meanings attached to clothing, possessions and language (though it is not essential for all of these areas to receive detailed consideration).</p> <p>Responses at this level may subject the quotation to critical scrutiny, but strengths as well as weaknesses are appraised. Relevant examples, key concepts and theoretical perspectives are likely to be employed in these substantial responses.</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 (constructed) 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 responses which show some consideration of arguments for and against the proposition contained in the question.</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 competent 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 clothing, possessions and/or language use, but responses may underestimate the potential of the question and, in particular, the quotation.</p> <p>In the range 11-12 there is some attempt to address the ‘for and against’ 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 of how the quotation relates clearly to issues of identity.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic analysis of the reasons for and implications of ‘choices’.</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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</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 use various ‘modes of address’ to achieve their objectives?****(30 marks)**

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 the various forms and target audiences for contrasting modes of address together with some consideration of their relationship to organisational goals. Responses at this level are likely to be based upon detailed, relevant case studies. Even at this level, answers may struggle to deploy perspectives successfully in the context of the question, but a broadly conceptual approach is expected.</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 sound awareness of the key concept ‘mode of address’. Appropriate examples are used in responses which deal competently with organisational address to different audiences. There is some reference to links that can be made between mode of address and organisational objectives. At this level answers demonstrate a broad understanding of the issues, concepts and/or perspectives which characterise the module.</p>	4 (13 – 16 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 the idea of ‘mode of address’ though there may be some limitations in applying the concept to the specific issue raised by the question. Case studies should be reasonably detailed, if limited in their application to contrasting organisational objectives.</p> <p>For marks above the range 9-10 there should be 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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</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** “By reducing everything, however serious, to a branch of entertainment the true function of the mass media is disguised. And what is this true function? To control the population and keep us in our place.”

**Using contrasting perspectives, critically evaluate this view of the media’s role in cultural transmission. (30 marks)**

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 at this level are clearly able to identify the theoretical antecedents and implications of the quotation. Key concepts, particularly ideology, are likely to be incorporated in responses which demonstrate elements of a comparative theoretical approach. Criteria for evaluation are clearly stated.</p> <p>The instruction in the question requires that more than one perspective should be used. However, it is acceptable for candidates to explore contrasting positions within a perspective (such as, especially, Marxism).</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>The chosen perspectives 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 quotation with valid references to key concepts such as ideology, identity or 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 competent 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 of the quotation in relation to the role of the media in cultural transmission.</p> <p>Some answers at this level may consist largely of ‘stock responses’ dealing, for example, with media effects or conspiracy theory. Unless firmly linked to the question, these do not normally exceed 9-10 marks. Similarly, answers which deal in general rather than theoretical terms with ‘entertainment’ do not normally gain access to the top of this level. 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)

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

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 of the quotation is limited, uncritical and generalised and possibly restricted to only one perspective. There may be some implicit conceptual understanding demonstrated through the use of examples. Answers are likely to dwell on unsubstantiated assertion and simplistic, unqualified statements.</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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</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** “The housing estate, the village green, the shopping mall, the high street and the city centre - all of them speak to me about power and ideology.”

**How important are ‘power and ideology’ to an understanding of places and spaces?**

*(30 marks)*

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 at this level demonstrate a confident ability to deal with the generation of meanings in relation to the constructed environment. Key concepts, especially ideology, are well understood in the context of the question. Responses should be able to examine in some detail the contribution of power and ideology to the decoding process, but should also be able to examine the (potential) role of other factors.</p> <p>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 the constructed environment as an arena for cultural transmission. Examples support coherent argumentation and a sound level of analytical competence with all parts of the question addressed.</p> <p>Responses demonstrate some attempt to develop criteria for the exploration of ‘importance’.</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 competent 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 power and ideology is needed. 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>There is limited evidence here of understanding that places and spaces are able to communicate in a variety of ways and explicit understanding of power and ideology is largely absent.</p> <p>Examples may be fairly descriptive and superficial with minimal 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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0