

GCE 2004
June 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.

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GCE COMMUNICATION STUDIES

UNIT 5: CULTURE, CONTEXT AND 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. 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** “In Italy opera is a popular and widely recognised cultural form, singers are well known and performances draw big audiences which are knowledgeable and critical. In contrast, opera in Britain is regarded as an elite taste and research shows that typically audiences for opera are older and are drawn from higher social classes than other forms of entertainment. Yet in 1990, following the use of *Nessun Dorma* from the opera *Turandot*, sung by Pavarotti, to introduce the BBC television coverage of the 1990 World Cup finals, opera rocketed in public popularity in Britain.”

Source: E. BALDWIN ET AL., 1999, Introducing Cultural Studies (Prentice Hall) 1999

Discuss the factors which affect the value placed on cultural forms and activities.

Your answer does not need to refer to opera but you should refer to examples from both high culture and popular culture. (30 marks)

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>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 firm grasp of a variety of factors which may plausibly affect the value placed on both cultural forms and cultural activities. Exposition is theoretically well-informed, probably making creative use of the stimulus quotation and possibly interrogating the question itself.</p> <p>Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses that clearly fulfil the requirement to ‘discuss’.</p>	5 (17 – 20 marks)

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

Level	AO1	AO2	Level
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 here of the notion of ‘value’ in this context.</p> <p>Discussion is relevant and well-informed with links to conceptual material and to illustrations from both popular and high culture.</p> <p>Answers are likely to take cues from the stimulus quotation at least to the extent that there may be a social dimension to taste and value.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>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, but may struggle to make clear and explicit links to issues relating to ‘value’.</p> <p>Generalised answers with only the barest consideration of value are 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)
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 general terms with only limited reference to, or understanding of, ‘value’ in this context. Answers at this level may deal with value in purely financial terms.</p> <p>For marks at the top of the 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)

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

Level	AO1	AO2	Level
1 (1 – 2 marks)	<i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Confused to the point where communication is impeded.	<i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i> Terms in the question are misinterpreted or overlooked in answers that are simplistic and/or insubstantial.	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** “Hair has often been used as a symbol of identity – never more so than with dreadlocks. It’s more than just a style; it’s an attitude, a way of life inspiring passion and disapproval in equal measure.”

Source: HANNAH POOL, Dare to Dread, Guardian Weekend, 28 August 2003

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Discuss the ways in which hairstyle and other aspects of personal appearance can symbolise identity and attitude. (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 and, in particular, the concept of identity. Expositions which are identifiably discussions explore the relationship between attitude/identity and personal appearance.</p> <p>Answers at this level are likely to develop the points raised by the stimulus quotation, especially the ambiguous or contingent nature of meanings attached to hairstyle and personal appearance.</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 likely to be 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 identity in relation to hairstyles and appearance, but responses may underestimate the potential of the question and, in particular, the quotation.</p> <p>Responses at this level may rehearse familiar examples from the history of youth sub-cultures without fully engaging in the discussion suggested by the question.</p> <p>Relevant, thoughtfully developed examples may compensate for some theoretical shortcomings 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 the links between identity and personal appearance.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic analysis of the symbolism of hairstyles, etc.</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 hairstyle, personal appearance, etc., 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** There are many reasons why an organisation may choose to change its modes of address, for example an out of date image or a declining market share.

Referring to examples, show how organisations change their modes of address in response to factors like these. (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 are clearly focused on the relationship between modes of address and factors influencing change. 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. Responses relate to change rather than to organisational modes of address in general terms. 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 the concept of mode of address and some ability to apply this in the context of the question.</p> <p>Some consideration is given to ‘change’ and relevant factors, though answers at the lower end of this level may do little more than reiterate the reasons provided in the question.</p> <p>For marks above the range 9-10 there should be some engagement with concepts or perspectives.</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. The concept of mode of address 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 change or mode of address.</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 The mass media present us with many rôle models and attractive personalities. Some theorists argue that we use this information to experiment with our own identities.**

Discuss this view of the relationship between the mass media and identity using at least two theoretical perspectives. (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 of the two chosen perspectives in the context of the question. Examples are apposite and contrasting. Conceptual awareness, particularly with respect to <i>identity</i>, 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>The chosen perspectives are firmly linked to the role of the media in relation to identity. Contrasting examples are used effectively to explore issues raised by the question. At this level there should be some awareness of the theoretical implications of the opening statement in the question.</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 of two theoretical perspectives and make some attempt to apply these in a discussion of the media and identity.</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 unless there is clear evidence of some application to the issues of identity.</p> <p>Some 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 of the two perspectives is limited, uncritical and (probably) generalised. There may be implicit conceptual understanding demonstrated through the use of examples. May make some progress with only one perspective.</p> <p>Answers are likely to dwell on unsubstantiated assertion and simplistic, unqualified statements. The concept of identity is dealt with at a simplistic or unproblematical level.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>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 culture. 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 How does the constructed environment express cultural identity?

In your answer you should consider the identity of the location itself as well as the identity of people who use or inhabit the places and spaces you choose to consider. (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 the key concept of identity (and, probably, mode of address) and an awareness of the theoretical implications of the question. It is likely that answers at this level show an awareness of the scope of the question by offering a range of contrasting arguments and examples, firmly located within the broader concerns of the module.</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>Consideration of ‘cultural identity’ is substantial but may not extend much beyond a single perspective. Examples support coherent argumentation and a sound level of analytical competence with all parts of the question addressed. At this level, responses should be able to explore the implications of the question.</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. The strength of the response may lie in either the close analysis of relevant examples or in the scope of the theoretical discussion.</p> <p>Answers at Level 3 may dwell on relevant case studies, but without fully engaging with the issues of identity raised by the question.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>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 evidence here of understanding that places and spaces are able to communicate in a variety of ways, but explicit understanding of the relationship between mode of address and identity largely absent.</p> <p>Examples may be fairly 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