



## General Certificate of Education

# Communication Studies 5626/6626

*CMS5*

## 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 Five – 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** “Differences between popular and high culture can be explained purely in terms of money and technology. Popular culture requires substantial investment in, for example, sophisticated recording and broadcasting equipment, as well as the high wages of celebrities. High culture in contrast is ‘low tech’, with much more emphasis on individual creativity and small-scale distribution networks.”

**Critically examine this argument and explore alternative views of the differences between high culture and popular culture. (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>There is clear evidence that the quotation is thoroughly understood. The implications of the quotation are incorporated into an effective discussion. Exposition is theoretically well-informed, probably making creative, critical use of the stimulus quotation. Answers show a firm grasp of distinctions between popular and high culture well illustrated with suitable examples.</p> <p>Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses that clearly fulfil the requirement to ‘critically examine’ and ‘explore’.</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>Answers are likely to take cues from the stimulus quotation by subjecting the political economy approach to critical scrutiny.</p> <p>A good understanding is evident here of the popular culture debate.</p> <p>Discussion is relevant and well-informed with links to conceptual material and to illustrations from both popular and high culture.</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 but may struggle to make clear any items explicitly relating to the issues raised by the stimulus quotation.</p> <p>Generalised answers with only the barest consideration of economic aspects of the debate 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)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</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 general terms with only limited reference to the stimulus quotation. At this level, grasp of key terms used in the question may be partial or insecure.</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)
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 Many people explain their dress, hairstyle, body adornment and personal possessions as ways in which they can express themselves.**

**How adequate is this explanation of the role of personal communication 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>Confident and coherent responses showing a clear understanding of the issues raised by the question and, in particular, the idea of cultural transmission in this context. There is a clear attempt to evaluate the limited view expressed in the question and a discussion of alternative explanation.</p> <p>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 key terms and are also able to develop a discussion with some attempt to assess the adequacy of the view expressed in the question. Examples and conceptual material are used to explore explanations which relate to wider cultural concerns as well as the individual.</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 self expression in relation to dress and appearance. At this level, responses may struggle to identify the limitations of the view expressed in the question but for marks in the upper part of level 3 there is normally some acknowledgement of wider cultural factors.</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 understanding of interpretations placed on personal appearance.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic readings.</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 dress, hairstyle, 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 Using examples, discuss the ways in which organisations may or may not reflect the changing values of mainstream 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>Confident, assured answers showing a thoroughgoing understanding of key concepts.</p> <p>Answers are clearly focused on the relationship between organisational modes of address and the norms and values of culture at large.</p> <p>At this level, candidates should be able to identify examples of organisational communications which challenge dominant ideology and examples which reinforce ‘mainstream culture’. Some acknowledgement that culture is dynamic (‘changing values’) expected here.</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 key terms and are well illustrated with valid examples. At the top of this level some reference to the dynamic nature of cultural values is normally expected. 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 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 will be 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 understanding of how organisations relate to mainstream culture in their communications. Normally, some consideration is given to ‘changing values’ at the top of this level. This may compensate for very limited reference to ‘may or may not’, or vice versa.</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.</p> <p>For marks at the top of this level some reference to organisations and culture may be expected.</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 misunderstood or misconstrued. Examples (if any) are inappropriate with little or no reference to organisations or culture.</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 output of today’s mass communication industry is vast and diverse. It includes all shades of opinion and offers consumers almost limitless choice. It is difficult, therefore, to understand how anyone can accuse the media of operating only in the interests of dominant ideology”.

Using examples and theoretical perspectives, assess this argument.

(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 chosen perspectives in the context of the question. Examples are apposite and contrasting.</p> <p>Conceptual awareness, particularly with respect to dominant ideology, is evident in an approach which is critical and/or evaluative.</p> <p>The implications of the quotation are clearly understood and evaluated.</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 dominant ideology. 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 in the question and some criteria developed with which to assess the argument.</p>	4 (13 – 16 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
<p>3 (5 – 6 marks)</p>	<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 theoretical perspectives and make some attempt to apply these in a discussion of the media and dominant ideology.</p> <p>Some answers at this level may contrast the argument in the question with a single perspective. If this is well-handled and incorporates an element of evaluation, such responses still have access to marks at the top of level 3.</p> <p>Some shortcomings in the level of conceptual understanding may be compensated for by the use of thorough and well-developed examples.</p>	<p>3 (9 – 12 marks)</p>
<p>2 (3 – 4 marks)</p>	<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 key terms in the question is limited and the interpretation of the quotation is likely to be flawed. 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.</p>	<p>2 (5 – 8 marks)</p>

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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>  Little or no reference to the role of the media in the transmission of cultures. No real understanding of even one perspective. Examples of very limited relevance.	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 Compare and contrast the modes of address of two places or spaces with which you are familiar. (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 mode of address and an awareness of the theoretical implications of the question. Attention is given to the plurality of ‘modes’.</p> <p>It is likely that answers at this level draw on detailed case studies with a strongly contrastive element. Comparisons are purposeful and 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>Responses demonstrate a good understanding of modes of address in the context of the question.</p> <p>Examples are relevant and well integrated but there may be some limitations in the ability to draw out purposeful comparisons (i.e. comparisons may tend to be implicit). At this level, though, 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.

<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>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 necessarily making purposeful comparisons. For marks in the range 11-12 some explicit consideration of mode of address can be expected.</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 consideration of mode of address 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