



## General Certificate of Education

# Communication Studies 6626

*CMS5 Culture, Context and Communication*

## Mark Scheme

*2006 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.

## **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.

## Mark Scheme

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** Some commentators have argued that the cultural habits of the rich and the poor are still very different. The rich and powerful have developed a taste for low culture in addition to maintaining their interest in high culture. Poorer and less powerful people, on the other hand, continue to be excluded from, or show no interest in, high culture.

**What are the strengths and weaknesses of this view of cultural consumption in contemporary society?** **(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 distinctions between popular or ‘low’ and high culture well illustrated with suitable examples. There is clear evidence that the argument is thoroughly understood. The implications of the question are incorporated into a thorough exploration of both strengths and weaknesses.</p> <p>Exposition is theoretically well informed. Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses.</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 of the popular culture debate in the specific context of the question.</p> <p>Discussion is relevant and well-informed with links to conceptual material and to illustrations from both popular (or ‘low’) and high culture. Answers are likely to take cues from the proposition in the question and there is some consideration of both the strengths and weaknesses of the argument.</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 and explicit links to issues raised by the question. In the 11-12 range there is some consideration of differential access and/or preferences. Strengths and weaknesses are explored, but there may be more emphasis on one rather than the other.</p> <p>Generalised answers with only the barest consideration of power and class in relation to the debate are normally placed in the 9-10 range. 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 specific issues raised by the question. At this level, grasp of key terms used in the question may be partial or insecure.</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 Individuals have sometimes been described as ‘carriers of ideology’.**

**Discuss this idea in relation to personal appearance and communication.**

**(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 key concept of ‘ideology’ in the context of the question. Substantial and well-informed responses draw on a wide range of relevant examples in order to develop a convincing discussion of issues raised by the question.</p> <p>Further key concepts and theoretical perspectives are likely to be employed in responses at this level.</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 idea expressed by ‘carriers of ideology’. A discussion is developed with some attempt to assess the adequacy of the view expressed in the question. Examples and conceptual material are clearly related to the role of personal communication in the transmission of culture.</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 personal appearance and communication. At this level, responses may struggle to explore fully the implications contained in the expression ‘carriers of ideology’, but for marks in the upper part of level 3 there is normally some attempt to define or apply the key concept of ideology in the context of the question.</p> <p>Answers in the range 9-10 may deal with personal communication in general terms with no more than implicit reference to ideology. 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 conceptual approaches.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic reading.</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 “In modern times the identity of organisations seems to be more fixed and reliable than the identity of individuals.”**

**Discuss this view of organisations and the ways in which they communicate. (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 an understanding of key concepts, particularly identity. It is not always easy to bring theoretical perspectives to bear on questions about organisations, but answers at this level must attempt a conceptual rather than descriptive response.</p> <p>Answers are likely to focus on case studies which should explore the ways in which organisations communicate with at least some reference to contrasting forms of (corporate) 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 key terms and are well illustrated with valid examples. At this level there is some reference to the different ways in which organisations communicate to different constituencies. The discussion should draw on conceptual material in order to explore some links between the nature of individual and organisational identity.</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 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 communicate with at least some reference to identity.</p> <p>For marks in the 11-12 range 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> <p>Answers in the 9-10 range may deal with organisations in a more descriptive fashion, though with some attempt to guide examples in the direction of issues 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>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 different forms of organisational communication or to the identity of organisations is 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>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 “It is quite wrong to see the mass media as a dominant influence in society. In fact, they provide many opportunities for the expression of different voices and competing ideologies.”**

**Using examples drawn from one or more media, critically evaluate this view of the role of the mass media in contemporary society. (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 show a thoroughgoing understanding of the quotation and its implications.</p> <p>Conceptual awareness, particularly with respect to hegemony and dominant ideology is evident in an approach which is critical and evaluative. At this level, perspectives (probably but not necessarily including Marxism/Pluralism) are applied thoughtfully and relevantly.</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 at this level are able to interpret the quotation and discuss some of its implications in terms of the concepts and perspectives associated with this module.</p> <p>There is some attempt to criticise and/or evaluate the argument using appropriately chosen examples. At least some criteria are 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>
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 theoretical perspectives and make some attempt to apply these in the context of the question. Some answers at this level may simply outline an alternative to the view expressed in the quotation rather than subjecting the argument to a critical evaluation. In the lower part of the level there may be some tendency to misapprehend the point being made by the quotation.</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 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.</p> <p>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 “A city has many different meanings to different people at different times.”**

**Examine this view of the meanings of the city or any other example of the constructed environment with which you are familiar. (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>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 ‘meanings’ as well as to the different audiences at different times.</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 key concepts in the context of the question. ‘Mode of address’ may not be used explicitly, but there is some evidence of awareness of this concept, albeit implicit.</p> <p>Examples are relevant and well integrated but there may be some limitations in the ability to draw out purposeful comparisons. At this level, though, responses should be able to explore the implications of the question with some awareness of the complexity of issues raised.</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 11-12 range some explicit consideration of meanings is 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 but explicit consideration of different meanings or different audiences is 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>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