



General Certificate of Education

Communication Studies 6626

CMS5 Unit 5

Mark Scheme

2007 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.

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UNIT 5: CULTURE, CONTEXT AND COMMUNICATION

MARK SCHEME (January 2007)

Aims

When you are marking scripts your aim should be:

1. to identify and reward the achievements of candidates;
2. to ensure compatibility of assessment for all candidates, regardless of question or examiner.

Approach

Please be *positive* when marking scripts, looking to reward relevant points that candidates make rather than penalise what they don't know.

A specification of this type must recognise the variety of experiences and knowledge that candidates will bring to the examination. The questions have been designed to provide opportunities for candidates to demonstrate what they have learned about different aspects of Communication Studies.

The Marking Grid

The marking grid is organised according to the specification's Assessment Objectives which are printed above the descriptors. There are five broad levels representing different levels of achievement.

Each level reflects the weighting of Assessment Objectives in particular questions and across the examination as a whole. You will need to give different marks to levels for different Assessment Objectives.

Using the Grid

Descriptors in italics are generic and relate to all mark schemes drawing on that particular Assessment Objective. Descriptors in roman text are question specific.

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective you are required to choose a level which best fits the candidate's response and then 'fine tune' this to give a specific mark from within the level that most accurately describes the candidate's level of achievement for that Assessment Objective.

To do this you will need to decide whether a script is displaying all the characteristics firmly (top of level) or just some (bottom of level) or a mixture (in the middle) as appropriate. If there is evidence of one level's descriptors and the beginnings of the level above, give a mark in the higher level.

Annotating Scripts

It is important that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓, where a single tick indicates merit and a double tick a particularly good point
- identify errors by underlining or placing a cross in the margin
- write a brief summative comment at the end
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
- add up the marks for each Assessment Objective
- put a ringed total in the margin at the end.

UNIT 5: CULTURE, CONTEXT AND COMMUNICATION**MARK SCHEME (January 2007)**

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).

For each question, up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Level	AO1
5 (9–10 marks)	<i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.
4 (7–8 marks)	<i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.
3 (5–6 marks)	<i>Candidates communicate competent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.
2 (3–4 marks)	<i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Limited in terms of its linguistic competence and/or its command of the language of the subject.
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.
0	No relevant response.

Unit 5: Culture, Context and Communication. Question 1.

1 ‘Knowledge about culture, whether high culture or popular culture, is like a set of keys. These keys can open doors to educational achievement, opportunities at work, respect from your peers and life chances in general.’

How far do you agree that knowledge about high culture and popular culture can ‘open doors’ in this sense? (30 marks)

Level	AO2
<p>5 (17–20 marks)</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 implications of the quotation are thoroughly understood and 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. There is understanding (which may be implicit) of the idea of ‘cultural capital’.</p> <p>Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses that clearly fulfil the evaluative dimension of the question.</p>
<p>4 (13–16 marks)</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 popular culture debate in the specific context of the question. Answers are likely to take cues from the stimulus quotation by subjecting the idea of cultural capital to critical scrutiny.</p> <p>Discussion is relevant and well-informed with links to conceptual material and to illustrations from both popular and high culture.</p>
<p>3 (9–12 marks)</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 a limited acknowledgement of the specificity of the question are normally placed in the range 9–10 if they are cogent and well-informed in other respects.</p> <p>Responses show some strength either in the application of conceptual material or in the exploration of relevant examples.</p>

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

2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers are likely to explore the popular culture debate in very general terms with 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 make use of elementary conceptual material.</p>
1 (1–4 marks)	<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>
0	No relevant response.

Unit 5: Culture, Context and Communication. Question 2.

- 2** 'Lifestyle [...] refers to the ways in which people seek to display their individuality and their sense of style through the choice of a particular range of goods and the subsequent customising or personalising of these goods.'

Source: CELIA LURY, *Consumer Culture*, Polity Press, 1996

How and why do we use personal communication to construct a 'lifestyle' in this sense? (30 marks)

Level	AO2
<p>5 (17–20 marks)</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 constructed identity and 'lifestyle'.</p> <p>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>Key concepts and theoretical perspectives are likely to be employed in responses which give full consideration to both 'how' and 'why'.</p>
<p>4 (13–16 marks)</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 address to both 'how' and 'why'. Examples and conceptual material are clearly related to the role of personal communication in the construction of identity and 'lifestyle'.</p>
<p>3 (9–12 marks)</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 meanings of personal possessions in relation to identity and 'lifestyle'.</p> <p>Answers in the range 9–10 may deal with personal communication in general terms with no more than implicit reference to issues raised by the question. In the range 11–12, some exploration of the idea of 'lifestyle' as described in the quotation is normally present.</p> <p>Relevant, thoughtfully developed examples may compensate for some theoretical shortcomings at this level.</p>

Unit 5: Culture, Context and Communication. Question 2 continued.

<p>2 (5–8 marks)</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 the meanings of personal possessions in relation to identity and 'lifestyle'.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic readings.</p>
<p>1 (1–4 marks)</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>
<p>0</p>	<p>No relevant response.</p>

Unit 5: Culture, Context and Communications. Question 3.

3 It has been argued that organisations impose an identity upon customers and clients as much as upon employees.

Discuss this view.

(30 marks)

Level	AO2
<p>5 (17–20 marks)</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 identity of employees, customers and clients. 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 relationship between organisational communication and identity.</p> <p>At this level, candidates should be able to recognise the implications of ‘impose’ in the question.</p>
<p>4 (13–16 marks)</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 and the degree to which identity is ‘imposed’. The discussion should draw on conceptual material as well as case studies. Answers demonstrate a broad understanding of the issues, concepts and perspectives which characterise the module.</p>
<p>3 (9–12 marks)</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 address employees etc with at least some reference to the idea that identity may be ‘imposed’.</p> <p>For marks in the range 11–12 there should be some reference to 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 range 9-10 may deal with organisations in a more descriptive fashion, though with some attempt to guide or interpret examples relevantly.</p>

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

<p>2 (5–8 marks)</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 identity may be expected.</p>
<p>1 (1–4 marks)</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>
<p>0</p>	<p>No relevant response.</p>

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

4 ‘The contemporary media presents us with an enormous range of choice. As individuals, we make selections from the media products available in order to construct and develop our identities.’

**Discuss this view of the relationship between the mass media and individual identity.
(30 marks)**

Level	AO2
<p>5 (17–20 marks)</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 identity and ideology is evident in an approach which is critical and evaluative.</p> <p>At this level, perspectives (probably but not necessarily including Marxism) are applied thoughtfully and relevantly. Examples are apposite and contrasting.</p>
<p>4 (13–16 marks)</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. Contrasting examples are used effectively to explore issues raised by the question.</p>
<p>3 (9–12 marks)</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 relationship between mass media and identity.</p> <p>In the lower part of the level there may be some tendency to misapprehend the point being made by the quotation or make rather basic though relevant assertions.</p> <p>Some shortcomings in the level of conceptual understanding may be compensated for by the use of thorough and well-developed examples.</p>

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

2 (5–8 marks)	<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>
1 (1–4 marks)	<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>
0	No relevant response.

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

5 'The meaning of a place or space is rarely fixed and stable. In reality, meanings change over time and in the perceptions of different people.'

Drawing on specific examples of places or spaces, discuss this view of the meanings of the constructed environment. (30 marks)

Level	AO2
<p>5 (17–20 marks)</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A firm, confident grasp of relevant key concepts, especially mode of address and an awareness of the theoretical implications of the question. Attention is given to the plurality of 'meanings' and 'perceptions'.</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>
<p>4 (13–16 marks)</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.</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 and should be able to explore the notion that meanings change.</p>
<p>3 (9–12 marks)</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 discussion of 'meanings' in relation to 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 links to issues raised by the statement in the question.</p>

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

2 (5–8 marks)	<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 perceptions is largely absent.</p> <p>Examples may be fairly superficial with limited evidence of a capacity to ‘read’ the constructed environment.</p>
1 (1–4 marks)	<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>
0	No relevant response.