



General Certificate of Education

Communication Studies 6626

Unit 5 CMS5

Mark Scheme

2007 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.

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UNIT 5: CULTURE, CONTEXT AND COMMUNICATION

MARK SCHEME (June 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 to 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 (June 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** “Popular culture is easy and, in many cases, mindless entertainment. People who want that sort of thing should pay for it themselves; it is totally undeserving of financial support through public subsidy. High culture, on the other hand, is worthy of public subsidy because it is more difficult, more demanding and commands respect throughout the world.”

Starting with an analysis of the view expressed here, examine the arguments for and against the use of public money to subsidise cultural activities. (30 marks)

Level	AO2
5 (17–20 marks)	<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 well understood. The implications of the question are incorporated into a thorough exploration of both strengths and weaknesses. Exposition is theoretically well-informed.</p> <p>Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses.</p>
4 (13–16 marks)	<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.</p> <p>Discussion is relevant and well-informed with links to conceptual material and to illustrations from both popular (or ‘low’) and high culture.</p> <p>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>
3 (9–12 marks)	<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 range 11–12 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. Generalised answers with only the barest consideration of power and class in relation to the debate will normally be placed in the range 9–10 marks.</p> <p>Answers show some strength either in the application of conceptual material or in the exploration of relevant examples.</p>

Unit 5: Culture, Context and Communications. 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 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>
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 What can be learnt about contemporary culture by an observation of people's appearance, their use of language and their personal possessions? (30 marks)**

Level	AO2
5 (17–20 marks)	<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 relationship between culture and personal communication. The focus should be on <i>contemporary</i> culture which could reasonably be defined as 'within the experience of an eighteen year old'. Relevant, contrasting examples, key concepts and theoretical perspectives are likely to be employed in these substantial responses.</p>
4 (13 – 16 marks)	<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 examine the relationship between contemporary culture and personal communication. Examples are valid and there is clear evidence of some proficiency in the use of conceptual material.</p>
3 (9–12 marks)	<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 broader cultural ideas in relation to self expression in the form of dress, appearance and language. At this level, responses may struggle to respond to the implications of 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>
2 (5–8 marks)	<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 cultural implications of personal communication.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to make some relevant if basic points.</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 Communications. Question 3.

3 “The key issue about brands, [...] is that the brand itself is neither good nor bad; it is how and where and in what cause it is used that is truly significant.”

Source: From *On Brand* by WALLY OLINS. Copyright © 2003 Wally Olins.
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Using specific examples show how organisations use brands and corporate communication to make a favourable impression on the public. (30 marks)

Level	AO2
5 (17–20 marks)	<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>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 a variety of ways in which organisations seek to inflect the perceptions of ‘the public’. It is unlikely that a discussion based solely on a single form of promotion (e.g. television advertising) will be able to fulfil the criteria for this level.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a good understanding of relevant key concepts (particularly mode of address) and are well illustrated with valid examples. The discussion should draw on conceptual material linked to case studies. Answers demonstrate a broad understanding of the issues, concepts and perspectives which characterise the module.</p>
3 (9–12 marks)	<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 influence the perceptions of the public. It may be that at this level, the range of examples is somewhat narrow, possibly confined to advertising.</p> <p>For marks above the range 9–10 there should be some engagement with concepts or perspectives and/or a level of contrast in the case studies cited.</p>

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

2 (5–8 marks)	<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 modes of organisational communication may be expected.</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 4.**4 Is dominant ideology challenged or reinforced by the mass media? (30 marks)**

Level	AO2
5 (17–20 marks)	<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 key concepts – most obviously ideology – in the context of the question. Examples are apposite and contrasting with full attention given to both ‘challenged’ and ‘reinforced’. However, some responses at this level may challenge the basis of this dichotomy.</p> <p>Conceptual awareness, particularly with respect to dominant ideology, is evident in an approach which is critical and/or evaluative. Perspectives, most obviously though not essentially Marxist, are applied appropriately.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Concepts and perspectives are firmly linked to the role of the media in relation to the transmission of 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 question and some criteria developed (at least implicitly) to explore the two sides of the debate.</p>
3 (9–12 marks)	<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 ideology.</p> <p>In the range 9–10, description and assertion is likely to predominate with examples simply stated rather than discussed in relation to the question. However, some shortcomings in the level of conceptual understanding may be compensated for by the use of thorough and well-developed examples. Such answers may achieve marks in the range 11–12.</p>
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 question 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>

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

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 Discuss the ways in which different theoretical perspectives can offer contrasting explanations of the meanings generated by a place or space. (30 marks)**

Level	AO2
5 (17–20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A firm, confident grasp of theoretical perspectives and key concepts is evident in answers which fully explore the potential of the question. At this level, responses give due consideration to the plurality of ‘meanings’ and are able to draw upon examples which aptly illustrate different and contrasting facets of the debate.</p> <p>Discussions are purposeful and firmly located within the broader concerns of the module.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses demonstrate a good understanding of the chosen theoretical perspective in the context of the question.</p> <p>Examples are relevant and well integrated with some attempt made to make points of contrast which can be linked to the perspectives. At this level responses should be able to explore some of the implications of the question.</p>
3 (9–12 marks)	<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 at least one theoretical perspective can be expected. Alternatively, there may be evidence of contrastive points being made but at a superficial rather than conceptual level.</p>
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 in different ways but explicit consideration of theoretical perspectives largely absent.</p> <p>Examples may be fairly superficial with limited evidence of a capacity to ‘read’ the constructed environment.</p>

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

1 (1–4 marks)	<i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i> 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.
0	No relevant response.