



**General Certificate of Education**

**Communication Studies 6626**

**Unit 6      CMS6**

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## UNIT 6: ISSUES IN 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 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.

#### 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 provided for clarification.

You will need to give a mark for each question. These marks will then be totalled up. To identify the mark 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.

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.

To this end you should:

- indicate the level for each answer and the position of that answer within the level to the left of the margin as upper (+), lower (-) or middle (no designation) e.g. upper level three is written L3+, mid level four as L4 etc.
- put a ringed total in the margin at the end.

### **Mark Scheme: First Principles**

- The mark scheme is very much simpler than it looks. Most of each level descriptor consists of a lengthy italicised paragraph which lists the 'skills' of the course and describes their application as "Excellent", "Good", "Satisfactory" etc.
- We are, in most cases, not marking coverage but rather 'competence' ('how far' not 'how many').
- We should expect competence from the vast majority of candidates and, moreover, expect this cohort of candidates to perform across the range of this mark scheme which is intended only for them.

The other thing that is important is consistency in the sense of the integrity of the specification and our approach. This was the last of the units to start and will be the last, I suspect, to get 'up to speed' so it once again holds a pivotal role in the specification as a whole. We have managed, partly through the innovation of AO1, to give greater credit to candidates whose subject knowledge (and understanding) is more developed than their ability to analyse or even to construct efficient answers to our questions. This has resulted in a much more meaningful 'E' grade at both AS and especially A2 level. This must be maintained on CMS6 where the opportunity to 'struggle with relevance' is most acute.

In cases where relevance is an issue it may be useful to factor in a notional AO1 mark (out of 10) to prevent the mark scheme becoming 'punitive'. A 'limited' ability to answer the question should not override 'satisfactory' subject knowledge, terminology and understanding.

## General Level Descriptors

Level	Descriptor
<p>5 (25–30 marks)</p>	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives, evaluate their significance in a given case, and are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p><u>EXCELLENT EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 5 answers have weaknesses. However they are INTERESTING, INSIGHTFUL, ENGAGING, IMPRESSIVE, sometimes PROVOCATIVE, even POLEMICAL.</p> <p>At the bottom they are just the top of VERY GOOD.</p>
<p>4 (19–24 marks)</p>	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p><u>GOOD EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 4 answers are ‘GOOD’ in terms of their DETAIL, KNOWLEDGE, REGISTER, RELEVANCE (the spot-on question stuff which argues terms STARTS here), IDEAS.</p> <p>The top of this is VERY GOOD, the bottom is QUITE GOOD (always Level 4 for more than competent).</p>

Level	Descriptor
<p>3 (13–18 marks)</p>	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task and engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p><u>SATISFACTORY EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 3 answers are COMPETENT: they show clear if modest evidence of subject knowledge and/or experience; this is sometimes largely a matter of presenting ‘FACTS’ and THEORIES.</p> <p>At the top of this level this material is used to construct simple arguments and address issues. At the bottom is often that which shows BASIC COMPETENCE, the lowest level of performance which meets the standard at A2.</p> <p>PEDESTRIAN work is properly and clearly Level 3 since ‘flair’ is not a consideration at this level.</p>
<p>2 (7–12 marks)</p>	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p><u>LIMITED EVIDENCE</u> of ability to: a) “communicate”, b) “demonstrate knowledge” and/or c) “apply techniques of critical reading”.</p> <p>Level 2 work is below the acceptable standard of work at this level so we should not expect to see a lot of it (statistically).</p> <p>Level 2 work is limited by its SUBJECT SPECIALISM (knowledge, skills and register), its LINGUISTIC COMPETENCE and sometimes by its SUBJECTIVITY (or lack of OBJECTIVITY).</p> <p>Much of this work is DESCRIPTIVE and ANECDOTAL.</p> <p>All work that merits ‘serious’ consideration should reach at least this level.</p>

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<b>Level</b>	<b>Descriptor</b>
1 (1–6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p><b><u>LITTLE EVIDENCE</u></b></p> <p>Level 1 is reserved for work that is significantly short of merit of any kind or simply significantly short.</p>
0	No relevant response.

**UNIT 6: ISSUES IN COMMUNICATION****MARK SCHEME (June 2007)**

*This unit tests Assessment Objective A05 (analyse and evaluate different theoretical perspectives in the study of communication).*

**Unit 6: Section A****1 (a) We communicate all day long but to what purpose?**

**Your answer should include examples taken from both personal and cultural communication. (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to lead with the key issues ‘purpose’ and ‘function’. May focus on the variety of communication contexts and their impact.
3 (13–18 marks)	Likely to work through a list of reasons to communicate in a straightforward way with limited evaluation.
2 (7–12 marks)	Likely to offer a largely insecure response to the question (e.g. imprecise despite prompts).
1 (1–6 marks)	Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the question.
0	No relevant response.

**(b) Some models suggest that communication has a start point and an end point, whilst others suggest that it is an endless loop. Discuss the usefulness of these two approaches. (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to focus on ‘effects’ and discuss the character of these in more than one context.
3 (13–18 marks)	Likely to focus on what was learnt rather than what was understood. A straightforward list with comments.
2 (7–12 marks)	Likely to come to easy conclusions without arguing through the case. Unfounded assertion.
1 (1–6 marks)	Uncritical explanation of the question. Little else offered.
0	No relevant response.



**Section B**

- 2 (a) Marshall McLuhan famously observed that ‘the medium is the message’. To what extent can it be argued that style rather than substance is the more important element of modern communication technologies? (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions (e.g. establish criteria for evaluation).
4 (19–24 marks)	Likely to deal in a theoretical way with the meanings of technology in the light of the prompt.
3 (13–18 marks)	Likely to identify specific examples without necessarily understanding the wider implications.
2 (7–12 marks)	Likely to focus on examples only (largely) or anecdotally.
1 (1–6 marks)	Limited response to question, which results in unsupported assertions.
0	No relevant response.

- 2 (b) Discuss the theoretical and practical issues surrounding the ownership, capabilities and uses of mobile phone technology. (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions (e.g. establish criteria for evaluation).
4 (19–24 marks)	Likely to focus on the issues of the question and offer a sharp analysis of some of the implications of widespread mobile phone ownership.
3 (13–18 marks)	Likely to focus on specific examples of mobile phone dependency.
2 (7–12 marks)	Likely to focus exclusively and anecdotally on their own personal experiences.
1 (1–6 marks)	Responses lack any real understanding of the terms of reference of the question.
0	No relevant response.

**Section C**

- 3 (a) Examine the ways in which the communication we receive in our closest social relationships, for example the family, prepares us for our roles as citizens.**  
(30 marks)

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to lead with the keywords 'family' and 'communications' and evidence the discussion with reference to theories/theorists. May focus on one aspect of the process like gender/social class.
3 (13–18 marks)	Likely to identify specific examples and use them as a starting point for a discussion, or use generalised examples to conduct a general 'talkthrough'.
2 (7–12 marks)	Likely to focus on the examples rather than the arguments.
1 (1–6 marks)	Struggles to understand what the question demands.
0	No relevant response.

- 3 (b) Explain how an individual's use of language can reflect or reject the dominant values of society.**  
(30 marks)

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to lead with the key idea of 'language' use. Likely to examine the functions of language in this context.
3 (13–18 marks)	Likely to lead with the experiences of own language and work back towards the question with broad, generalised examples.
2 (7–12 marks)	Likely to focus anecdotally on personal experience.
1 (1–6 marks)	Struggles to cope with the demands of the question.
0	No relevant response.

**Section D**

- 4 (a) It is said that we live in an increasingly visual culture. What evidence have you found of this in the way people communicate? (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to lead with the key issue “visual culture” and offer a theoretical context for its argument.
3 (13–18 marks)	Likely to identify specific cases and draw specific conclusions from them.
2 (7–12 marks)	Likely to miss the focus of the question and merely repeat the question’s assertions.
1 (1–6 marks)	Uncritical response. Little else offered.
0	No relevant response.

- 4 (b) Gestures, posture, orientation and other forms of bodily communication are often described as ‘body language’. Discuss the ways in which they do and do not resemble a language. (30 marks)**

<b>Level</b>	<b>Descriptor</b>
5 (25–30 marks)	Likely to explore and/or challenge theoretical positions.
4 (19–24 marks)	Likely to focus on the issues of the question (definition of “language” and of its relevance as a description of nvc).
3 (13–18 marks)	Likely to focus on specific examples in some detail but with a limited theoretical context.
2 (7–12 marks)	Likely to do little more than describe and make unsubstantiated assertions.
1 (1–6 marks)	Struggles to understand the demands of the question.
0	No relevant response.