

General Certificate of Education  
January 2008  
Advanced Level Examination

**GCE COMMUNICATION STUDIES**  
**Unit 5: Culture, Context and Communication**

**CMS5**



**MARK SCHEME**

**POST-STANDARDISATION**

**UNIT 5: CULTURE, CONTEXT AND COMMUNICATION****MARK SCHEME (January 2008)****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 2008)

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)	<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>
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>
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>
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>
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>
0	No relevant response.

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

- 1 “Barriers between high culture and popular culture have been broken because contemporary society demands a positive and diverse approach to ethnicity, gender and social class.”

**To what extent do you agree with this view of the changing relationship between high culture and popular culture? (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 in the quotation is thoroughly well understood. The implications of the question are incorporated into a well informed and relevant discussion. Exposition is theoretically well-informed.</p> <p>Apposite 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 the idea that high culture is not as ‘progressive’ as popular culture. Generalised answers with only the barest consideration of the implications of the quotation will normally be placed in the range 9–10.</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 To what extent does their use of personal communication position individuals in relation to dominant ideology? (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 key concept of ‘dominant 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. The evaluative dimension suggested by ‘to what extent’ is fully considered. Further key concepts and theoretical perspectives are likely to be employed in responses at 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 dominant ideology in the context of personal communication. 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>
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 ideas about ideology in relation to personal appearance and communication. At this level, responses may struggle to explore fully the implications contained in the question, but for marks in the upper part of level 3 there is normally some attempt to define or apply the key concept of ‘ideology’. Answers in the range 9–10 may deal with personal communication in general terms with no more than implicit reference to ideology.</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 conceptual approaches.</p> <p>Answers at the top of this level begin to move beyond simple descriptions to offer some basic analysis.</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 Organisations may communicate with brands, advertisements, building designs, staff uniforms and public relations campaigns, amongst others.**

**What do you understand by ‘mode of address’ in the context of organisational communication?** **(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 an understanding of key concepts, particularly mode of address.</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 different aspects of organisational mode of address such as those suggested in the first part of the question.</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 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 definition and discussion of mode of address is well illustrated by suitable and relevant case study material.</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 will demonstrate a reasonable understanding of how organisations communicate with at least some reference to mode of address.</p> <p>For marks in the range 11 – 12 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 range 9–10 may deal with organisations in a more descriptive fashion, though with some attempt to guide examples in the direction of the issues raised by the question.</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 the level some reference to mode of address as a concept is 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 Audiences have come to expect television and radio programmes as well as internet sites which encourage us to interact and participate in various ways. To what extent has the power relationship in the media shifted from producers to consumers? (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 thoroughgoing understanding of the proposition expressed in the question. Conceptual awareness, particularly with respect to hegemony and dominant ideology is evident in an approach which is critical and evaluative.</p> <p>At this level, perspectives (probably but not necessarily including Marxism and postmodernism) are applied thoughtfully and relevantly. Answers demonstrate familiarity with active audience theories, but this is not necessary for access to Level 5.</p>
4 (13 – 16 marks)	<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 question accurately and demonstrate some awareness of the implications of the producer-audience relationship described. Concepts and/or perspectives are applied judiciously. There is some attempt to criticise and/or evaluate the argument using suitable examples. Arguments need not be balanced, but must be conceptually/theoretically well informed.</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 the context of the question. Some answers at this level may simply illustrate the proposition in the question without opening up an argument or evaluation based on this idea. In the lower part of the level there may be some tendency to rely almost exclusively on description.</p> <p>Some shortcomings in the level of conceptual understanding may be compensated for by the use of thorough and well-developed examples.</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 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 Images of buildings and the environment are often used to represent national, local or even individual identity. For example, pictures of the Houses of Parliament or of idyllic countryside may be used to express ‘Britishness’.**

**Using examples, explore the relationship between the constructed environment and identity. (30 marks)**

<b>Level</b>	<b>AO2</b>
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 the key concepts, particularly identity and mode of address, and an awareness of the theoretical implications of the question. Answers need not accept the invitation to explore national identity, but there is a clear awareness of how examples of constructed environment may be read in terms of identities.</p> <p>It is likely that answers at this level will draw on detailed case studies with a strongly contrastive element. Comparisons will be 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 will demonstrate a good understanding of key concepts, especially identity, 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. 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>
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 will 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 reference to identity in the context of the constructed environment is expected.</p>

## Unit 5: Culture, Context and Communications. 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 audiences 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.