



General Certificate of Education

Communication Studies 5626

**CMS5 Culture, Context and
Communication**

Mark Scheme

2008 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

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

UNIT 5: CULTURE, CONTEXT AND COMMUNICATION

MARK SCHEME (June 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 (June 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)	<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 “High culture and popular culture are simply different elements of the same power structure. Both of them serve to reflect and reinforce dominant ideology.”

Discuss this view of the role of popular culture and high culture.

(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 firm grasp of distinctions between popular or ‘low’ and high culture well illustrated with suitable examples. There is clear evidence that the argument expressed in the quotation and the concept of dominant ideology are thoroughly well understood. The implications of the question are incorporated into a thorough and wide-ranging discussion. Exposition is theoretically well-informed.</p> <p>Relevant examples, key concepts and theoretical perspectives are likely to feature in substantial responses.</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 and of the concept of dominant ideology 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 and high culture.</p> <p>Answers are likely to take cues from the proposition in the question and there is a clear consideration of power in relation to cultural forms and/or practices.</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 and explicit links to issues raised by the question. In the range 11–12 there is some consideration of power and ideology in relation to cultural forms and practices. The full implications of the question may be only partially grasped or understood. Generalised answers with only the barest consideration of power and ideology in relation to the debate 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 is likely to 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 “There is no ‘real me’. I use clothes, hairstyle, body adornment and even the ways in which I speak to experiment with different identities for myself.”

Discuss the view of personal communication expressed here.

(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 identity 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. Further key concepts and theoretical perspectives are likely to be employed in responses which are <i>almost</i> certain to recognise that a postmodern view of identity and personal communication is expressed in 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 the ideas expressed by the quotation. A discussion is developed with some attempt to assess the adequacy of the view of identity expressed in the question. Examples and conceptual material are clearly related to the relationship between personal communication and identity.</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 identity in relation to personal appearance and communication. At this level, responses may struggle to explore fully the implications of the quotation, but for marks in the upper part of level 3 there is normally some attempt to define or apply key concepts and contrasting perspectives. Answers in the range 9–10 may deal with personal communication in general terms with no more than implicit reference to the idea of multiple identities.</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 readings.</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 Using a case study, show how an organisation has communicated a distinct image which has differentiated it from other organisations. (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 and/or perspectives.</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 a well developed case study which should explore contrasting ways in which organisations develop an image. Differentiation must be discussed but there is clear scope for creativity and ingenuity in examining ways in which, for examples, different clients or consumers are addressed.</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 in order to construct a distinctive corporate image. The discussion will be informed by relevant and contrasting examples.</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 image. 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, possibly with very little or no consideration of differentiation.</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 different forms of organisational communication or to the image of organisations 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 “Mass media experience is more real than real life experience.”****Discuss this view of the role of the mass media in contemporary 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 thoroughgoing understanding of the quotation and its implications. Theoretical awareness, particularly with respect to postmodernism is evident in an approach which is critical and evaluative.</p> <p>At this level a sophisticated conceptual approach is well supported by evidence and examples.</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 quotation and discuss some of its implications in terms of the concepts and perspectives associated with this module. There is some attempt to criticise and/or evaluate the argument using appropriately chosen examples. In the range 13–14, answers may offer contrasting approaches to the role of the media in the transmission of culture with some limitations in the interpretation of the quotation.</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 outline an alternative to this view of the mass media. 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>
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 seriously 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</p>

	completely misinterpret the question or which reveal no knowledge of the module.
0	No relevant response.

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

- 5 “Buildings can certainly communicate meanings, but not all of these meanings are the ones intended by the architect or builder. Like words, buildings are often ambiguous”.**

Use contrasting examples of places or spaces to show how they may have both intended and unintended meanings. (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 the key concept of mode of address and an awareness of the theoretical implications of the question. The contrast between ‘intended and unintended meanings’ is explored by reference to appropriate case study examples.</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 in the context of the question. ‘Mode of address’ may not be used explicitly, but there will be some evidence of awareness of this concept.</p> <p>Examples are relevant and well integrated but there may be some limitations in the ability to draw out purposeful contrasts. 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 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 examining in any detail the contrast between ‘intended and unintended meanings’.</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 but explicit consideration of different or ambiguous meanings 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.
---	-----------------------