



**General Certificate of Education  
June 2012**

**Communication and Culture                      COMM1**

**Unit 1: Understanding Communication and  
Culture**

***Mark Scheme***

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.

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**Generic AS Grid COMM1 (Questions 1, 2 & 4 - Question 3 is 20 marks AO2)**

<b>Level</b>	<b>Marks</b>	<b>AO1: This tests the ability of candidates to communicate in the register of Communication and Culture</b>	<b>Marks</b>	<b>AO2: This tests the ability of candidates to understand the content and concepts offered by the qualification</b>	<b>Marks</b>
		<i>This reflects the degree to which the candidate has extended their grasp of the discourse of the subject and/or produced effective communication in their chosen medium.</i>		<i>This reflects the degree to which the work provides evidence of further knowledge and understanding of the content and concepts of Communication and Culture</i>	
4	16-20	Highly technical in its register and/or creative and/or proficient in its use of the chosen format.	7-8	Knowledge and understanding will be very good in terms of its range of knowledge and/or depth of understanding.	10-12
3	11-15	Sound in terms of its range and control and good in terms of its effectiveness.	5-6	Level of knowledge and understanding will be secure and will evidence sound subject specialist knowledge.	7-9
2	6-10	Limited vocabulary, perhaps only partly understood, rising to a degree of competence evidenced by the effective use of a fairly narrow range of terms/concepts.	3-4	Evidence will range from a limited, largely non-specialist relevance through to a simple but competent grasp of Communication and Culture content.	4-6
1	1-5	Basic, non-technical and unconvincing.	1-2	Evidence will be basic, non-specific and unconvincing.	1-3

**Question 1**

**1** Cultural products are things we encounter in everyday life, from our clothes to the building in which you are currently sitting.

Using examples, explore **one** of the following statements about the meanings of cultural products.

**EITHER**

**1 (a)** The meanings of cultural products derive from those who own them. (20 marks)

**OR**

**1 (b)** The meanings of cultural products derive from those who use them. (20 marks)

**OR**

**1 (c)** The meanings of cultural products derive from the culture in which they are found. (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>A clear, concise justification of the selected explanation. Explicit and convincing evidence that the significance of cultural products is thoroughly explored. Supporting examples are apposite, contrasting and clearly linked to the chosen explanation.</p>
3 (11 – 15 marks)	<p><b>Likely to lead with the keywords, whatever the selection and consider the theory of the issue before the practice. Awareness of key terms and their use.</b></p> <p>Reasonably convincing, if partially flawed, attempt to justify chosen explanation. Some evidence that the significance of cultural products is understood. Examples are relevant and support the premise of the chosen explanation.</p>
2 (6 – 10 marks)	<p><b>Likely to work through practical answers with limited evaluation.</b></p> <p>The chosen statement is described rather than justified <b>or</b> justifications offered are less than convincing. The significance of ‘cultural products’ is only partially explored. For marks of 9 – 10, appropriate examples may compensate for conceptual shortcomings, or vice versa. For marks in the range 6 – 8, examples are limited or unsuitable.</p>
1 (1 – 5 marks)	<p><b>Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the question.</b></p> <p>At this level, any justifications offered are inappropriate. Descriptions of the chosen explanation are limited. There are likely to be serious misinterpretations. Examples lack relevance or are, in the range 1 – 3 marks, absent.</p>
0	No relevant response.

**Question 2**

**2** Using examples, explore **one** of the following arguments about the relationship between verbal and non-verbal communication.

**EITHER**

**2(a)** It is our words that communicate most. Non-verbal communication merely reinforces or contradicts our verbal communication. (20 marks)

**OR**

**2(b)** Actions speak louder than words. Our bodies communicate more powerfully and clearly than words ever could. (20 marks)

**OR**

**2(c)** Context is all. The best communicators are able to adapt both verbal and non verbal communication to the context. (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>Clear, confident justifications of how the chosen argument convinces including, probably, some reference to why other arguments are less convincing. There is some explicit evidence of conceptual understanding.</p>
3 (11 – 15 marks)	<p><b>Likely to focus on keywords and address theory in advance of practice. Attention to detail is key here.</b></p> <p>Reasonably well-informed justifications of how the chosen argument operates. Some evidence that key terms in the question are understood. In the range 11 – 12 marks, descriptive material may predominate over conceptual references.</p>
2 (6 – 10 marks)	<p><b>Likely to focus on what was learnt rather than what was understood. There may be a pre-prepared Case Study offered. Likely to come to easy conclusions without arguing through the case. Unfounded assertion through to competent responses.</b></p> <p>Likely to be a descriptive rather than analytical or evaluative account of the chosen argument. Limited or partial understanding of key terms in the question.</p>
1 (1 – 5 marks)	<p><b>Uncritical explanation of the statement. Little else offered.</b></p> <p>Explanations are inappropriate or inept. Little or no understanding of key terms in the question.</p>
0	No relevant response.

**Question 4**

4. Tourism appeals to the human imagination. As an activity it knows no bounds: it is global and it affects the environment it occurs in, the people who host it, the economies it seeks to benefit and the tourists who consume it as an experience, product and element of their lives. (Stephen Page, *Tourism Management: An Introduction*)

As a Communication and Culture student, explore some of the meanings for people of the 'tourism experience' (going on holiday)

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions (eg establish criteria for evaluation).</b></p> <p>Confident, well-informed analysis with strong evidence that relevant debates about cultural meanings are understood. Alternative explanations are convincingly rooted in conceptual understanding. Polemical responses may feature at this level if ideas are well supported by evidence and argument.</p>
3 (11 – 15 marks)	<p><b>Likely to lead with a thorough exploration of 'cultural meanings' as a key focus and to relate this to the 'practice' of 'holidaying'. Evidence will be sound and detailed.</b></p> <p>Competent understanding of the passage and/or issue is evident with some analytical elements. Alternative explanations demonstrate some familiarity with the terms of debates about the construction of cultural meanings.</p>
2 (6 – 10 marks)	<p><b>Likely to offer a reading of the text and to address the examples in it. Likely to focus on the examples only (largely) or anecdotally.</b></p> <p>Responds to the text and/or issue at a personal rather than analytical level. In the range 9 – 10 marks, comments indicate some awareness of relevant sections of the unit but in the range 6 – 8 marks are more likely to be based on barely substantiated assertions.</p>
1 (1 – 5 marks)	<p><b>Limited response to question, which results in unsupported assertions.</b></p> <p>May be based on a fundamental misunderstanding of the stimulus material and/or the task. Superficial account or one which is too brief to constitute a serious response to the question.</p>
0	No relevant response.

**Separate Marking Grid for Question 3 (AO2 only)**

These questions are meant to test knowledge of critical techniques. They thus only address a single Assessment Objective and require a simpler, streamlined marking grid.

**Question 3**

**3** TEXT: Dig for Shakespeare

**3 (a)** What is the genre of this text? Describe **two** features of this genre. (4)

**3 (b)** Suggest the connotations of **two** of the following:

- the coin
- the houses
- the worm
- Shakespeare’s portrait
- the boy’s outstretched hand (6)

**3 (c)** Explore in detail a ‘preferred reading’ of this text. (10)

	3(a)		3(b)		3(c)	
Level	Genre	Mark	connotations	Mark	Preferred reading	Mark
4	A skilful response which demonstrates secure knowledge. Knowledgeable and specialist.	4	Handles the key term in a mature fashion, teasing out the subtleties. Knowledgeable and specialist.	6	Fluent and detailed analysis of this feature of the text. Knowledgeable and specialist.	9 – 10
3	Sound understanding of ‘genre’ demonstrated in reference to the text.	3	‘Connotation’ is clearly understood and applied relevantly. At least one kind of message is referenced and evidenced.	4 – 5	Sound understanding of relevant Communication and Culture content and concepts. Strong knowledge or application.	6 – 8
2	Beginnings of awareness of the key content of the course. Competent understanding of genre.	2	Communication and Culture concepts are generally understood even when not skilfully applied.	2 – 3	Competent, active reading of the text with some knowledge or analytical skill.	4 – 5
1	Little or no evidence of knowledge or understanding of the concepts or content of the course.	1	Little or no evidence of knowledge or understanding of the concepts or content of the course.	1	Little or no evidence of knowledge or understanding of the concepts or content of the course.	1 – 3
0	No relevant response					