

**A-LEVEL**

# **Communication and Culture**

COMM3 Communicating Culture  
Mark scheme

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2625  
June 2016

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Version 1.0: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from [aqa.org.uk](http://aqa.org.uk).

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## UNIT 3: COMMUNICATING CULTURE

### MARK SCHEME (June 2016)

#### Aims

When you are marking scripts your aim should be:

1. to identify and reward the achievements of students
2. to ensure compatibility of assessment for all students, regardless of question or examiner.

#### Approach

Please be *positive* when marking scripts, looking to reward relevant points that students make rather than to penalise what they don't know.

A specification of this type must recognise the variety of experiences and knowledge that students bring to the examination. The questions have been designed to provide opportunities for students to demonstrate what they have learned about different aspects of Communication and Culture.

#### The Principles of 'Best Fit'

This paper requires students to make two extended responses in essay format. Thus, although aspects of each response (like its technical accuracy) can be addressed separately, the ultimate discretion of the examiner must be reserved for an appreciation of the essay as a whole.

In this case, marks are notionally divided between the three Assessment Objectives (AO1, AO2, AO3) in the ratio 1:4:5. Individual mark ranges are suggested for each AO, but these are provided **for guidance only. Ultimately the response should be placed at the level that 'best fits' its qualities.**

#### The Marking Grid

The marking grid covers the generic qualities of all essays written as responses on this paper in terms of their ability to communicate in a technical register and the knowledge and understanding displayed of Communication and Culture concepts.

A set of question-specific prompts support the application of marks and are included after the grid.

#### 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
- write a brief summative comment at the end
- put a ringed total in the margin at the end of each answer.

## Generic Marking Grid

<b>Level</b>	<b>Marks</b>	<b>AO1: This tests the ability of students to communicate in the register of communication and culture</b>	<b>Marks</b>	<b>AO2: This tests the ability of students to understand the content and concepts offered by the qualification</b>	<b>Marks</b>	<b>AO3: This tests the ability of students to apply knowledge</b>	<b>Marks</b>
		<i>This reflects the degree to which the student 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>		<i>This reflects the degree to which the content of the work manages to provide insightful analysis of more sophisticated texts and situations.</i>	
4	31-40	Highly technical in its register and/or creative and/or proficient in its use of the chosen format.	4	Knowledge and understanding will be very good in terms of its range of knowledge and/or depth of understanding.	13-16	Analysis will be exploratory and open and will offer insights into its chosen theme.	16-20
3	21-30	Sound in terms of its range and control and good in terms of its effectiveness.	3	Level of knowledge and understanding will be secure and will evidence sound subject specialist knowledge.	9-12	Analysis will be good in the sense that it will offer a specific informed commentary on the student's cultural practices.	11-15
2	11-20	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.	2	Evidence will range from a limited, largely non-specialist relevance through to a simple but competent grasp of Communication and Culture content.	5-8	Analysis will rise from being of limited use through to the establishing of competence.	6-10
1	1-10	Basic, non-technical and unconvincing.	1	Evidence will be basic, non-specific and unconvincing.	1-4	Analysis will be ineffective or unduly derivative.	1-5

**0 1** The cultures associated with town and city centres have become the subject of much debate in recent years. Various different groups compete to attach their preferred meanings and perceptions to these contested territories. There are also competing views about appropriate uses and priorities for urban centres.

Carefully read **Argument A** and **Argument B** (opposite) before attempting the task below.

**Task:**

Use your knowledge of selected theoretical perspectives and key concepts to evaluate the contrasting views of town and city centres expressed by Argument A and Argument B.

**[40 marks]**

**Argument A**

Town and city centres have become dull and uniform places dominated by the same big stores and choked with traffic. The late night culture of excessive drinking has made these places 'no go' areas for a large section of the community. The sense of local pride and commitment to 'our town' or 'our city' has been wiped out by the drive for profit. Any impression of a meaningful local heritage is likely to be no more than the product of cynical marketing ploys designed to make the place a destination of choice for tourists and shoppers.

**Argument B**

Britain's towns and cities include some of the most popular and prized destinations in the world. All of them have shown ingenuity and creativity as they have reinvented themselves to meet the changing needs of visitors and inhabitants. Today, the urban environment is more diverse, more interesting and more attractive than it has ever been before. Towns and cities have had great success in developing and promoting unique identities.

	<b>Descriptor</b>
<b>4</b> <b>(31 – 40 marks)</b>	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>Responses at this level fully engage with the stimulus material, recognising contrasting and comparative elements. There is clear and convincing evidence of an evaluative approach; evidence which may be biased towards the effective use of practical examples or towards cogent argument. Theoretical and conceptual material is confidently applied in the context of the task. The majority of points raised in the two arguments are addressed. At this level, there is a clear awareness of the idea that competing meanings are attached to ‘contested territories’.</p>
<b>3</b> <b>(21 – 30 marks)</b>	<p><b>Likely to lead with references to town and city centres as characterised by the two arguments. Conducts a reasonably wide-ranging and well-informed discussion around the issues raised in the two arguments.</b></p> <p>These sound responses demonstrate an awareness of issues raised by the stimulus material. There is some evidence of an evaluative approach which may focus on either argument or practical examples. A range of theoretical approaches and key concepts are applied coherently and relevantly.</p>
<b>2</b> <b>(11 – 20 marks)</b>	<p><b>Likely to work through the given arguments in a straightforward way with limited evaluation.</b></p> <p>At this level, responses tend towards description rather than analysis or evaluation. Theoretical approaches and/or key concepts are likely to feature in the range 16-20, but application of these in the range 11-15 is likely to be limited, inappropriate or based on misunderstanding of basic principles. Answers may deal with points in the arguments in a generalised way with limited or anecdotal evidence in support of assertions.</p>
<b>1</b> <b>(1 – 10 marks)</b>	<p><b>Students respond superficially and/or insubstantially to the invitation in the question, typically by rewording the task or the arguments</b></p> <p>Little understanding of the arguments put forward in the stimulus material is evident here. Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response. In the range 6-10 some evidence of subject register and a course of study begin to emerge.</p>
<b>0</b>	No relevant response.

**0 2** 'Identity is not a fixed feature but an unstable and constantly evolving process.'

Explore this statement in the context of the **intersection** between any **two** of the three sites of culture.

**[40 marks]**

	<b>Descriptor</b>
<b>4</b> <b>(31 – 40 marks)</b>	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>The nature of identity as a key concept is thoroughly well understood, particularly in relation to different perspectives on the dynamic nature of identity. Responses demonstrate an informed awareness of the two cultural sites as well as relationships between them (the intersection). Suitable examples are analysed and discussed in responses that draw widely and convincingly on key concepts and clearly contrasting theoretical approaches. Although the systematic and comprehensive application of all perspectives and key concepts is not expected, at this level most responses will recognise the particular relevance of postmodernism.</p>
<b>3</b> <b>(21 – 30 marks)</b>	<p><b>Likely to lead with a well-informed exploration of identity in the context of the chosen intersection.</b></p> <p>An informed discussion of the relationship between sites contributes to a convincing exploration of identity at the chosen intersection. Both of the relevant cultural sites are featured. The discussion uses theoretical approaches and key concepts convincingly. Responses may not be as thorough or as convincing as those in Level 4 but there is a good sense of conceptual awareness and familiarity with the two sites and their intersection. In the upper part of the level (26-30) there is a clear acknowledgement of the specific aspects of identity (unstable, evolving) mentioned in the quotation.</p>
<b>2</b> <b>(11 – 20 marks)</b>	<p><b>Likely to focus on what was learnt rather than what was understood. Likely to come to easy conclusions without arguing through the case. Assertions may be unsupported by evidence.</b></p> <p>Offers a limited exploration with some reference to the intersection between two sites of culture. Grasp of key concepts may be vague or incomplete. In the upper half of the level there is likely to be some attempt to develop a conceptual approach but in the range 11-15, understanding of theory may be limited or inappropriate in its application. Limitations in theoretical understanding may be compensated by the quality of descriptive examples, or vice versa. Answers that consider the two chosen cultural sites entirely separately rather than the intersection between them are unlikely to achieve marks above the lower half of this level.</p>
<b>1</b> <b>(1 – 10 marks)</b>	<p><b>Likely to focus anecdotally on personal experience. Struggles to cope with the demands of the question.</b></p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response. In the range 6-10 there is some evidence of familiarity with identity as a key concept.</p>
<b>0</b>	No relevant response.



**0 3** Compare and contrast Market Liberalism with another theoretical approach to any **one** of the three sites of culture.

**[40 marks]**

	<b>Descriptor</b>
<b>4</b> <b>(31 – 40 marks)</b>	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>Clear, confident understanding of market liberalism and one other theoretical approach is evident in coherent answers that offer convincing applications to the chosen site of culture. In addition, key concepts and relevant illustrations are incorporated into discussions that focus on both similarities and differences between the two approaches as they relate to the chosen site of culture. Responses are likely to include appropriate examples drawn from the selected site. A comprehensive knowledge and understanding of the site of culture is evident throughout. Answers at the top of the range (36-40) should demonstrate a critical approach to conceptual material.</p>
<b>3</b> <b>(21 – 30 marks)</b>	<p><b>Likely to lead with a thorough exploration of market liberalism and to relate this to the chosen site. The concepts are likely to be used as analytical tools.</b></p> <p>A reasonably well-informed and organised attempt to explain the differences between market liberalism and one other theoretical approach as they are applied to a chosen site of culture. Responses are likely to be illustrated with valid and contrasting examples drawn from the selected site of culture. Explanations at this level may be less comprehensive than Level 4 responses, but there is clear evidence of a knowledge and understanding of the chosen site. At the top of this band (26-30) there is a clear attempt to address 'compare and contrast' by offering both similarities and differences between market liberalism and another theoretical approach.</p>
<b>2</b> <b>(11 – 20 marks)</b>	<p><b>Likely to offer evidence of study of a specific site and then to attempt some engagement with market liberalism in this context.</b></p> <p>Some understanding is evident of the chosen cultural site but at this level responses may struggle to deal effectively with the relative merits of two theoretical approaches, including market liberalism. In the upper half of this level, the suitability of practical examples may compensate for conceptual knowledge, but in the range 11-15 anecdotal, vague or inappropriate evidence is likely to predominate. In the upper part of the level, some awareness of market liberalism in the context of the chosen site is evident.</p>
<b>1</b> <b>(1 – 10 marks)</b>	<p><b>Limited response to question, which results in unsupported assertions.</b></p> <p>In the upper part of the range (6-10) there is some attempt to engage either with market liberalism, another theoretical approach or a legitimate site of culture., though limitations to understanding are evident. Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response but in the 6-10 range there is at least some familiarity with market liberalism and/or the chosen site of culture.</p>
<b>0</b>	No relevant response.

**0 4** 'Spaces and places educate us; they teach us the dominant value system of our culture.'

Explore this view in the context of **spaces and places** you have studied.

**[40 marks]**

	<b>Descriptor</b>
<b>4</b> <b>(31 – 40 marks)</b>	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>The full implications of the quotation and its reference to the relationship between enculturation/socialisation and spaces and places are thoroughly well understood. Theoretical approaches and key concepts, particularly ideology and discourse inform coherent answers with a strong grasp of subject register. The notion of 'teach us the value system of our culture' is addressed and explored within the context of appropriate and contrasting case study examples of spaces and places. A comprehensive understanding of the site of culture is purposefully applied to issues raised by the question. At the top of the range, alternative explanations of the significance of spaces and places may be explored.</p>
<b>3</b> <b>(21 – 30 marks)</b>	<p><b>Likely to focus on ways in which spaces and places communicate cultural values.</b></p> <p>At this level responses are able to engage at a conceptual level with clear evidence of an ability to apply some relevant theoretical approaches in the context of the question. Examples of spaces and places are thoroughly explored with clear evidence of the student's ability to 'read' such texts. Although responses may not engage as comprehensively with the question as those in level 4, there is a clear and convincing attempt to explore the view expressed in the quotation with reference to key concepts such as ideology and discourse with a good knowledge and understanding of the site of culture.</p>
<b>2</b> <b>(11 – 20 marks)</b>	<p><b>Likely to focus on specific examples of places and spaces, with only limited reference to identity.</b></p> <p>At this level, responses are likely to offer generalised readings of examples with only limited consideration of specific issues raised by the question. Answers that offer case study overviews without serious consideration of spaces and places as teachers of value systems are likely to appear in this band. For marks in the upper part of the level (16-20) there should normally be some attempt to deploy relevant concepts and to make some references to the quotation. In the range 11-15, description is likely to predominate over analysis.</p>
<b>1</b> <b>(1 – 10 marks)</b>	<p><b>Likely to focus anecdotally on personal experience. Struggles to cope with the demands of the question.</b></p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response. In the range 6-10 there is some evidence of familiarity with Spaces and Places as a site of culture.</p>
<b>0</b>	No relevant response.

**0 5** 'Fictions do not brainwash us. As readers, viewers and listeners we actively engage with our stories and gain endless pleasure from them.

Discuss the implications of these claims in the light of your study of **fictions**.

**[40 marks]**

	<b>Descriptor</b>
<b>4</b> <b>(31–40 marks)</b>	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>The implications of the quotation are thoroughly well understood and explored in a wide-ranging and coherent response. The discussion is well illustrated by apposite examples with balanced references to examples. The quotation is convincingly evaluated in answers which may either challenge or support the claims. Theoretical approaches and key concepts (such as ideology, discourse, mode of address and narrative) are used appropriately. A comprehensive understanding of the site of culture is purposefully applied to issues raised by the question.</p>
<b>3</b> <b>(21–30 marks)</b>	<p><b>Likely to lead with detailed examples of contrasting stories and the relationship between text and reader.</b></p> <p>Examples are relevant and appropriate. Clear evidence of analytical ability. Well-informed discussion at this level may be less comprehensive or less well balanced than Level 4 responses. There is a clear sense of critical awareness of fictions as a site of a culture and a reasonably sustained attempt to apply this knowledge and understanding to the quotation. In the upper half of this band, there is a clear attempt to evaluate rather than simply illustrate the idea expressed in the quotation.</p>
<b>2</b> <b>(11–20 marks)</b>	<p><b>Likely to identify specific examples and use them as a starting point for a discussion or use generalised examples to conduct an exploration of fictions with limited acknowledgement of the specificity of the question. Likely to focus on examples rather than arguments.</b></p> <p>Some understanding of 'fictions' as a cultural site and of the role of stories in enculturation/socialisation. In the upper half of the range there is evidence of analysis but in the lower half description and un-contextualised personal responses are likely to predominate. In the upper half of the range there is an attempt to deal with 'brainwashing', 'active engagement' and 'pleasure' in the context of fictions. Answers which deal competently with fictions but which ignore the specificity of the question are unlikely to achieve marks higher than Level 2. In the mid to upper part of this band there is some competent deployment of a subject register, theoretical approaches and/or key concepts.</p>
<b>1</b> <b>(1 – 10 marks)</b>	<p><b>Struggles to understand what the question demands.</b></p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response. In the range 6-10 there is some evidence of familiarity with Fictions as a site of culture</p>
<b>0</b>	No relevant response.

**0 6** Explain why brands and branding play such an important role in stimulating consumer demand for **objects of desire**.

**[40 marks]**

	<b>Descriptor</b>
<b>4</b> <b>(31– 40 marks)</b>	<p><b>Likely to link the components of the question effectively and convincingly.</b></p> <p>The relationship between branding, the stimulation of demand and consumer products is thoroughly well understood in a confident wide-ranging response. Coherent explanations are well supported by valid, contrasting examples and logically developed arguments. Theoretical approaches and key concepts are used relevantly and usefully. A comprehensive understanding of the site of culture is purposefully applied to issues raised by the question. At the top of the band, implications of the question may be challenged, for example by demonstrating that other factors may play equally important or more important roles in the stimulation of consumer demand.</p>
<b>3</b> <b>(21–30 marks)</b>	<p><b>Likely to lead with references to branding and the stimulation of demand. Evidence of reasonable level of theoretical understanding.</b></p> <p>Responses at this level demonstrate a good understanding of 'objects of desire' with some relevant discussion of brands and branding. These well-informed answers draw on a range of relevant case studies/examples with a clear attempt to bring conceptual material to bear. The instruction to 'explain' is addressed in balanced and discursive responses which may, however, demonstrate a less comprehensive engagement with the question than those in Level 4.</p>
<b>2</b> <b>(11–20 marks)</b>	<p><b>Likely to lead with personal references to consumer products as objects of desire and work back towards the question with broad, generalised observations.</b></p> <p>Some understanding of 'objects of desire' as a cultural site is evident here but this may not be addressed to the specific issues raised by the question. For the marks in the upper part of the level (16-20) there are relevant references to brands and branding, though it may be that the implications of 'stimulating consumer demand' are only partially understood. For marks towards the top of this band, there is recognition that consumer 'desire' is not simply a matter of personal or individual choice. In the range 11-15, description is likely to predominate over analysis but in the 14-15 range there is some competent deployment of a subject register, theoretical approaches and/or key concepts.</p>
<b>1</b> <b>(1–10 marks)</b>	<p><b>Likely to focus anecdotally on personal experience. Struggles to cope with the demands of the question.</b></p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application.</p> <p>The range 1-5 includes those accounts which are too short to constitute a serious response. In the range 6-10 there is some evidence of familiarity with Objects of Desire as a site of culture.</p>
<b>0</b>	No relevant response.