



**General Certificate of Education
June 2010**

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.

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.

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UNIT 1: UNDERSTANDING COMMUNICATION AND CULTURE (COMM1)

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 don't know.

A specification of this type must recognise the variety of experiences and knowledge that candidates 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 and Culture.

The Principles of 'Best Fit'

This paper requires candidates to make three extended responses in an essay format and to answer some short answer questions which test their understanding of the techniques of critical analysis. These short answer questions have their own marking grid since they are working within a single Assessment Objective (AO2): demonstrate knowledge and understanding of concepts and critical debates relevant to the discipline of communication and culture.

In the case of the longer essay-style response a grid is used which, while recognising the need to consider different aspects of each response (like its technical accuracy), also attempts to consider the work as a whole.

In this case, marks are notionally divided between two Assessment Objectives (AO1 and AO2) in the ratio 2:3. Individual mark ranges are suggested for each AO, but these are provided **for guidance only**. **Ultimately the response should be placed at a 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 the total in the margin at the end of each answer.

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

Level	Marks	AO1: This tests the ability of candidates to communicate in the register of communication and culture	Marks	AO2: This tests the ability of candidates to understand the content and concepts offered by the qualification	Marks
		<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

- 1 “Culture is everything. Culture is the way we dress, the way we carry our heads, the way we walk, the way we tie our ties – it is not only the fact of writing books or building houses.”

Aimé Cesairé, Caribbean writer, speaking to the World Congress of Black Writers and Artists in Paris.

Using examples to support your choice, show how culture influences one of the following:

EITHER

- 1 (a) fashion (the way we dress, the way we tie our ties) (20 marks)

OR

- 1 (b) body language (the way we carry our heads, the way we walk). (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><i>Likely to explore and/or challenge theoretical positions.</i></p> <p>A clear, concise justification of the selected explanation. Explicit and convincing evidence that the concept of ‘culture’ in relation to the MPEL is thoroughly understood. Supporting examples are apposite and clearly linked to the chosen area.</p>
3 (11 – 15 marks)	<p><i>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.</i></p> <p>Reasonably convincing, if partially flawed, attempt to justify chosen area. Some evidence that the concept of ‘culture’ in relation to the MPEL is understood. Examples are relevant and engaging.</p>
2 (6 – 10 marks)	<p><i>Likely to work through practical answers with limited evaluation.</i></p> <p>The chosen area is described rather than explored or analyses offered are less than convincing. The concept of ‘culture’ in relation to the MPEL is only partially understood. 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><i>Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the question.</i></p> <p>At this level, any justifications offered are inappropriate. Descriptions of the chosen explanation are limited. There are likely to be serious misinterpretations of ‘culture’. Examples lack relevance or are, in the range 1 – 3 marks, absent.</p>
0	No relevant response.

2 Choosing **one** of the following statements, explore the concept of self-presentation.

2 (a) Self-presentation is concerned with the ways in which we manipulate the contexts of interpersonal communication (the physical locations, the props, the costumes).

(20 marks)

OR

2 (b) Self-presentation is chiefly concerned with those who communicate alongside us.

(20 marks)

OR

2 (c) **Self**-presentation depends on the sincerity of our performances.

(20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><i>Likely to explore and/or challenge theoretical positions.</i></p> <p>Clear, confident and critical explorations of the part played by the chosen aspect in self-presentation. There is explicit evidence of conceptual understanding.</p>
3 (11 – 15 marks)	<p><i>Likely to focus on keywords and address theory in advance of practice. Attention to detail is key here.</i></p> <p>Reasonably well-informed explorations of the part played by the chosen aspect in self-presentation. Some evidence that key terms in the question, particularly ‘self-presentation’ are understood. In the range 11 – 12 marks, descriptive material may predominate over conceptual references.</p>
2 (6 – 10 marks)	<p><i>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.</i></p> <p>Likely to be a descriptive rather than analytical or evaluative account of the part played by the chosen aspect in self-presentation. Limited or partial understanding of key terms in the question.</p>
1 (1 – 5 marks)	<p><i>Uncritical explanation of the statement. Little else offered.</i></p> <p>Explanations are inappropriate or inept. Little or no understanding of key terms in the question.</p>
0	No relevant response.

- 4 “Food touches everything [...] Food marks social differences, boundaries, bonds and contradictions. Eating is an endlessly evolving enactment of gender, family and community relationships.”

Food and Culture: A Reader by Carole Counihan and Penny van Esterik. (Routledge 1997)

Using your own experiences, identify the ways in which food “touches everything”, as suggested in the quotation above. (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><i>Likely to explore and/or challenge theoretical positions (eg establish criteria for evaluation).</i></p> <p>Confident, well-informed analysis with strong evidence that relevant debates about culture 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><i>Likely to lead with key words/issues (e.g. 'gender', 'social differences', 'community relationships') and relate these to the selection and/or preparation and/or consumption of foods. Evidence will be sound and detailed.</i></p> <p>Competent understanding of the passage is evident with some analytical elements. Alternative explanations demonstrate some familiarity with the terms of debates about MPEL.</p>
2 (6 – 10 marks)	<p><i>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.</i></p> <p>Responds to the text 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><i>Limited response to question, which results in unsupported assertions.</i></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.

Text: This is the front side of a complimentary bookmark advertising 'Quick Reads' a range of books adapted for less confident adult readers.

3 (a) Describe the ways in which the size and shape of this text communicates?

(4 marks)

3 (b) Explore the use of language in this text.

(6 marks)

3 (c) How successfully has the text overcome potential barriers to communication?

(10 marks)

	3 (a)		3 (b)		3 (c)	
Level	form	Mark	language	Mark	barriers	Mark
4	A skilful and creative response which demonstrates secure knowledge. Knowledgeable and specialist.	4	Handles the linguistic elements in a mature fashion, teasing out the subtleties. Knowledgeable and specialist.	6	Fluent and detailed analysis of potential barriers and their 'bridges'. Knowledgeable and specialist.	9-10
3	Sound understanding of the impact of size and shape.	3	The functions of language are clearly understood and applied relevantly.	4-5	Good understanding of relevant Communication and Culture content and concepts. Strong on knowledge or application.	6-8
2	Beginnings of awareness of the key content of the course. Competent understanding of formal aspects.	2	Communication and Culture concepts are generally understood even when not skilfully applied.	2-3	Competent engagement with barriers. Little engagement with how the text addresses them.	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					