

Centre Number						Candidate Number				
Surname										
Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Communication and Culture **COMM1**

Unit 1 Understanding Communication and Culture

Tuesday 20 May 2014 9.00 am to 10.45 am

You will need no other materials.

Time allowed

- 1 hour 45 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- This paper tests:
 - your ability to communicate in the register of the subject
 - your understanding of concepts and debates in Communication and Culture.



J U N 1 4 C O M M 1 0 1

G/KL/102020/Jun14/E2

COMM1

Answer **all** questions in the spaces provided.

- 1** At school we learn the 'basics' such as reading, writing and arithmetic. However, school also teaches us the values and priorities of our culture in more 'hidden' ways. For example, we learn how to deal with rules and authority, social relationships and form our own identities. This is known as the 'Hidden Curriculum'.

Which of the following statements do you consider best describes the nature of the 'Hidden Curriculum' (what it says and how it says it)?

- 1 (a)** the 'Hidden Curriculum' delivers a set of traditional values.

[20 marks]

OR

- 1 (b)** the 'Hidden Curriculum' reinforces inequality.

[20 marks]

OR

- 1 (c)** the 'Hidden Curriculum' helps us to understand how to make our way in life.

[20 marks]

Planning



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2 Your friend has been invited to an interview for a place on a course at their first choice university and has asked you for your advice. How would you, as a Communication and Culture student, assess the likely impact on interview performance of one of the following:

2 (a) dress and appearance

[20 marks]

OR

2 (b) paralanguage

[20 marks]

OR

2 (c) body language?

[20 marks]

Planning



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Total for this question: 20 marks

3 People with various carrier bags.



3 (a) Identify **two** functions of these carrier bags.

[4 marks]

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- 4 The extract below talks about the way Jamaican Patois has come to have an influence on both interpersonal communication and popular culture. Patois, pronounced *pat-wah*, is a form of non-standard spoken English. This article deals with the use of Jamaican Patois in the Moss Side area of Manchester. Read the extract carefully and then respond to the task below.

Patois in the Media and Code Switching

Patois has been apparent in the media for some years now. In urban music, also described as 'black' music, words, phrases and grammar used in Patois are constantly being used in hip hop musicians' lyrics. The popular British Asian Hip Hop artist M.I.A, is an example of the language usage in music.

Her first single, 'Galang', features Jamaican Patois in its chorus. It shows the commercialisation of the language as it is being used by a worldwide artist. Our fieldwork shows that there is a Jamaican influence in the Moss Side society as several college students explained that their non-Jamaican peers use some form of Patois in their speech. This, however, has taken on the description as part of youth slang, rather than Patois.

Code-switching is very popular when using Patois in the Moss Side, as many of the interviewees tended to switch to Patois when portraying a certain feeling or attitude. It is also heard on the local radio station 'peacefm.co.uk'. As we listened to it for a few hours, we noted phrases such as, 'wah you wan', 'ear' and, 'nuff said' mixed with British English.

Source: report on 'Multilingual Manchester' by academics from the University of Manchester's School of Languages, Linguistics and Cultures.

Task:

How do you as a Communication and Culture student respond to the issues raised in the extract?

[20 marks]

Planning



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