

A-LEVEL

COMMUNICATION AND CULTURE

COMM3 – Communicating Culture
Mark scheme

2626
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Version/Stage: 1.0 Final

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

UNIT 3: COMMUNICATING CULTURE

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 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

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	AO3: This tests the ability of candidates to apply knowledge	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>		<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 candidate'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

Section A**Question 1**

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

Patterns of leisure and entertainment have certainly changed rapidly in the last 25 years and this is nowhere is this more evident than in the typical modern household. However, there are strongly contrasting views on the advantages and disadvantages of these changes, particularly concerning the implications of home-based technology. In addition, there are also issues of equality, power and different levels of access to home-based technology.

Carefully read Argument A and Argument B before attempting the task below.

Task:

Use your knowledge of selected theoretical perspectives and key concepts to evaluate the contrasting views of domestic communication technology expressed by Argument A **and** Argument B. *(40 marks)*

Argument A

The modern home is a sophisticated, networked hub for interactive entertainment with enormous capacity for individuals to communicate, play, create or simply be entertained by the wealth of digital technology available.

The free market has driven these technological developments in response to real human needs. As a result, our social lives are enhanced, our imaginations are stimulated as we work, rest and play in the comfort of our own homes. This technology has empowered us.

Argument B

A generation ago the home was a sanctuary, a place to retreat from the pressures and strains of everyday life. This is no longer the case because today's homes are in the front line of consumer capitalism.

We are persuaded to buy the newest and best electronic devices, but once they are acquired we find ourselves more anxious than satisfied. The stresses of work, consumerism and social networking pursue us into our kitchens, living rooms and bedrooms. Far from offering freedom and independence our 'always on' technology has enslaved us.

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions.</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.</p>
3 (21 - 30 marks)	<p>Likely to lead with references to the arguments about domestic technology. Conducts a reasonably wide-ranging and well-informed discussion around the issues raised in the two arguments.</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. Some theoretical approaches and key concepts are applied coherently and relevantly.</p>
2 (11 - 20 marks)	<p>Likely to work through the given arguments in a straightforward way with limited evaluation.</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.</p>
1 (1-10 marks)	<p>Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the task or the arguments.</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. The range 1-5 includes those accounts which are too short to constitute a serious response.</p>
0	No relevant response.

Section B

The **Cultural Sites** referred to in this section are: Spaces and Places, Fictions and Objects of Desire.

Question 2

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What has your study of the intersection between **two** of the three cultural sites shown you about the meanings of everyday life. (40 marks)

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions.</p> <p>The implications of ‘meanings of everyday life’ are thoroughly well understood and discussed appropriately. 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 a response that draws widely and convincingly on key concepts and clearly contrasting theoretical approaches. However, the systematic and comprehensive application of all perspectives and key concepts is not expected.</p>
3 (21 - 30 marks)	<p>Likely to lead with a well-informed discussion of everyday life in the context of the chosen intersection.</p> <p>An informed discussion of the relationship between sites contributes to a convincing demonstration of the meanings of ‘everyday life’ at the chosen intersection. Both of the relevant cultural sites are featured. The discussion uses theoretical approaches and key concepts convincingly. A reasonable case is made to demonstrate that the nature of the chosen intersection is characterised by distinctive sets of discourses.</p>
2 (11 - 20 marks)	<p>Likely to focus on what was learnt rather than what was understood. Likely to come to easy conclusions without arguing through the case. Unfounded assertions.</p> <p>Offers a limited analysis of ‘everyday life’ 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 apply a theoretical approach and/or concepts but in the range 11-15 these may be limited or inappropriate in their 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>

1 (1-10 marks)	Uncritical explanation of the question. Little else offered. Examples may be present but flawed. Very limited understanding of the implications of the phrase 'everyday life' in this context and/or a misconception of the relationship between the cultural sites (intersection). Conceptual material is either absent, severely limited or totally inappropriate in its application. The range 1-5 includes those accounts which are too short to constitute a serious response.
0	No relevant response.

Question 3

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Enculturation is the process by which a person acquires the codes and values of the culture in which they find themselves. Discuss enculturation in the context of **one** of the three cultural sites.

(40 marks)

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions (eg establish criteria for evaluation).</p> <p>Clear, confident understanding of the processes by which culture is transmitted and reinforced in the context of a chosen culture site. In addition, theoretical approaches and key concepts are incorporated into well-informed, convincing explorations with references to code and value. Responses are likely to be well illustrated with appropriate examples of enculturation.</p>
3 (21 - 30 marks)	<p>Likely to lead with a thorough exploration of enculturation and to relate this to the chosen site. The concepts are likely to be used as analytical tools.</p> <p>A reasonable attempt to explain the role and significance of enculturation in the context of one of the sites of culture with references to theoretical approaches and/or key concepts. Responses are likely to be illustrated with valid examples of enculturation. Some understanding of code and value is evident.</p>
2 (11 - 20 marks)	<p>Likely to offer evidence of study of a specific site and then to attempt to engage with enculturation in this context.</p> <p>Some understanding is evident of the chosen cultural site but at this level responses may struggle to integrate an explanation of enculturation in this context. 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. Towards the lower part of the level answers may deal with only one of the two key concepts indicated in the question.</p>
1 (1-10 marks)	<p>Limited response to question, which results in unsupported assertions.</p> <p>In the upper part of the range (6-10) there is some attempt to engage either with enculturation or with a legitimate cultural site. Conceptual material is either absent, severely limited or totally inappropriate in its application. The range 1-5 includes those accounts which are too short to constitute a serious response.</p>
0	No relevant response.

Question 4

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Show how different theoretical approaches have helped you to understand the cultural significance of **spaces and places**. (40 marks)

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions</p> <p>Draws confidently and convincingly on at least two clearly contrasting theoretical positions. Theoretical approaches and key concepts inform answers with a strong grasp of subject register. ‘Cultural significance’ is clearly addressed and explored within the context of appropriate case study examples of spaces and places.</p>
3 (21 - 30 marks)	<p>Likely to focus on contrasting theoretical approaches with a good understanding of their use and application in the context of spaces and places.</p> <p>At this level responses are able to engage at a conceptual level but the evaluative aspect (‘helped you to understand’) may not be fully addressed. Examples of spaces and places are thoroughly explored with clear evidence of the candidate’s ability to ‘read’ such texts. There is an attempt to explore theoretical approaches and key concepts with support from relevant examples.</p>
2 (11 - 20 marks)	<p>Likely to focus on specific examples of places and spaces, which have formed the basis of their preparation for this examination.</p> <p>At this level, responses are likely to offer generalised readings of examples with only limited consideration of understanding derived from contrasting theoretical approaches. For marks in the upper part of the level (16-20) there should normally be some attempt to deploy relevant concepts. In the range 11-15, description is likely to predominate over analysis.</p>
1 (1-10 marks)	<p>Responses lack any real understanding of the terms of reference of the question. Likely to focus exclusively and anecdotally on personal experience.</p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application. The range 1-5 includes those accounts which are too short to constitute a serious response.</p>
0	No relevant response.

Question 5

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‘The role of **fictions** is principally ideological.’

Discuss this view.

(40 marks)

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions.</p> <p>The key concept <i>ideology</i> is thoroughly well understood and explored in the context of the question. The discussion is well illustrated by apposite examples with some reference to alternative explanations as implied by ‘principally’ in the question Ideas are supported by evidence and argument. Theoretical approaches and further key concepts are used appropriately.</p>
3 (21 - 30 marks)	<p>Likely to lead with the key concept <i>ideology</i> supporting the discussion with reference to theoretical approaches.</p> <p>Examples are relevant and appropriate. Clear evidence of analytical ability. Well-informed discussion, though at this level may struggle with the full implications of ‘principally’ and its evaluative implications, particularly in the lower half of the range.</p>
2 (11 - 20 marks)	<p>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.</p> <p>Some understanding of ‘fictions’ as a cultural site and of the relationship between selected examples. 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 ideology as a key concept 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.</p>
1 (1-10 marks)	<p>Struggles to understand what the question demands.</p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application. The range 1-5 includes those accounts which are too short to constitute a serious response.</p>
0	No relevant response.

Question 6

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'A sense of belonging and fulfilment is only available to those who have learnt to consume.'

Discuss this view of **objects of desire** in contemporary culture. (40 marks)

Level	Descriptor
4 (31 - 40 marks)	<p>Likely to explore and/or challenge theoretical positions.</p> <p>The implications of the quotation are thoroughly understood and explored in answers that confidently address all the key words. Convincing arguments and explanations are well supported by evidence. Theoretical approaches and key concepts, particularly <i>identity</i>, are used relevantly and usefully.</p>
3 (21 - 30 marks)	<p>Likely to lead with the key words 'learnt to consume'. Evidence of reasonable level of theoretical understanding.</p> <p>Responses at this level demonstrate a good understanding of 'objects of desire' with some relevant references to 'belonging', 'fulfilment' and learning to consume. Well-informed discussions draw on a range of relevant case studies/examples with a clear attempt to bring conceptual material to bear. A good understanding of the implied relationship between identity and consumption is evident.</p>
2 (11 - 20 marks)	<p>Likely to lead with the experiences of consumer products and practices and work back towards the question with broad, generalised examples.</p> <p>Some understanding of 'objects of desire' as a cultural site is evident here. For the marks in the upper part of the level (16-20) there are relevant references to the quotation, though it may be that not all of the implications are considered. In the range 11-15, description is likely to predominate over analysis but in the top half of the range there is some appropriate deployment of theoretical approaches and/or key concepts</p>
1 (1-10 marks)	<p>Likely to focus anecdotally on personal experience. Struggles to cope with the demands of the question.</p> <p>Conceptual material is either absent, severely limited or totally inappropriate in its application. The range 1-5 includes those accounts which are too short to constitute a serious response.</p>
0	No relevant response.