

Teacher Resource Bank

A-level Communication and Culture

COMM1: Exemplar Script June 2011

Candidate 1 – Grade E





General Certificate of Education
Advanced Subsidiary Examination
June 2011

Communication and Culture COMM1

Unit 1 Understanding Communication and Culture

Friday 20 May 2011 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 maximum mark for this paper is 80.
- The marks for questions are shown in brackets.
- 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.

COMM1



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COMM1

For Examiner's Use	
39	
Examiner's Initials	
Question	Mark
1 b	17
2 a	14
4 3 4	8
4	—
Total	39

Answer all questions in the spaces provided.

- 1 Teenagers get attracted to sub-cultural groups for a number of reasons. Which **one** of the following explanations do you find the most convincing and why?

EITHER

- 1 (a) Sub-cultural groups are places where different identities can be explored in a creative way. (20 marks)

OR

- 1 (b) Sub-cultural groups offer a safe haven from the dangers of being an individual. (20 marks)

OR

- 1 (c) Sub-cultural groups are sensitive to contemporary trends in fashion, style and music. (20 marks)

Planning

Safe haven

Sense of belonging

based opinion on stereotypes
to judge character

To help form identity

cognitive dissonance

Dangers of individual

not dangers, loneliness

long for social belonging
(Maslow)

Individuality is
explored within
group whilst getting
feedback from peers



Write the question part reference in the box provided.

1 | b

I find explanation (b) to be most convincing. I agree that a person finds security in being part of a subculture and that it offers a safe haven but not necessarily from the dangers of being an individual, but from feeling lonely. As shown in Maslow's Hierarchy of Needs, social belonging is one of ^{the} human needs, after physical and safety needs. Other reasons for joining a sub-culture could be that the individual is looking to form a new identity and, usually based on a stereotype, chooses a group that appeals to them. In Goffman's theory of constructing identity, an individual will only change identity if they feel the need to for example, if someone is new to town and wants to make new friends in order to satisfy the need of social belonging. On the other hand, if a person already belongs to a group, and that group has changed in some way, such as a new clothing style, that person could feel isolated and consequently adapt their identity to feel part of the new change. However, this is not always the case. Before a person accepts and ~~becomes~~ changes into a new ~~identity~~ ^{or role} identity, they try out the role and identity experimentally and if they don't like it, then they revert back, otherwise they change into their new role or ~~identity~~ identity.

Sometimes change can be forced upon us, either from situational factors, like the group decides to become vandals and everyone follows suit, which is an example of group think when it can be

Question 1 continues on the next page

Turn over ►



dangerous, ~~but one individual~~ or environmental factors, an obvious example would be the change of seasons or ~~perhaps~~ it can be forced upon us by authority, which can range from your parents or sports coach to the police or government. We perhaps accept, with defiance normally, because if we do not, we usually suffer in some way: rejected from our group, getting lost late or heat rash, being grounded or pocket money taken, kicked out of sports team or worse put in jail. These are only a few factors or reasons why we reluctantly accept forced change although forced change is only when we resist if we happily accept change then how can it be forced? In some cases, however, when change is forced upon us, we may simply disagree with it, perhaps due to our values and beliefs, and feel so uncomfortable that we have to do something about it; this is when cognitive dissonance occurs. Instead of following the change, we react to the change, such as, from previous examples, leaving a group, buying a hot or cold drink, arguing your case, running from the situation or breaking the law.

~~An individual can belong to many groups, as G. Allman states that we have many masks that~~

Putting all the complexity to one side, the main reason why someone joins a sub-culture is for that particular group's values and beliefs because it ~~close~~ closely matches that of the individual. And so, through codes of fashion, style,



attitudes, hair style, ~~cosmetics~~ etc. The group communicates ~~through~~ their ideology to other people and subcultures

L4=

17
20

Turn over ►



2 Self-concept can be defined as the idea we have of ourselves as individuals. Explore one of the following statements about self-concept, using examples drawn from your studies and experience.

EITHER

2 (a) Our self-concept relies heavily on the feedback we receive from others. (20 marks)

OR

2 (b) Our self-concept reflects our levels of self-confidence and self-esteem. (20 marks)

OR

2 (c) Our self-concept is significantly affected by our hopes and expectations. (20 marks)

Planning

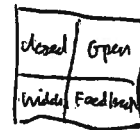
Self-concept

ideal self + actual self

Feedback

required to make progress to ideal self from being told actual self. (maslow)

window theory



Write the question part reference in the box provided.

2 d.

Self-concept consists of the ideal-self and the actual self. ~~So I believe~~ The ideal self is who we want to be but the actual self is who we think we are but self-judgment is often skewed or bias so it take feedback from others, ~~whether~~ whether they be friends, family or strangers, to give an accurate perception of the actual self. The feedback from others offers us the chance to pinpoint what's wrong and make changes whilst simultaneously tells us what is right. The ideal-self falls closely to 'self-actualisation' which is the final step in Maslow's Hierarchy of needs. Our ideal-self is not static or set in stone, it changes with our like and dislike, values and beliefs and so it is argued that self-actualisation is unachievable. However it should not undermine the importance of feedback nor Maslow's theory, for if we achieve close to our ideal self, most people are happy with second best.

When feedback is unwanted, depending on our self-esteem, we either defend our self and our self-concept or we accept the criticism ^{which} ~~it~~ may lower self-confidence, taking us away from our ideal self instead of closer. ~~At this stage~~

This is an example of when feedback does not have a positive effect on our self-concept. Also, when we request feedback, (how do I look?) we may not always get honest opinions, good or bad, which can cause confusion.

Question 2 continues on the next page

Turn over ►



and emotional strain because if this occurred happens
often ~~what~~ with many opinions, it can make us feel we
are going nowhere or in circles.

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L-3-

14
20

Turn over ▶



Total for this question: 20 marks

- 3 This photograph of a telephone box of traditional design was selected from an internet image bank.



0 1 0

- 3 (a) Do you consider this image of a telephone box as an open or closed text?
Give reasons for your answer. (4 marks)

Open, because there is no attempt to narrow the
meaning or highlight a significant meaning.
Also, the text is just an image with no written word
to anchor a meaning, leaving this left open to
interpretation.

(4)

- 3 (b) Choose two signs within the image and explain what each sign both denotes and
connotes. (6 marks)

The first sign I choose is the phone box, it is red,
framed to the right and in the middle of a country
setting. The phone box carries connotations of
contacting people by telephone and talking. Red connotes
many meanings, making it polysemic.

(4)

Question 3 continues on the next page

Turn over ►



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3 (c) This traditional design of a telephone box has been retained in some UK locations because of its cultural significance. Using the concepts of signification and myth, explore the meanings of this traditional design in contemporary culture. (10 marks)

Planning

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4

When A-level Communication and Culture was launched in 2008, it was not well received in all quarters. Several newspapers, including the *Daily Mail*, questioned the legitimacy of an A-level dealing with popular culture and everyday life. Read the extract from the *Daily Mail*, 26 May 2008, before attempting the task below.

For anyone who spent two years poring over the intricacies of the War of the Spanish Succession to scrape an A-level in foreign history, it may be best to look away now.

You might have felt duty bound in those days to ration the time you spent shopping, listening to pop music or discussing dates.

But there is no such problem for today's teenagers...because they can get a qualification in it.

As part of a controversial A-level in popular culture, pupils will learn about the tradition of kissing in cinemas and ponder such questions as 'is skateboarding better than polo?'

The qualification, being offered by the country's biggest exam board from September, also entails a study of celebrity body images and allows pupils to write about clothes and hairstyles.

One assignment requires them to 'explore the relationships between cinema-going and dating' with the aid of source material like *The Drifters* hit *Kissin' in the Back Row of the Movies*.

Another asks students to describe the cultural significance of their bedrooms and friends.

The A-level in 'communication and culture' is billed by the Assessment and Qualifications Alliance as 'excellent preparation' for higher study.

The course spec insists the 'everyday is worthy of study' but critics are concerned it will lack academic rigour.

They also warn it could help schools maintain strong league table positions while sidelining disciplines such as history and English literature.

Task:

How do you respond, as a student of this AS level, to the *Daily Mail's* attack?

(20 marks)

Planning



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Question 4 continues on the next page

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0 1 8

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Question 3: © Getty Images

Question 4: Laura Clark 'Pupils can take an A-level in being a teenager', *Daily Mail*, 26 May 2008

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