

Teacher Resource Bank

A-level Communication and Culture

COMM1: Exemplar Script June 2011

Candidate 4 – Grade C





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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SA1012/Jun11/COMM1

COMM1

For Examiner's Use	
(54)	
Examiner's <input type="text"/>	
Question	Mark
1 (6)	13
2 (6)	13
3 (3 4 7)	14
4	14
Total	(54)

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)

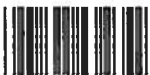
OR

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

Planning

(b) - Rebellion - more power
 - fear - if you're not with them
 you're against them
 - security
 mention IC
 - Valued as part of a
 group.
 - Context

power
 value identity
 PVI^{power}CC^{value} - code
 context
 culture



Write the question part reference in the box provided.

1 | b

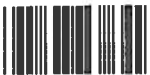
Of all of the statements, I find that the most convincing reason behind teenagers getting attracted to subcultural groups is because subcultural groups offer a safe haven from the dangers of being an individual.

Many teenagers join subcultural groups because they want to rebel, or they aren't happy with their place, or identity in society. The sociologist, Clarke, once did a study on skinheads and found that they all formed, or brought into this subculture, because they weren't happy with the working class status in society.

Teenagers want to find that if they conform to a subculture they are more powerful than if they are an individual, and therefore they are both safer, and able to get across the point they are aiming to make. The context, within which a subcultural group is normally found is

Question 1 continues on the next page

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within a school, possibly college, or social environment. By being part of this subculture, the individual will feel more safe than as if they were an individual in the environment.

Fear is a reasoning that subcultures make make a person feel safe. If you're an individual, you are more likely to be threatened and ~~pen~~ penalised for what you believe in, than if you are part of a group. You would possibly have more value as part of a group than as an individual, and therefore you would feel safer. Subcultures are often people unhappy with the way society works who are likely to believe that if you're not with them, you're without regard against them.

A final reason an individual would feel safe as part of a group is security. If you are part of a subculture, the likelihood is that they will stick up for you and be there for you.

It is true that subcultural groups are sensitive to contemporary trends, but the



reason behind people joining them is often a lot more to do with their feelings against society, class, or their parents. However, I don't believe that ~~subculture~~ subcultures are a place in which ~~the~~ different identities can be explored, because more often than not you are conforming to the norms and values of the specific subculture.

L3=

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Write the question part reference in the box provided.

2 b

Self - concept can be defined as the idea we have of ~~ours~~ ourselves as individuals, and it truly reflects our levels of self confidence and self esteem.

In Maslow's hierarchy of needs, esteem was a big factor of what an individual requires. Self esteem and self confidence are affected by many things, and this has an immediate effect on an individual's self - concept. Firstly, if a person is confident in the way they look, their self - esteem will be higher and therefore they will see ^{themselves} ~~themselves~~ more positively. When a person has ~~themselves~~ a positive outlook, in whatever context it may be, it makes them happier as a person, and their self - concept will be more positive.

However if our self - ~~concept~~ ^{confidence} is low, it has the opposite effect, and makes an individual have a negative self - concept. Throughout my five years at secondary school, I despised the green skirt girls

Question 2 continues on the next page

Turn over ►



were made to wear for Physical Education. When each lesson would come about, I would feel so self-conscious about the outfit I was wearing, and it affected my performance in the lesson. People ended up getting ~~increas~~ extremely better grades than me, which knocked both my self-esteem and self-confidence, and made me see myself as a failure.

This links with the point that our self-concept is ~~is~~ heavily on the feedback from others, as because the feedback I received was negative, I felt negative about myself.

I also agree that our self-concept is affected by our hopes and expectations. In Maslow's hierarchy of needs, self-actualisation was important. It is the need to fulfill one's potential, and if we don't, we feel like a failure, affecting our self-concept.



Handwriting practice area with horizontal dotted lines.

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Total for this question: 20 marks

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



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

(4 marks)

I consider this image to be an open text, as there are little connotations to be made, and the meaning of the text is nothing more than the image itself. Also if there was a person in the phonebox, ~~it is a possibility~~ there is a possibility it could be a closed text.

3

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

(6 marks)

The first sign in this image is the ~~tree~~ tree. The denotation of the tree is that it is a piece of nature next to a telephone box. However, the connotations of this are that the tree appears to hide the telephone box, so people can have secret phonecalls. It could also be that the tree shadows the telephone box so ~~that~~ that it doesn't get too hot in summer.

The second sign is the telephone box

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Turn over ►



itself. The denotation is that it is a phonebox for people to make calls. However, the connotations are of an old fashioned England, or of London, the capital of England, or of tourists visiting London.

- 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

* Familiarity - British - Symbol

* Valued

P XI CCC / * Canon

The traditional design of a red telephone box has been around for many years, yet it still has importance, and is a source of cultural significance in contemporary culture.

A key aspect of this traditional design is the familiarity of it. When a person sees a red telephone box, they immediately associate it with



Britain, so it could be argued that it is a British symbol. It is valued in Britain for how traditional it is, and it has been preserved in the contexts they are found in, as it ~~is~~ ~~is~~ otherwise it would lose its meaning of it. It has been placed in a specific place for a specific reason, and ~~as~~ as long long as it stays there, so do the memories.

It could be argued that the traditional design of the red telephone box belongs in the canon, as ~~the~~ the canon is for things of timeless significance, which will never lose their value or worth, and the red telephone box is one of these things.

Current artists, such as Banksy, do pieces of art based around this image, therefore proving that it is still significant today.

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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

Links with other subjects. ↓
Study just as you would other subjects.
Good for students with different interests. - Individual
General Studies.
Daily mail want more papers.

PH1CCContact



As a student of AS level Communication and Culture, I personally see the Daily Mail's attack on this subject as having no justification, and is an attempt ~~at this~~ from the Daily Mail of gaining more power ^{over} the public by trying to convince them that this A-level is of little importance. Also, it attempts to make the Communication and Culture A-level be less ~~valued~~ valued than others such as history, ~~for~~ as it states straight away 'for anyone who spent ~~two~~ 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!'

What the Daily Mail are failing to consider is the context in ~~which~~ which the A-level might be studied in. If studied alongside English language and Sociology, the A-level is highly important, as the three subjects share a link and each support one another. So Communication and Culture supports Sociology as it includes the study

Question 4 continues on the next page

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of work of various sociologists, e.g. Karl Marx and it supports English Language with the key terms it uses.

The Daily Mail is also very hypocritical here, as ~~then~~ this article is written by a ~~journalist~~ pundit, and a ~~comp~~ combination of the two subjects above and communication and culture would be perfect for an aspiring journalist for ~~what~~ University requirements.

This then links ~~to~~ to the fact that not all students are interested in subjects such as History. I personally ~~attempted~~ attempted AS level History and found it extremely difficult and stressful which hindered my success in the subject. While Communication and Culture isn't an easy subject, it makes day to day things in day to day life make sense. Communication and Culture is a subject which suits the ~~into~~ individual.

For this AS level, you study just as you would for any other ~~in~~ subject, as there are still things such as names, dates, terms and definitions that you



are required to know in order to get through the exam.

My final point is the subject, A-level General Studies, which I believe is the study of day to day life and things current affairs. If this subject can be passed as an 'academic' A level, ~~it is~~ there is no reasoning ~~to~~ ~~be~~ behind the Daily Mail's attack on the Communication and Culture A-Level.

L3=

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END OF QUESTIONS



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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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