

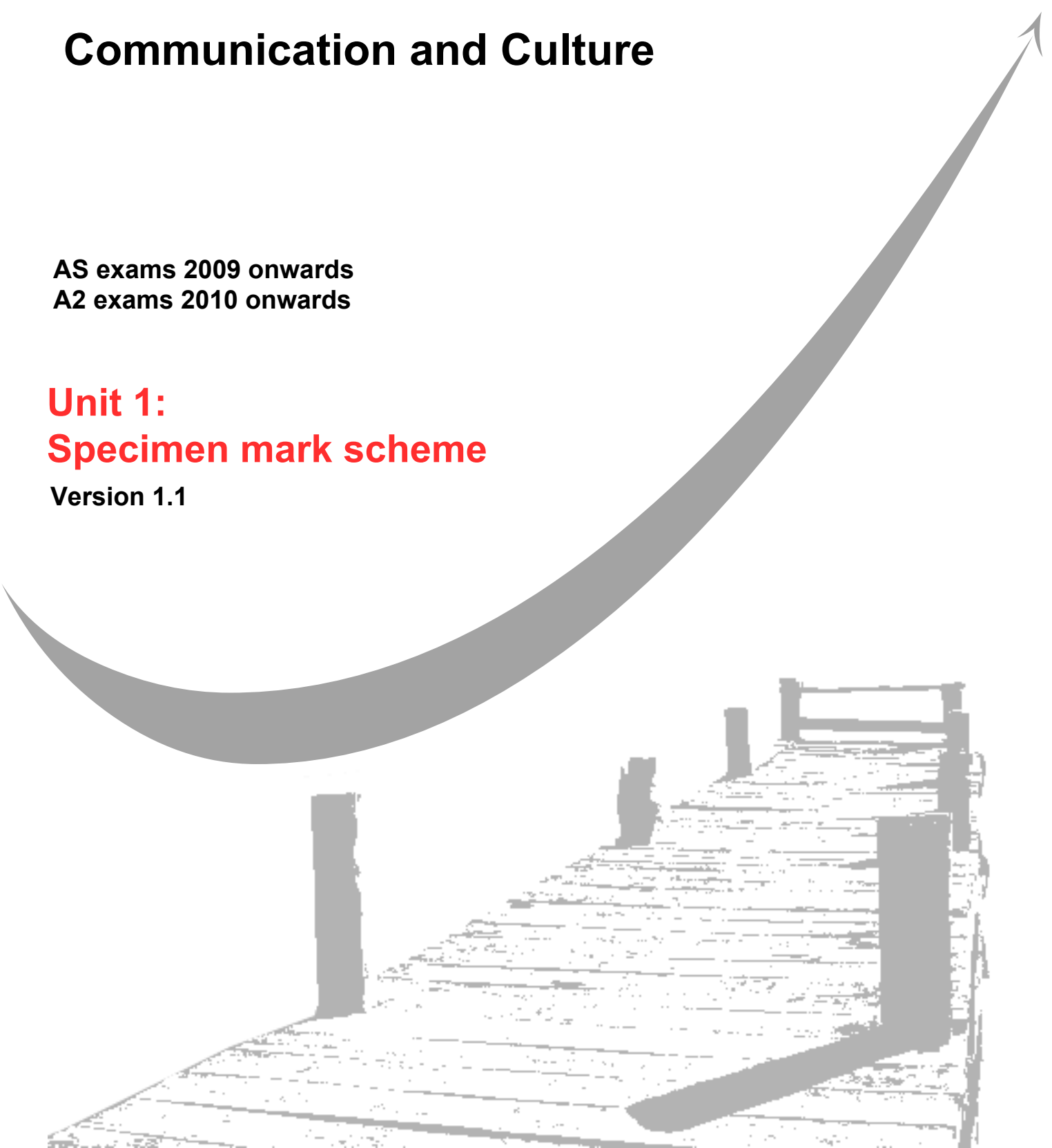
**GCE**  
**AS and A Level**

# **Communication and Culture**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1:** **Specimen mark scheme**

**Version 1.1**





## **General Certificate of Education**

# **Communication and Culture**

## **COMM1      Understanding Communication and Culture**

# **Mark Scheme**

## *Specimen Mark Scheme*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## 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 recognizing 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 a ringed total in the margin at the end of each answer.

## Generic Marking Grid

Level	Total Mark for a Question	AO1: This tests the ability of candidates to communicate in the register of communication and culture	AO1 Marks	AO2: This tests the ability of candidates to understand the content and concepts offered by the qualification	AO2 Marks
4	19 – 20	Work at this level both impresses and genuinely engages. It is both fluent and technical: accurate and specialist.	7 – 8	Sensitive to the scope of their own and others' knowledge and understanding. Evaluative. Sophisticated.	12
	18				11
	16 – 17	Material is well organised including concise use of a technical vocabulary. Written expression is well structured, accurate and precise. Work is confident and detailed.		Handles a range of content and concepts with skill. Knowledgeable and specialist.	10
3	14 – 15	Writing enhances the presentation of ideas and arguments. The candidate is clearly controlling the technical code of the discipline.	5 – 6	Very good range of specialist knowledge which evidences an engagement with the material. With knowledge comes understanding.	9
	13				8
	11 – 12	Material is clearly organised and usually incorporates neat and purposeful use of a technical vocabulary. Written expression is accurate and clear.		Sound understanding of relevant Communications and Culture content and concepts. Shows a good range of specialist ideas.	7
2	9 – 10	Competent written style: generally accurate and communicative. Beginnings of a technical register, including some evidence of the appropriate use of a subject specific vocabulary.	3 – 4	Competent understanding of Communications and Culture concepts and of the specified content. Ample evidence of a course of study.	6
	8				5
	6 – 7	Ideas sometimes supported by explicit or implicit reference to a subject specialist discourse. Written work features regular low level inaccuracies. Occasional use of technical terms.		Beginnings of awareness of the key content of the course. Sometimes supports views by reference to Communication and Culture concepts.	4
1	4 – 5	Written style has a number of lapses in accuracy and clarity. Assertion of ideas with little or no support from a subject specific context. Technical terms often misunderstood or applied without relevance.	1 – 2	Some comments on subject-related matters, mainly led by tasks and contexts. Rarely connects with subject specific content. Some 'lay' knowledge of themes and debates.	3
	3				2
	1 – 2	Little or no evidence that a course of study has been undertaken. Technical quality is significantly below what might be expected for AS level.		Little or no evidence of knowledge or understanding of the concepts or content of the course.	1

**Question Specific Prompts**

- 1 There are many different and competing explanations of why cultural products have value. Choose **one** of the following explanations and justify your choice.

Use **two** examples to support your choice.

(20 marks)

EITHER

1(a) A cultural product has value because it makes a good profit for its producer.

OR

1(b) A cultural product has value because it has stood the test of time.

OR

1(c) A cultural product has value because it is enjoyed by a large number of people.

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>A clear, concise justification of the selected explanation. Explicit and convincing evidence that the concept of ‘value’ in relation to cultural products is thoroughly understood. Supporting examples are apposite, contrasting and clearly linked to the chosen explanation.</p>
3 (11 – 15 marks)	<p><b>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.</b></p> <p>Reasonably convincing, if partially flawed, attempt to justify chosen explanation. Some evidence that the concept of ‘value’ in relation to cultural products is understood. Examples are relevant and support the premise of the chosen explanation.</p>
2 (6 – 10 marks)	<p><b>Likely to work through practical answers with limited evaluation.</b></p> <p>The chosen statement is described rather than justified <b>or</b> justifications offered are less than convincing. Concepts of ‘value’ and/or ‘cultural products’ are 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><b>Candidates respond superficially and/or insubstantially to the invitation in the question, typically by rewording the question.</b></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 ‘value’ and/or ‘cultural products’. Examples lack relevance or are, in the range 1 – 3 marks, absent.</p>
0	No relevant response.

2 Which of the following statements about identity and personal communication do you find most convincing? Explain your choice.

- Successful personal communication depends on feedback and self disclosure.
- We develop our identities in response to the ways in which others communicate with us.
- A person's real identity is often revealed by unintended non-verbal signs. (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions.</b></p> <p>Clear, confident explanations of why the chosen statement is 'most convincing' including, probably, some reference to why other statements are less convincing. There is explicit evidence of conceptual understanding, demonstrating links between identity and the chosen statement.</p>
3 (11 – 15 marks)	<p><b>Likely to focus on keywords and address theory in advance of practice. Attention to detail is key here.</b></p> <p>Reasonably well-informed explanations of why the chosen statement is most convincing with some indication of the criteria which have been applied. Some evidence that key terms in the question, particularly 'identity' are understood. In the range 11 – 12 marks, descriptive material may predominate over conceptual references.</p>
2 (6 – 10 marks)	<p><b>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.</b></p> <p>Likely to be a descriptive rather than analytical or evaluative account of the chosen statement. Limited or partial understanding of key terms in the question, particularly 'identity'.</p>
1 (1 – 5 marks)	<p><b>Uncritical explanation of the statement. Little else offered.</b></p> <p>Explanations are inappropriate or inept. Little or no understanding of key terms in the question.</p>
0	No relevant response.

4 Read the following extract from an imaginary personal website.

“Perhaps I’m getting too old to understand but it seems to me that most young people today go out of their way to look ridiculous. Perhaps they just don’t like themselves. How else can you explain the tattoos and body piercings? Why else would they dress in the style of convicts, hardened criminals or extras from a horror film?”

As for music, the most popular types seem to celebrate negative or anti-social behaviour: violence, drug abuse, suicide, self harm and anti-materialism. Is it all the fault of the older generation for bringing up youths who just reject society’s values?”

Use your knowledge of communication and culture to analyse the views expressed here, suggesting alternative explanations for trends in youth culture. (20 marks)

Level	Descriptor
4 (16 – 20 marks)	<p><b>Likely to explore and/or challenge theoretical positions (eg establish criteria for evaluation).</b></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><b>Likely to lead with a thorough exploration of ‘youth culture’ as a key focus and to relate this to ‘practice’. Evidence will be sound and detailed.</b></p> <p>Competent understanding of the quotation is evident with some analytical elements. Alternative explanations demonstrate some familiarity with the terms of debates about mainstream and alternative cultures.</p>
2 (6 – 10 marks)	<p><b>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.</b></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><b>Limited response to question, which results in unsupported assertions.</b></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.

		3(a)		3(b)		3(c)		
Level	Mark	Write a slogan of 12 words or less which <b>anchors</b> the meaning of this text.	Mark	What are the <b>connotations</b> of the typeface used for 'Dying to take the call'?	Mark	What is the <b>narrative</b> of this text?	Mark	
4	4	A skilful and creative response which demonstrates secure knowledge. Knowledgeable and specialist.	4	Handles the key term in a mature fashion, teasing out the subtleties. Knowledgeable and specialist.	4	Handles 'narrative' expertly as an organising device of media texts. Knowledgeable and specialist.	7-8	
3	3	Sound understanding of anchorage demonstrated in the enterprise of the slogans.	3	'Connotation' is clearly understood and applied relevantly.	3	Sound understanding of relevant Communication and Culture content and concepts. Narrative is understood in theory and practice.	5-6	
2	2	Beginnings of awareness of the key content of the course. Competent understanding of anchorage demonstrated in the slogan.	2	Communication and Culture concepts, in this case 'connotation'. Ample evidence of a course of study.	2	Competent, if lay, definitions of narrative as 'story'. This is then 'applied' to the text.	3-4	
1	1	Little or no evidence of knowledge or understanding of the concepts or content of the course. Misunderstands task.	1	Little or no evidence of knowledge or understanding of the concepts or content of the course. 'Connotation' is simply not recognised/ understood.	1	Little or no evidence of knowledge or understanding of the concepts or content of the course. 'Narrative' is simply not recognised/ understood.	1-2	
0	0	No relevant response						

3(d)

How do the **design features** of this text create an impact?

Level	Descriptor
4 (7 – 8 marks)	<p><b>Skilfully evaluates the contributions of design features to the overall communication.</b></p> <p>A clear and confident appraisal of the relationship between the <i>form</i> of the text and its ability to achieve a desired effect.</p>
3 (5 – 6 marks)	<p><b>Sound understanding of design features. Very good range of specialist knowledge which evidences an engagement with the material.</b></p> <p>An understanding of the intention of the text and the devices used to achieve this intention. For a mark of 5, descriptive detail may compensate for shortcomings of analytical or conceptual understanding.</p>
2 (3 – 4 marks)	<p><b>Beginnings of awareness of the key content of the course. Some understanding of significant design features.</b></p> <p>At this level, it is likely that the text is described rather than assessed, though there may well be simple assertions about its effectiveness.</p>
1 (1 – 2 marks)	<p>Simple descriptions that fail to include any appropriate reference to the impact of the text or simple assertions of the text's effectiveness without any supporting evidence.</p>
0 (0 marks)	<p>No relevant response.</p>