



ASSESSMENT and
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ALLIANCE

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GCE

Communication Studies

Unit CMS6

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ
Kathleen Tattersall: *Director General*

Unit 6: Issues in Communication

Aims

When you are marking scripts your aim should be:

- to identify and reward the achievements of candidates;
- 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 penalise what they don't know.

A specification of this type must recognise the variety of experiences and knowledge that candidates will 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 Studies.

The marking grid

The marking grid is organised according to the specification's Assessment Objectives which are printed above the descriptors. There are five broad levels representing different levels of achievement.

Each level reflects the weighting of Assessment Objectives in particular questions and across the examination as a whole.

Using the grid

Descriptors in italics are generic and relate to all mark schemes drawing on that particular Assessment Objective. Descriptors in roman text are question specific.

You will need to give a mark for each Assessment Objective being tested in a particular question. These marks will then be totalled up for that question. To identify the mark for an Assessment Objective you are required to choose a level which best fits the candidate's response and then 'fine tune' this to give a specific mark from within the level that most accurately describes the candidate's level of achievement for that Assessment Objective.

To do this you will need to decide whether a script is displaying all the characteristics firmly (top of level) or just some (bottom of level) or a mixture (in the middle) as appropriate. If there is evidence of one level's descriptors and the beginnings of the level above, give a mark in the higher level.

To this end you should:

- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
- add up the marks for each Assessment Objective
- put a ringed total in the margin at the end.

This unit tests Assessment Objective A05 (analyse and evaluate different theoretical perspectives in the study of communication).

Question 1(a)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Excellent critical evaluation of the model with appropriate examples. Evidence of insight will be offered. Excellence might be evidenced in range or depth of response.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Confident analysis of the model alongside the nature of communication. Candidates integrate material from other units. Evidence provided enhances arguments.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates focus on the identified components in a systematic and informed way, with reference to practical communication situations. Examples will be well-chosen.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Responses consist of descriptive comment on Jakobson’s ‘list’ of a largely non-specialist sort.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Candidates respond superficially and/or insubstantially to the invitation in the question, typically by describing the model.</p>
0	No relevant response.

Question 1 (b)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates will offer engaged and engaging discussions as to the nature of communication backed up with reference to theoretical or practical examples.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates evaluate the strengths and weaknesses of particular approaches (e.g. Process and Semiotic). They are likely to clarify their arguments by citing practical examples. Analysis of communication and/or theories about it will be significant.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates engage with the key ideas of ‘communication’ and ‘reality’ and offer their own views. There is some evidence of analysis either of theories/approaches or of communication itself.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Some notion of what communication might be with reference to key components and/or theories. Not especially convincing.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Uncritical explanation of the quotation. Little else offered.</p>
0	No relevant response.

Question 2 (a)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

To what extent does the communication technology a person uses make statements about them as an individual? (30 marks)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates respond to the question in the widest context, considering the relationship between new technology and such issues as self-concept, identity and culture. May project potential future development.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates examine a range of technologies and their implications or a number of different impacts/messages. They draw on other units; for example ideas of identity, non-verbal communication, self-esteem.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates focus on items of technology as texts capable of sending messages relevant to their users. Examples will be well-chosen.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Responses simply/largely talk about new communication technologies e.g. mobile telephones, pagers, Internet as simple status symbols/‘cool’ items/indicators of being ‘in touch’ with modern life.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Offers limited (e.g. too literal) response to question, which results in unsupported assertions.</p>
0	No relevant response.

Question 2 (b)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

Have developments in communication technology made people more or less free?

(30 marks)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates respond to the question in the widest context: i.e. consider the impact of technological developments on the nature and substance of our personal, social and working lives. Evaluates significance of technology in this context.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates examine some of the ways in which communication technology influences individual freedom. They integrate a range of relevant material from other units: e.g. self-concept, personal space, culture, identity and surveillance. They adapt existing theories of personal and cultural communication with reference to the question.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>These are competent responses which pay careful attention to key words, using ‘communication technology’ and ‘freedom’ as means of structuring an argument. Candidates examine the impact of new technologies on personal life, in terms of their ability to liberate and/or confine us.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects.</i></p> <p>Descriptive responses which largely offer personal assertions in answer to the question. Strongly individual responses, based on personal experience, which nevertheless offer an implicit response to the question.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Responses lack any real understanding of the terms of reference of the question.</p>
0	No relevant response.

Question 3 (a)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

What is the role of communication in socialisation?

(30 marks)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates fully consider the implication of the question, i.e. the need to interact with others as a primary motivation, communication as social reality. Full evaluation of significance of communication as an agency of socialisation.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates examine in detail the relationship between socialisation and communication. They discuss and analyse the ways in which social integration is achieved and begin to genuinely evaluate its significance.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Responses which focus on the key words of the question, ‘socialisation’ and ‘communication’. Candidates develop an account of some of the ways in which we use communication to ‘access’ society and/or the other functions communication has.</p>
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Descriptive responses which offer simple examples of the significance of communication as a way of involving yourself in the world. These may be fairly general or more tightly focussed, for example, on such matters as language or non-verbal communication.</p>

Level	Descriptor
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Struggles to understand what the question demands.</p>
0	No relevant response.

Question 3 (b)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

What difference might social class or gender or ethnicity make to the style and substance of an individual's communication? (30 marks)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates consider the ideas offered by the question in the broadest theoretical context. They will find examples which enhance their arguments.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates analyse personal and/or cultural contexts in order to explore role of gender/ethnicity/class in determining the character of communication. Integrate material from other units, e.g. language, culture, theoretical perspectives.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates pay careful attention to the key words 'character' and 'individual's communication'. They examine the relationship between communication and demographic variables in an informed way (perhaps in terms of Marxist/Feminist/Post-colonialist positions).</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Largely descriptive accounts which simply list superficially the impact of gender, class or ethnicity on communication. These are essentially non-specialist responses.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Struggles to cope with the demands of the question.</p>
0	No relevant response.

Question 4 (a)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates will respond to the provocation in a confident and engaged way with reference to theoretical or practical examples.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates offer a sound discussion of the implications of McLuhan’s assertion either as a balanced evaluation of advantages and disadvantages or as a strongly argued point of view. Examples of a theoretical and/or practical nature will likely be employed.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates engage with the provocation and offer their own views. There is some evidence of analysis either of the nature of media communication or of the McLuhan quotation.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments.</i></p> <p>Some notion of what media communication is and what it does. Not specially convincing.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Uncritical explanation of quotation. Little else offered.</p>
0	No relevant response.

Question 4 (b)

This unit tests Assessment Objective 5 (analyse and evaluate different theoretical perspectives in the study of communication).

It has been argued in the context of the development of personal communication devices that we are communicating more but not ‘better’. What is your response to this claim?

(30 marks)

Level	Descriptor
5 (25 – 30 marks)	<p><i>Excellent evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communications concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates demonstrate an analytical grasp of the nature of perspectives. Evaluate their significance in a given case. Are able to place analysis in a wider theoretical context. Responses are perceptive, conceptualised, illuminating and open-minded. Relate evaluation to both personal and cultural communication.</i></p> <p>Candidates engage with the debate in the widest sense, providing a theoretical basis for an argument which refers in detail to well-chosen examples. May project future trends in communication technology.</p>
4 (19 – 24 marks)	<p><i>Good evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Confident analysis of perspectives as contexts. Close detailed points. Integration of material from other units. Exploration of relevant key debates in relation to both personal and cultural communication.</i></p> <p>Candidates examine the influences of technology on communication in some detail. They offer a theoretical basis for a consideration of practical problems.</p>
3 (13 – 18 marks)	<p><i>Satisfactory evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Candidates analyse perspectives within the context of key words in question or task. Engage with key debates. Response is supported on its own terms from the whole course. Some evaluative comments tied to status of perspectives. Detailed analysis of some individual examples.</i></p> <p>Candidates address the key words of the question: ‘more’ (quantity) and ‘better’ (quality). Candidates begin to analyse the arguments for example about literacy, face-to-face communication and family/social life.</p>

Level	Descriptor
2 (7 – 12 marks)	<p><i>Limited evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Some evidence of individual response to question or task with general reference to perspectives. Some use of specific relevant content from other units. Broad statements of purpose and effects. Candidates begin to analyse perspectives. Points are illustrated from a range of sources. Broadly evaluative comments..</i></p> <p>Descriptive and generalised responses which see the question only in terms of personal concerns of candidates and are in character non-specialist.</p>
1 (1 – 6 marks)	<p><i>Little evidence of ability to: communicate using categories, forms and uses of communication; demonstrate knowledge of communication concepts, conventions and theories and/or apply techniques of critical reading as appropriate. Limited understanding of the key words. Little understanding of the nature of personal and cultural communication. Simple/generalised/descriptive account. Paraphrasing. Dependent on unassimilated notes.</i></p> <p>Struggles to understand the demands of the question.</p>
0	No relevant response.