



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Communication Studies

Unit CMS3

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AS COMMUNICATION STUDIES**UNIT 3: THEMES IN PERSONAL COMMUNICATION****MARK SCHEME (June 2003)****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 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. You will need to give different marks to levels for different Assessment Objectives.

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.

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 with ✓ or ✓✓, where a single tick indicates merit and a double tick a particularly good point
- identify errors by underlining or placing a cross in the margin
- write a brief summative comment at the end
- 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.

UNIT 3: THEMES IN PERSONAL COMMUNICATION**MARK SCHEME (June 2003)**

This unit tests Assessment Objective 1 (communicate an awareness and understanding of categories, forms and uses of communication in contemporary life using appropriate terminology and accurate and coherent written expression) and Assessment Objective 2 (demonstrate knowledge and understanding of key concepts, conventions and theories in communication study).

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

- 1 It has been claimed that the ability to acquire and use language is an innate capacity unique to human beings. What are the arguments for and against this point of view?**
(30 marks)

Key theories and concepts might include some or all of the following:

Culture, context
Model, purpose
Verbal communication and social difference
Functions of verbal communication
Definitions of language
Distinctions between human and animal communication systems
Relationship between language and thought

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A detailed consideration will be given to both sides of the debate with supporting evidence drawn from research and conceptual material.</p> <p>Awareness of the complexity of the question will be demonstrated by references to the theoretical issues which are raised.</p> <p>Conclusions are likely to be tentative rather than assertive acknowledging the difficulties in resolving issues such as this.</p>	5 (17 – 20 marks)

Unit 3: Themes in Personal Communication. Question 1 continued.

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A good understanding of the notion of ‘innate capacity’ will be evident and evidence will appear on both sides of the debate. Examples and relevant conceptual material will be used to illustrate arguments both for and against the proposition expressed in the question.</p> <p>Answers will demonstrate some familiarity with the defining characteristics of language.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>There will be a sense that the notion of ‘innate capacity’ is reasonably well understood.</p> <p>Some evidence or arguments will be offered both for and against the claim.</p> <p>Conceptual material will be utilised though there may be some limitations.</p>	3 (9 – 12 marks)

Unit 3: Themes in Personal Communication. Question 1 continued.

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates may only tackle one side of the argument or attempt ‘for and against’ arguments in a limited or superficial fashion. Answers may deal with communication in general rather than with language specifically.</p> <p>Some theories/concepts as listed above will be mentioned, but may not be applied appropriately.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little relevant material or reference to theories or concepts.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 2.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

2 Using examples explain how both culture and context influence the ways that people interpret non-verbal communication. (30 marks)

Key theories and concepts might include some or all of the following:

Role, register, perception
 Culture, context and purpose
 Functions of non-verbal communication
 Categories of non-verbal communication
 Paralanguage
 Relationship between verbal and non-verbal communication

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will offer a clear and well informed understanding of the role of culture and context in the interpretation of non-verbal communication.</p> <p>Arguments will be well supported by relevant examples referring to different categories of non-verbal communication.</p> <p>Explanations should include reference to the variables which may affect the role of non-verbal communication in this context, e.g. the context of the conversation, the culture, status or gender of the participants, the purpose of the conversation.</p> <p>Responses will use conceptual material confidently and accurately.</p>	5 (17 – 20 marks)

Unit 3: Themes in Personal Communication. Question 2 continued.

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will offer an explanation of the role of both culture and context that is well supported by examples and wider reference to relevant concepts.</p> <p>It may be, for example, that answers explore other variables influencing the meaning attached to non-verbal acts (e.g. power, status, gender, purpose, communicative competence) for contrastive purposes.</p> <p>Theoretical, conceptual material will be evident.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate a reasonably well-informed understanding of non-verbal communication culture and context.</p> <p>For marks in the upper part of the level there should be some attempt at explanation rather than simple description.</p> <p>Answers will be illustrated with relevant examples and show some grasp of concepts.</p>	3 (9 – 12 marks)

Unit 3: Themes in Personal Communication. Question 2 continued.

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses will demonstrate an understanding of the role of culture and/or context that is at least partially satisfactory.</p> <p>Answers that simply rehearse a list of general or barely relevant points about non-verbal communication are likely to appear at this level.</p> <p>Limited references to key theories or concepts.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little significant material produced.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 3.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

3 Explain and assess the significance of one of the following approaches to the self in the context of communication:

(a) Freud and theories of personality development

(b) Jung and the psyche

(c) Transactional Analysis

(d) the split or divided self.

(30 marks)

Key theories and concepts might include some or all of the following:

Role, perception, culture

Context, model

Self image and self concept

Communication as performance

Ideas about the development of self and personality

Relationship between intrapersonal and interpersonal communication

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Thorough and clear understanding of the chosen approach will be evident.</p> <p>Relevant and well-considered references to concepts and theories as above will demonstrate a critical understanding of the chosen approach in the context of personal communication.</p> <p>Rather more weight given to ‘assess’ than ‘explain’.</p>	5 (17 – 20 marks)

Unit 3: Themes in Personal Communication. Question 3 continued.

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A clear understanding of the chosen approach will be evident with attention paid to both explanation and assessment. The approach will be linked to ‘the context of communication’ with clear and relevant examples.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A reasonable understanding of the chosen approach will be evident with some attempt to assess as well as explain its significance. The answer will, at least, acknowledge the requirement to consider the application of the chosen approach to the ‘context of communication’.</p> <p>Some theoretical knowledge will be evidenced by reference to relevant theories and concepts, as outlined above.</p>	3 (9 – 12 marks)

Unit 3: Themes in Personal Communication. Question 3 continued.

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding of the chosen approach to the self will be evident but may be limited.</p> <p>Answers are likely to rely on simple description with no real grasp of relevant theories and concepts, as outlined above.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited responses showing a very partial or misplaced conception of the chosen approach.</p> <p>No real sense of broader concepts or relevant theory, as outlined above.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 4.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

4 Why is it often difficult for a person to change his or her self concept? What advice could be given to someone who wished to alter his or her self concept? (30 marks)

Key theories and concepts might include some or all of the following:

Role, perception
 Culture, context and model
 Johari Window
 Self image and self concept
 Ideal self, self-esteem
 Transactional analysis
 Self fulfilling prophecy

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A clear and thorough exploration of self concept in the context of the question.</p> <p>Answers will give suitable weight to both aspects of the question and will demonstrate the ability to apply theoretical and conceptual material.</p> <p>Examples will be apposite and carefully integrated into a coherent exposition.</p>	5 (17 – 20 marks)
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will show clear understanding of self concept.</p> <p>Obstacles to change will be identified and discussed with reference to appropriate examples. Advice will draw on the concepts and theories of communication studies.</p> <p>Discussion will be clearly linked to theoretical material and key concepts outlined above as appropriate.</p>	4 (13 – 16 marks)

Unit 3: Themes in Personal Communication. Question 4 continued.

Level	AO1	AO2	Level
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will show a reasonable understanding of self concept with some attempt to address both aspects of the question.</p> <p>References to some of the key theories and concepts outlined above will be offered, but these may not be integrated into a coherent response to the question.</p>	3 (9 – 12 marks)
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited answers which demonstrate only a partial understanding of self concept.</p> <p>Some suggestions and advice may be offered but these are likely to remain at the level of description and/or anecdote.</p> <p>Theoretical grasp will be limited, with few references to the concepts outlined above.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Little relevant material or reference to theories or concepts. Candidates will not address any key terms.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 5.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

5 Using examples discuss the various ways in which membership of social groups can influence the lives of young people. (30 marks)

Key theories and concepts might include some or all of the following:

Role, perception, culture, context
 Group categories (especially *informal*)
 Goals and functions of groups
 Roles in groups and group conflict
 Motivation
 In groups and out groups

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will handle theoretical and conceptual material confidently and relevantly.</p> <p>All of the key terms in the question will be addressed with apposite examples.</p> <p>These answers are likely to exploit contrasting examples to illustrate the diversity of social groups and the variety of relationships between individuals and social groups. Answers may also explore the consequences of non membership (for contrastive purposes).</p>	5 (17 – 20 marks)

Unit 3: Themes in Personal Communication. Question 5 continued.

4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>These responses will be clearly located in the territory of informal group functions, motivations for joining (or not joining) groups and the influences which social groups may have upon their members.</p> <p>Answers will demonstrate some understanding of the complexity of issues raised by the question, perhaps by recognising the different functions or goals of contrasting social groups.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level, responses should acknowledge that this is a question about groups (not just the self).</p> <p>There should be reasonable understanding of the functions of social groups and their possible effects upon their members.</p> <p>Some use will be evident of relevant conceptual material and associated terminology.</p>	3 (9 – 12 marks)

Unit 3: Themes in Personal Communication. Question 5 continued.

2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will show a basic understanding of groups, the motivation for belonging and the functions of groups.</p> <p>Responses at this level will tend to generalise with little or no reference to the specificity of the question.</p> <p>Some reference may be made to theoretical concepts.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited understanding or knowledge of group communication and the reasons for joining groups. Possible misunderstanding of the term ‘social groups’.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 6.

Up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

- 6 It is often the case that individual members of groups have goals that are different from the goals of the group as a whole. How could a successful group leader in a work, school or college situation overcome problems that arise from these differences? (30 marks)**

Key theories and concepts might include some or all of the following:

Role, context, purpose
 Group categories
 Goals and functions of groups
 Roles in groups and group conflict
 Leadership styles
 Motivation and morale
 In groups and out groups

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will demonstrate a clear understanding of the factors that can contribute to differences between, for example, intrinsic and extrinsic goals.</p> <p>Answers will draw on relevant conceptual material to develop a range of tenable solutions to the problem in the context suggested in the question.</p> <p>There will be an understanding of the complexity of the issues raised by the question in, for example, recognising that members of the same group may have different perceptions.</p>	5 (17 – 20 marks)

Unit 3: Themes in Personal Communication: Question 6 continued.

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will show competence and accuracy although range may be limited, especially in terms of technical vocabulary.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will consider the causes and consequences of diverse goals within groups. These may be linked to group development as well as leadership issues.</p> <p>Examples and illustrations will be well integrated in an answer that demonstrates confidence and familiarity with relevant conceptual material.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some understanding of groups and leadership issues will be evident.</p> <p>Some recognition will be evident that groups behave differently and answers which only consider groups generically are not likely to achieve marks at the top of this level.</p> <p>At least some feasible suggestions will be offered linked to an understanding of the appropriateness of different leadership styles in different contexts.</p>	3 (9 – 12 marks)

Unit 3: Themes in Personal Communication: Question 6 continued.

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level will demonstrate a limited understanding of groups, conflicts and leadership. Pre-prepared ‘groups’ answers with minimal reference to the particularity of the question may feature here.</p> <p>Theoretical material may be evident but minimal or only partially understood.</p>	2 (5 – 8 marks)
1 (1 – 2 marks)	<p><i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Confused to the point where communication is impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates show little or no understanding of groups and group leadership issues.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response	0