



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

# Communication Studies

## Unit CMS6

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## UNIT 6: ISSUES IN COMMUNICATION

### 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.

### 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.

**UNIT 6: ISSUES IN COMMUNICATION****MARK SCHEME (June 2003)**

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

**1 (a) What are the principal functions of communication? You should answer with reference to communication in at least two different contexts. (30 marks)**

<b>Level</b>	<b>Descriptor</b>
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>Detailed critical evaluation of the significant functions of communication with appropriate examples. Contexts will likely be well chosen. Quality 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 issue. Candidates will likely 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 potential function in a systematic and informed way, with reference to practical communication situations. Examples will be appropriate.</p>

## Unit 6: Issues in Communication. Question 1 (a) Continued.

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 comments/an annotated ‘list’ of potential functions, some of which are relevant even if 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.</p>
0	No relevant response.

Unit 6: Issues in Communication. Question 1 (b).

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

**1 (b) Explore the theoretical insights you have gained from completing your A2 Communication Studies project. (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 will offer engaged and engaging discussions as to the nature of their learning about communication during their project. This will be done within the secure context of the A level course.</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 their learning in a detailed way. They are likely to clarify their arguments by citing practical examples.</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 reflect on their learning in a relevant way. There is some evidence of analysis either of theories/approaches or of communication itself.</p>

## Unit 6: Issues in Communication. Question 1 (b) continued.

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 their practical experiences. 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>Tells story of project with little or no relevance. Little else offered.</p>
0	No relevant response.

Unit 6: Issues in Communication. Question 2 (a).

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

**2 (a) Do you consider the relationship between communication and technology to be a complimentary one? You should answer with specific examples. (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 technology and such issues as self-concept, identity and efficiency. 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 contexts (for example interpersonal or professional). They may 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 may focus on items of technology or their implications. Examples will be well-chosen.</p>



## Unit 6: Issues in Communication. Question 2 (a) continued.

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 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.

## Unit 6: Issues in Communication. Question 2 (b).

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

**2 (b) What are the advantages and disadvantages of e-mail when compared with other forms of communication such as:**

- letter writing;
- telephone conversations; and
- text messaging.

**(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. evaluate across a range of ‘fields’ such as ‘efficiency’, ‘integrity’, ‘status’, ‘intimacy’. Creates context for this evaluation.</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 compare and evaluate the given examples in a detailed and relevant way. They make informed comparisons which shows evidence of a specialist knowledge, vocabulary or agenda.</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, as means of structuring an argument. Candidates make competent comparisons.</p>

## Unit 6: Issues in Communication. Question 2 (b) continued.

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.

Unit 6: Issues in Communication. Question 3 (a).

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

**3 (a) What relationship is there between socialisation and perception? To what extent does what we ‘see’ depend on how we are socialised? (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. ‘seeing’ the world as a primary motivation, perception as a means to reality. Full evaluation of significance of socialisations as a perceptual filter/set of filters.</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 perception. They will begin to discuss and analyse the ways in which social context determines what and how we see.</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 ‘perception’. Candidates develop an account of some of the ways in which how we are socialised affects how we perceive things.</p>

## Unit 6: Issues in Communication. Question 3 (a) continued.

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 responses which offer simple examples of the significance of perception and/or socialisation as a way of involving yourself in the world. These may be fairly general or more tightly focussed.</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 what the question demands.</p>
0	No relevant response.

Unit 6: Issues in Communication. Question 3 (b).

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

**3 (b) “Male-female conversation is cross-cultural communication. [...] From the time they’re born, they’re treated differently, talked to differently, and talk differently as a result”.**

**Deborah Tannon**

**Do you agree? Provide examples to support your answer.**

**(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 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 ‘culture’ and ‘gender’ and ‘difference’. They examine the relationship between communication and gender in an informed way.</p>

## Unit 6: Issues in Communication. Question 3 (b) continued.

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 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.

## Unit 6: Issues in Communication. Question 4 (a).

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

**4 (a) The artist Andy Warhol once suggested that: “in the future everyone will be famous for fifteen minutes”. What does a fascination with fame and celebrity communicate about contemporary culture? (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 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 Warhol’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 meaning of ‘celebrity’ or the needs of an audience.</p>



## Unit 6: Issues in Communication. Question 4 (a) continued.

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>Limited discussion of issues. 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 quotation. Little else offered.</p>
0	No relevant response.

Unit 6: Issues in Communication. Question 4 (b).

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

**4 (b) How do opinion leaders shape the public’s view of conflict? In your answer you may consider conflict between individuals, groups or nations. (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.</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 opinion leaders on ‘opinion’. 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. Their examples are likely to be less assured.</p>

## Unit 6: Issues in Communication. Question 4 (b) continued.

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.