



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

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.

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

1 (a) “Context is all.”

Margaret Atwood: *The Handmaid’s Tale*

Explore the significance of context within acts of 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>Detailed critical evaluation of the proposition with appropriate examples. Evidence of insight is offered. 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 proposition 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 component in a systematic and informed way, with reference to practical communication situations. Examples are well-chosen.</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 comment on the importance of context in a largely non-specialist way.</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 reworking 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) It has been claimed that it is impossible for anyone to say anything at all without revealing their beliefs. Is all communication necessarily ideological? (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 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 ideological nature of communication. They are likely to clarify their arguments by citing practical examples. Analysis of communication and/or theories about it are 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 ‘ideology’ and ‘communication’ and offer their own views. 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 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 question. 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) To what extent does communication technology give people power? (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 ‘power’.</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, status of sender, 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 potentially ‘powerful’. Examples are 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 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.

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) Examine the impact of the Internet on the way information is accessed and processed.
(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 Internet 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 the Internet has been influential. 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 ‘access and process’ as a means of structuring an argument.</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) The philosopher Aristotle suggested that human beings are social animals. What role does communication play in making people “social”? (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 focus on the key words of the question, ‘social’ 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>

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 communication as a way of involving yourself in the world. These may be fairly general or more tightly focused, for example, on such matters as language or non-verbal communication.</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) What do you consider to be the most significant agents of socialisation? In your answer you should consider groups, individuals and social institutions. (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 find examples that 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 evaluate a list of potential agencies of socialisation. They are likely to integrate material from other units, e.g. rôle modeling, ideal self, stereotyping, ideology, 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 ‘agents’ and ‘socialisation’ and conduct a competent discussion of their relative relationship.</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 obvious agencies of socialisation. 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) Examine, with evidence from any medium, the current state of “News” as a mode of communication. You may wish to consider one or more of the following:

- **content;**
- **style;**
- **format;**
- **accessibility;**
- **status.**

(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 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 state of News 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 are likely to 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 question and offer their own views. There is some evidence of analysis.</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>Some notion of what News is and what it does. 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 what News is. 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) Over the years many languages have gone into decline and some have disappeared completely. Discuss the forces that can threaten the existence of languages and the reasons why many native speakers want to protect and preserve their language

(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.</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 functions of language 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. Candidates begin to analyse the arguments, for example about the nature of language and its functions.</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.