

GCE 2004  
*June Series*



## Mark Scheme

### Communication Studies (CMS3)

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell Director General*

**AS COMMUNICATION STUDIES****UNIT 3: THEMES IN PERSONAL COMMUNICATION (CMS3)****MARK SCHEME (JUNE 2004)****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 of each answer.

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 In a conversation, how is information about role, status and power exchanged by the ways in which language is used? (30 marks)**

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

Perception, culture, context

Role, register, purpose

Verbal and non-verbal communication and social difference

Functions of verbal communication

Paralanguage

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 is 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 confident, well-informed understanding of the relationship between language, role, status and power is evident. Answers are clearly focused on conversation as a context and language as a medium, though relevant supplementary material on non-verbal signs accompanying speech, e.g. paralanguage, can also be rewarded.</p> <p>Responses at this level illustrate theoretical points with apposite, clearly expressed examples.</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 shows 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>Some understanding of the scope of the question is demonstrated, possibly through the use of contrasting examples and perspectives. Answers show some awareness of the difference between role, status and power, and these are explored in the context of the question.</p> <p>Theoretical, conceptual material is evident and the focus of the answer is on verbal codes and conversation.</p>	4 (13 – 16 marks)

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

Level	AO1	AO3	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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level show a reasonable understanding of the relationship between language, role, status and power, but there may be some tendency to conflate the latter three. Answers that deal exclusively with non-verbal communication do not normally receive more than 9-10 marks. At least two appropriate examples are expected for marks at this level, but the effective use of conceptual material may compensate for absence of relevant examples (or vice versa).</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>Candidates may offer a confused or uncertain account of the ways in which information is exchanged in conversations. Key terms in the question are not fully grasped. Some theories/concepts as listed above are mentioned, but may not be applied appropriately. For marks of 7-8 there should normally be some acknowledgement that the form of communication may be inflected in responses to context and/or relationships.</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 In the context of personal communication explain how individuals may use non-verbal communication to:**

- persuade;
- show feelings;
- demonstrate power.

**(30 marks)**

Key theories and concepts might include some or all of:

Register, perception, culture, context and purpose  
 Functions of non-verbal communication  
 Categories of non-verbal communication  
 Paralanguage

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 is 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 offer a clear and well informed understanding of all three functions of non-verbal communication listed in the question. Answers are well supported by relevant examples. There is reference to the roles of different categories of non-verbal communication.</p> <p>Explanations include reference to other variables that may affect the interpretation of non-verbal communication, e.g. context, culture, status, gender. Responses use conceptual material confidently and accurately.</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 shows 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 offer a good account of use by individuals of non-verbal communication to carry out the three functions listed in the question. It is likely that some reference is made to other variables that may influence the selection and use of non-verbal categories.</p> <p>Theoretical, conceptual material is evident and illustrated by some appropriate examples.</p>	4 (13 – 16 marks)

## Unit 3: Themes in Personal Communication. Question 2 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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a reasonably well-informed understanding of the functions of non-verbal communication, though some of those listed may not be fully understood. For marks in the upper part of this level there should be some attempt at explaining rather than simple description.</p> <p>Candidates may produce responses that do not deal with all three functions given in the question, but there should be reference to more than one of the relevant categories of non-verbal communication (e.g. facial expression and paralanguage).</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>Answers show some understanding of the categories and forms of non-verbal communication, but these may not be expressed within the terms set by the question. Examples are likely to be restricted to only one or two of the functions listed. 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 The Johari Window is a model of the changing self in the context of an individual's relationships with others. What are the strengths and limitations of this model?**

**(30 marks)**

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

Role, culture, context, model  
 Johari Window  
 Self image and self concept  
 Ideal self, self esteem  
 Communication as performance  
 Self-fulfilling prophecy

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
5 (9 – 10 marks)	<i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i>  Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.	<i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i>  Thorough and clear understanding of the Johari Window itself and its significance in the study of intrapersonal and interpersonal communication is evident. There is a clear, balanced focus on the evaluative aspect of the question, with other models or theoretical perspectives used for comparative purposes. The criteria used for assessing strengths and limitations are made explicit. Responses use conceptual material confidently and accurately.	5 (17 – 20 marks)
4 (7 – 8 marks)	<i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i>  Language use shows competence and accuracy, although range may be limited, especially in terms of technical vocabulary.	<i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i>  A good understanding of the Johari Window itself and its significance in the study of intrapersonal and interpersonal communication is evident. Strengths and limitations are identified, perhaps by reference to alternative models or approaches. Theoretical, conceptual material is evident, with some acknowledgement likely of criteria for the assessment of strengths and limitations.	4 (13 – 16 marks)

## Unit 3: Themes in Personal Communication. Question 3 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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate some understanding of the Johari Window though, for marks of 9-10, this may be more descriptive than analytical or evaluative. Answers that offer relatively simple and/or unsubstantiated assessments of the model's worth do not normally receive marks above 9-10. Some theoretical knowledge is evidenced by some reference to relevant theories and concepts, as outlined above, though shortcomings here may be compensated for by the quality of examples.</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>Understanding of the Johari Window is evident but may be limited, for example by neglecting the dynamic aspects of the model and/or those that relate to interpersonal communication. Answers are likely to rely on simple description without establishing even implicit criteria for evaluation. 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>Very limited responses showing a very partial or misplaced understanding of Johari Window.</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 How and why do individuals present different aspects of the self when communicating with others?** (30 marks)

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

Role, culture, context, purpose  
 Johari Window, Transactional Analysis  
 Self image and self concept  
 Communication as performance  
 Self-fulfilling prophecy  
 Development of self and personality

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 is 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 confident explanation of the relationship between intra and interpersonal communication. Relevant well considered reference is made to at least two theoretical models with a strong focus on both ‘how’ and ‘why’. It is likely that answers at this level reflect on the nature of key terms such as ‘the self’.</p> <p>Thoughtful examples are clearly illustrative of relevant theoretical material.</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 shows 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 show a good understanding of the relationship between intra and interpersonal communication. Sound examples are offered in an attempt to explore this relationship with a balanced consideration of both ‘how’ and ‘why’.</p> <p>Discussion is 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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates show a reasonable understanding of the relationship between intra and interpersonal communication. Some examples are offered in an attempt to explore this relationship. Marks of 11-12 are normally supported by some consideration of ‘the self’.</p> <p>References to some of the key theories and concepts outlined above are offered, but these may not be wholly appropriate, with answers tending to concentrate on either ‘how’ or ‘why’.</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 no more than partial understanding of the relationship between intra and interpersonal communication. Responses are likely to rely heavily on anecdotal material as evidence.</p> <p>Theoretical grasp is 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 do 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 “The most effective leaders are able to adapt their style to suit the demands of the particular task in hand.”**

**Discuss this view in relation to groups with which you are familiar. (30 marks)**

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

Role, register, purpose  
 Group categories  
 Goals and functions of groups  
 Roles in groups and group conflict  
 Leadership styles and issues  
 Personality differences  
 Motivation

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 is 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 understanding is evident of the links between leadership style and the goals, function and composition of groups. It is likely that answers at this level reflect on the phrase ‘most effective’ and that examples offer clear contrasts between different types of group and approaches to leadership. Conceptual material handled confidently and competently.</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 shows 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>Responses show a good understanding of the links between leadership style and the goals, function and composition of groups. Answers demonstrate some understanding of the complexity of issues raised by the question, perhaps by recognising the different functions or goals of contrasting groups. Some discussion of effectiveness is supported by contrasting examples.</p>	4 (13 – 16 marks)

## Unit 3: Themes in Personal Communication. Question 5 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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some competence is evident in identifying different leadership styles and their relationship to the goals and functions of groups. Examples are relevant and, for marks of 11-12, there is normally some recognition of the diversity of groups.</p> <p>Some use is evident of relevant conceptual material and associated terminology.</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>Answers show a basic understanding of groups and leadership styles. Answers at this level may be very generalised, with minimal attention to the specificity of the question. Some recognition of different styles of leadership is normally evident to support marks of 7-8. Reference to theoretical concepts is limited or only partially relevant.</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>Very limited understanding or knowledge of group communication.</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 How do formal groups differ from informal groups in terms of their characteristic forms of communication? (30 marks)**

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

Group categories  
Goals and functions of groups  
Stages in the development of groups  
Roles in groups and group conflict  
Leadership styles  
Motivation and morale  
Intra group communication

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 is 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 offer a thoroughgoing description and analysis of the distinctions between formal and informal groups, with particular attention given to characteristic forms of communication. There is a clear understanding of the diverse and dynamic nature of groups in the context of the question. Well informed theoretical discussion is supported by relevant and clearly contrasting examples.</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 shows 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>Answers offer an accurate description and some analysis of the distinctions between formal and informal groups, with particular attention given to characteristic forms of communication.</p> <p>There is also evidence that the candidate has grasped relevant conceptual issues raised by the question. Examples and illustrations are related to contrasting categories and forms of group.</p>	4 (13 – 16 marks)

## Unit 3: Themes in Personal Communication. Question 6 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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some understanding of the distinction between formal and informal groups is evident, though there may not be attention to characteristic forms of communication.</p> <p>At least some examples are offered. There is an attempt to relate them to formal and informal groups, but these examples may be descriptive and/or anecdotal rather than analytical. Theoretical understanding may compensate for inadequate examples or vice versa.</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>Answers at this level demonstrate a limited understanding of the difference between formal and informal groups. It is likely that limited attention is paid to forms of communication in answers that tend to generalise or simplify. Pre-prepared ‘groups’ answers with very little reference to the specificity 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 group communication.</p>	1 (1 – 4 marks)
0	No relevant response.	No relevant response	0