

GCE 2005  
*January 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*

**UNIT 3: THEMES IN PERSONAL COMMUNICATION (CMS3)****MARK SCHEME (JANUARY 2005)****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 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.

**UNIT 3: THEMES IN PERSONAL COMMUNICATION****MARK SCHEME (JANUARY 2005)**

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

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

**1 It has been claimed that our language has a powerful influence on the ways in which we think about the world.**

**Using examples, explain the arguments either for or against this point of view.**

**(30 marks)**

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

Perception, culture, context, register

Verbal and non-verbal communication and social difference

Categories and functions of verbal and non-verbal communication

Relationship between language and thought

Relationship between verbal and non-verbal 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>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide and confident use of vocabulary with technical terms used appropriately. Work is well structured and presented with support from a range of appropriate examples and illustrations.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A well-informed, well illustrated discussion that develops a convincing argument either for or against the proposition. Examples are apposite and clearly relevant to the debate suggested by the question.</p> <p>Awareness of the complexity of issues raised by the question is demonstrated by confident, assured handling of conceptual material.</p>	5 (17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Answers are specific, analytical and selective. Responses at this level show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a sound grasp of the ideas and examples typically associated with this debate. A reasonably convincing and well supported argument is developed either for or against the proposition.</p> <p>Answers in the range 15-16 show a clear ability to engage with the question at a theoretical level.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is fluent with few significant errors. Technical vocabulary is employed with reasonable accuracy and appropriateness. An attempt to structure the response is evident.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a reasonable understanding of the proposition. Marks in the range 9-10 may reflect a limited familiarity with the terms of the debate.</p> <p>Shortcomings in conceptual awareness may be balanced by the use of appropriate 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>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses offer partial or simplistic accounts of the relationship between language and thought. Some answers at this level may deal with non-verbal communication rather than language.</p> <p>Examples may be undeveloped or anecdotal. Some theories/concepts as listed above are mentioned, but may not be applied appropriately.</p>	2 (5 – 8 marks)

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

1 (1 – 2 marks)	<i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i>  Communication severely impeded.	<i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i>  Little relevant material or reference to theories or concepts.	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 How does gender affect the uses of non-verbal communication in personal communication? (30 marks)**

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

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

Note: Answers should focus on nvc rather than language, but relevant discussion of the relationship between verbal and non-verbal communication in the context of the question should be rewarded.

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>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide and confident use of vocabulary with technical terms used appropriately. Work is well structured and presented with support from a range of appropriate examples and illustrations.</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 focused account which is able to apply knowledge of non-verbal categories and functions to specifically gender related contexts.</p> <p>Examples are relevant and appropriate with effective use made of conceptual material. At this level, answers are likely to explore wider issues raised by the question and/or discuss the comparative influence of alternative variables.</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>Answers are specific, analytical and selective. Responses in this level show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a good grasp of non-verbal communication with well informed discussion of the significance of gender.</p> <p>Answers in the range 15-16 are conceptually informed, with consideration given to other variables such as power, status, class, culture and context.</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 use is fluent with few significant errors.</p> <p>Technical vocabulary is employed with reasonable accuracy and appropriateness. Some attempt to structure the response is evident.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers demonstrate a reasonably well informed understanding of the links between gender and the uses of non-verbal communication. For marks in the upper part of this level there should normally be at least two clearly identified examples of non-verbal cues related to gender.</p> <p>Quality of examples may compensate for conceptual shortcomings 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>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses demonstrate only limited understanding of the terms in the question. Generalised overviews or lists of non-verbal communication with little or no reference to gender may feature at this level. For marks of 7-8 implicit awareness is demonstrated by the use of examples or by limited reference 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>Communication severely 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 How can a person’s role or roles influence their self concept? (30 marks)**

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

Role, culture, context, perception, model  
 Transactional analysis  
 Self image and self concept  
 Ideal self, self esteem  
 Communication as performance  
 Self-fulfilling prophecy

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide-ranging and confident use of vocabulary with technical terms used appropriately. Work is well structured and presented with support from a range of appropriate examples and illustrations.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Thorough and clear understanding of self concept is evident, supported by relevant and contrasting examples.</p> <p>Descriptions are full and accurate and the discussion is well-informed with clearly contrasting key factors identified.</p> <p>Responses use conceptual material confidently and accurately and some consideration of the nature of ‘influence’ may be expected.</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>Answers are specific, analytical and selective. Responses show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A clear understanding of self concept and its relationship to role is evident, with some appropriate supporting examples.</p> <p>Relevant references are made to theories and concepts with points of contrast and comparison supporting marks in the upper part of the level.</p>	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 use is fluent with few significant errors.</p> <p>Technical vocabulary is employed with reasonable accuracy and appropriateness. Some attempt to structure the response is evident.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate an understanding of self concept, together with a reasonably well-informed assessment of the influence of role.</p> <p>Discussion may be limited, but at least some theoretical knowledge is evident, though particularly apposite examples may compensate for shortcomings in this department.</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>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding of self concept is evident but may be limited. Answers are likely to rely on simple description with no real grasp of relevant theories and concepts, as outlined above.</p> <p>‘Key factors’ may be simplistic, undeveloped or of only partial relevance.</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>Communication severely impeded</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited responses showing a very partial or misplaced understanding of self concept.</p> <p>No real sense of broader concepts or theory, as outlined above. Inappropriate or absent examples.</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 It has been argued that all communication is ‘just an act’. Discuss this view of intrapersonal communication. (30 marks)**

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

Role, culture, context, perception  
 Register, purpose  
 Self image and self concept  
 Relationship between intrapersonal communication and interpersonal communication  
 Communication as performance

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>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide and confident use of vocabulary with technical terms used appropriately. Work is well structured and presented with support from a range of appropriate examples and illustrations.</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 performative theories of communication. Relevant, well considered reference is made to contrasting theoretical approaches with a strong focus on key words in the question.</p> <p>Thoughtful examples are clearly illustrative of relevant theoretical material. The best answers may challenge formulations in the question, for example, communication is ‘just an act’.</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>Answers are specific, analytical and selective. Responses show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</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 argument expressed in the question. The discussion is well supported by appropriate examples and, for marks in the range 15-16, confident use of conceptual material.</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 use is fluent with few significant errors.</p> <p>Technical vocabulary is employed with reasonable accuracy and appropriateness. Some attempt to structure the response is evident.</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 intrapersonal communication, but may approach the question without explicit reference to theories of performative communication.</p> <p>References to some of the key theories and concepts outlined above are offered, but these may not be wholly appropriate. Answers tend to be descriptive rather than analytical.</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>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited answers that demonstrate no more than partial understanding of the statement in the question. Responses are likely to rely heavily on anecdotal material as evidence, but examples must have some relevance for marks of 7-8.</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>Communication severely 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 5.**

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

- 5** “As leader, it is my job to prevent all arguments, disputes and disagreements. We must all pull together without dissent and with no questioning of my authority.”

**What are the advantages and disadvantages of this approach to group leadership?**

**(30 marks)**

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

Role, context, culture, purpose, model  
 Group categories  
 Goals and functions of groups  
 Roles in groups and group conflict  
 Leadership styles and issues  
 Personality differences  
 Motivation  
 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>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide-ranging and confident use of vocabulary with technical terms used appropriately. Work is well structured and presented with support from a range of appropriate examples and illustrations.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers handle theoretical and conceptual material confidently and relevantly with a clear focus on the merits of autocratic leadership. Both advantages and disadvantages are considered in a range of contrasting situations. Due weight is given to other potentially contributing factors such as the nature of goals, type of group, etc.</p> <p>At this level candidates may be expected to discuss autocratic leadership in relation to other leadership styles.</p>	5 (17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Answers are specific, analytical and selective. Responses at this level show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses demonstrate a good understanding of leadership styles in general and autocratic leadership in particular. Examples are relevant and appropriate.</p> <p>For marks in the 15-16 range conceptual material is used confidently.</p> <p>Answers demonstrate some understanding of the complexity of issues raised by the question, perhaps by recognising the different goals or composition of contrasting groups.</p>	4 (13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is fluent with few significant errors.</p> <p>Technical vocabulary is employed with reasonable accuracy and appropriateness. Some attempt to structure the response is evident.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some competence is evident in assessing the strengths and weaknesses of autocratic leadership. There may be some tendency towards unsubstantiated assertion rather than carefully developed argument.</p> <p>Answers that treat groups generically do not normally receive marks above 9-10 unless there are particularly strong redeeming features elsewhere in, for example, the use of conceptual material or apposite examples.</p>	3 (9 – 12 marks)

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

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</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. Some reference may be made to theoretical concepts, but it is unlikely that answers compare different types of group or goals in the context of the question.</p> <p>Pre-prepared answers with minimal reference to the specificity of the question may feature at this level.</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>Communication severely impeded.</p>	<p><i>Candidates demonstrate little knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited understanding or knowledge of leadership in the context 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 Using examples, explain why informal groups sometimes exclude certain people from membership. (30 marks)**

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

- Perception, culture, context, model
- Group categories
- Goals and functions of groups
- Stages in the development of groups
- Roles in groups and group conflict
- In groups and out groups, boundary marking

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>Work is excellent with evidence of some originality. Sophisticated and secure use of language is unimpeded by errors of grammar, punctuation or spelling.</p> <p>Candidates demonstrate a wide-ranging and confident use of vocabulary with technical terms used appropriately. Work is well structured and represented with support from a range of appropriate examples and illustrations.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates develop explanations that rely on a range of relevant theoretical material. At this level, explicit reference to contrasting conceptual approaches is expected.</p> <p>Examples are well integrated into a thoughtful and thorough discussion.</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>Answers are specific, analytical and selective. Responses at this level show a sound use of language with few errors.</p> <p>Vocabulary is used confidently with technical terminology employed where appropriate. Work is presented with a clear underlying structure and appropriate illustration.</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a good understanding of informal groups and the reasons for strategies of exclusion. Examples are used to illustrate contrasting explanations.</p> <p>There is also evidence that the candidate has grasped relevant conceptual issues raised by the question.</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 use is fluent with few significant errors.</p> <p>Technical vocabulary is employed with reasonable accuracy and appropriateness. Some attempt to structure the response is evident.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level show some competence in discussing informal groups and the reasons for excluding members. Theoretical awareness may be limited. Answers that only consider groups generically are not likely to achieve marks at the top of the level.</p> <p>At least some examples are offered, but these may be discussed at only a descriptive and/or anecdotal level.</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>Answers tend to be superficial and unclear, with errors of grammar, spelling and punctuation likely to impede understanding.</p> <p>Little or no attempt is made to use appropriate technical terms. A structure should still be apparent, although this may be flawed or inappropriate.</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 group communication. Pre-prepared ‘groups’ answers with minimal reference to the specificity of the question may feature here.</p> <p>Theoretical material may be evident but 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>Communication severely 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