



General Certificate of Education

Communication Studies 5626/6626

CMS3

Mark Scheme

2006 examination - January series

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.

UNIT 3: Themes in Personal Communication (CMS3)

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 do not 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.

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 Discuss the view that every conversation includes exchanges of information about power.
(30 marks)

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

- Perception, culture, context
- Register, purpose, role
- Verbal and non-verbal communication and social difference
- Categories and functions of verbal and non-verbal communication
- Relationship between verbal and non-verbal communication

Note: Answers may deal with ‘conversations’ either from a purely verbal point of view or may consider both verbal and non-verbal components. Either approach is acceptable though responses which deal only with non-verbal communication will not normally receive marks above mid Level 3.

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>Answers at this level demonstrate a confident understanding of issues raised by the question with a clear focus on power. Theoretical and conceptual material is well-integrated into a discussion that is likely to consider the significance of power in relation to other variables such as context, culture and gender.</p> <p>Examples are apposite and clearly relevant to the debate suggested by the question.</p>	(17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use 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 at this level demonstrate a sound grasp of the factors that influence the form of interpersonal communication. Contrasting examples of ‘power’ are used to illustrate a well-informed discussion.</p> <p>Answers in the range 15-16 show a clear ability to engage with the question at a theoretical level.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 demonstrate a reasonable understanding of the proposition expressed in the question. ‘Power’ is addressed, but may be seen in relatively simple terms. Marks in the range 9-10 may reflect a limited familiarity with the terms of the debate, but for marks of 11-12 contrasting examples are likely to be evident.</p> <p>Shortcoming in conceptual awareness may be balanced by the use of appropriate examples.</p>	(9 – 12 marks)

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

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level offer partial or simplistic responses to the contention expressed in the question. Some answers at this level may deal exclusively with non-verbal communication.</p> <p>Some theories/concepts as listed above are mentioned, but may not be applied appropriately.</p>	(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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	(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 Some of our non-verbal communication could be categorised as intentional and some as unintentional. Using examples, show how both of these categories can contribute to 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
 Relationship between verbal and non-verbal communication
 Non-verbal leakage

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 focused account which is able to relate knowledge of non-verbal categories and functions specifically to intentionality.</p> <p>Examples are relevant and appropriate with effective use made of conceptual material.</p> <p>At this level, answers are likely to explore wider issues raised by the question and/or discuss the comparative influence of other contributory factors.</p>	(17 – 20 marks)

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

Level	AO1	AO2	Level
<p>4 (7 – 8 marks)</p>	<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 demonstrate a good grasp of non-verbal communication in personal communication with an informed discussion of intentionality.</p> <p>Answers in the range 15-16 are conceptually informed, with a clear and well-illustrated understanding of the distinction between intentional and unintentional non-verbal acts. In the range 13-14, answers may favour detailed, accurate description over analysis and explanation.</p>	<p>(13 – 16 marks)</p>
<p>3 (5 – 6 marks)</p>	<p><i>Candidates communicate competent 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>At this level answers demonstrate a reasonably well-informed understanding of the role of non-verbal communication. For marks in the upper part of the level, some reference to intentionality is evident, though this may take the form of simple description on non-verbal leakage. Quality of examples may compensate for conceptual shortcomings or vice versa.</p>	<p>(9 – 12 marks)</p>

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

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</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 intentionality may feature at this level.</p> <p>For marks of 7-8 implicit awareness is demonstrated by the use of examples or by limited reference to key theories or concepts.</p>	(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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	(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 It has been suggested that we have different selves or identities as we move between different roles and different situations. Do you agree with this view?

(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
- Development of self and personality
- 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>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>Thorough and clear understanding of the implications of the question. The influence of role and context on the nature of ‘self’ is explored with reference to a number of theories and concepts outlined above.</p> <p>Responses use conceptual material confidently and accurately and some indication of the criteria used to agree or disagree with the statement.</p>	(17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use 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>A good understanding of self and identity is evident, with some appropriate supporting examples. For marks in the range 15-16, this understanding is incorporated into a discussion of ‘different selves’ in ‘different roles and situations’.</p> <p>Relevant references are made to theories and concepts with some justification for agreeing or disagreeing with the statement.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 should demonstrate an understanding of self and identity, but at this level candidates may struggle with the implications of the statement in the question.</p> <p>However, for marks in the range 11-12, some acknowledgment is likely of arguments that the ‘self or identity’ may not be fixed.</p> <p>Arguments (‘<i>Do you agree...</i>’) may be limited but at least some theoretical knowledge is evident, though particularly apposite examples may compensate for shortcomings in this department.</p>	(9 – 12 marks)

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

<p>2 (3 – 4 marks)</p>	<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. Does not meet the standard expected of AS study.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding of intrapersonal communication 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>Answers may be generalised with some reference to ‘self and identity’ but with limited acknowledgement of the specificity of the question.</p>	<p>(5 – 8 marks)</p>
<p>1 (1 – 2 marks)</p>	<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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	<p>(1 – 4 marks)</p>
<p>0</p>	<p>No relevant response.</p>	<p>No relevant response.</p>	<p>0</p>

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 might a knowledge and understanding of intrapersonal communication make someone a better communicator? (30 marks)

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

Role, culture, perception

Register, purpose, model

Self image and self concept

Relationship between intrapersonal 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>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 thorough and well-informed explanation of intrapersonal communication. At this level, candidates offer a wide-ranging discussion of the relationship between an understanding of underlying principles and communication as skilled performance.</p> <p>Thoughtful examples are clearly illustrative of relevant theoretical material. The best answers may challenge the basis of the question and deny the practical usefulness of a ‘knowledge and understanding of intrapersonal communication’.</p>	(17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use 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 sound grasp of intrapersonal communication supported by references to a number of the theories and concepts outlined above. There is some attempt to evaluate the usefulness of the examples given in relation to becoming a better ‘communicator’. In the range 13-14 answers may tend to assert rather than argue and explain points in relation to ‘usefulness’.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 intrapersonal communication but the concept may be explained within a fairly narrow frame of reference. For marks in the range 11-12 there is likely to be some acknowledgement of the evaluative dimension to the question (‘<i>How might...</i>’), but at this level descriptive material usually predominates.</p>	(9 – 12 marks)

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

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</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 proposition 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>	(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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	(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 Compare two groups with which you are familiar, one of which is task-orientated and the other socio-emotional. Show how the patterns of communication are different in these two groups. (30 marks)

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

- Role, context, purpose, model
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles and issues
- Intra group communication

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language 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 handle theoretical and conceptual material confidently and relevantly with a clear focus on distinctions between the two types of group and the implications for characteristic forms of communication.</p> <p>Examples are relevant and clearly contrasting. The discussion demonstrates an awareness of the diversity and complexity of group forms and group communication.</p>	(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>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 demonstrate a good understanding of both task-orientated and socio-emotional groups. Examples are relevant and appropriate.</p> <p>For marks in the 15-16 range conceptual material is used confidently and accurately. At this level, there is some recognition that ‘patterns of communication’ carries an implication of variety and diversity.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 show a reasonable understanding of group communication and there is some attempt to distinguish between the two types of group. There may, however, be some errors in the interpretation of key terms, especially task-orientated and socio-emotional. 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>	(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>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</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 group communication.</p> <p>Some limited reference may be made to theoretical concepts but it is unlikely that answers at this level are able to compare different types of group or goals in the context of the question.</p>	(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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Unit 3: Themes in Personal Communication. Question 6.

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

- 6 It has been argued that conflict within groups and between groups can be beneficial. Discuss the strengths and weaknesses of this argument. (30 marks)**

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

Perception, culture, context, role

Group categories

Goals and functions of groups

Stages in the development of groups

Roles in groups and group conflict

Leadership styles

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>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 develop explanations which rely on a range of relevant theoretical material. At this level, answers indicate the criteria used for the identification of strengths and weaknesses.</p> <p>Examples are well integrated into a thoughtful and thorough discussion with reference to both ‘within groups’ and ‘between groups’.</p>	(17 – 20 marks)

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

Level	AO1	AO2	Level
4 (7 – 8 marks)	<p><i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use 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 show a good understanding of conflict in the context of the question. Examples are used to illustrate contrasting explanations, but in the range 13-14 there may be some tendency to over-generalise, for example in the application of stages of group development. Marks of 15-16 suggest that all aspects of the question are dealt with (<i>within/between, strengths/weaknesses</i>).</p> <p>There is evidence that the candidate has grasped relevant conceptual issues raised by the question.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate competent 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 some competence in discussing group conflict but may have difficulties in identifying the beneficial aspects. Theoretical awareness may be limited and 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>	(9 – 12 marks)

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

Level	AO1	AO2	Level
2 (3 – 4 marks)	<p><i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Limited in terms of its linguistic competence and/or its command of the language of the subject. Does not meet the standard expected of AS study.</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. There is minimal reference to the specificity of the question.</p> <p>Theoretical material may be evident but only partially understood.</p>	(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>These are answers which are too short to constitute a serious response or which completely misinterpret the question or which reveal no knowledge of the module.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response	0