



## General Certificate of Education

# Communication Studies 5626/6626

*CMS3*

## Mark Scheme

*2005 examination - June 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 Three – 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 What are the differences between verbal and non-verbal communication? You should consider both the functions and forms of communication. (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 (nvc) and social difference
- Functions of verbal and nvc
- Categories of nvc
- 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 differences between verbal and nvc. Answers demonstrate sound awareness of both functions and forms and these are exemplified accurately. It is likely there is some consideration of the relationship between verbal and non-verbal elements of personal communication and/or discussion of variables such as context and culture.</p> <p>Responses at this level handle conceptual material confidently and relevantly.</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>Some understanding of the scope of the question is demonstrated, possibly through the use of contrasting examples. Answers show an understanding of the functions or uses of communication and an awareness of these in relation to verbal and nvc.</p> <p>Answers in the upper part of this band are able to engage with the question at a theoretical level, perhaps by discussing the distinguishing characteristics of language.</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 are able to make reasonably proficient distinctions between verbal and nvc at a descriptive level with at least some attempt at a conceptual or analytical approach. Responses may not deal adequately with ‘functions’. Answers that deal exclusively with non-verbal communication do not normally receive more than 9-10 marks.</p> <p>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>	(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>Candidates may offer a partial or uncertain account of the differences with progress made only at the level of description. For marks in the range 7-8 examples are relevant. Key terms in the question are not fully grasped.</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>Little relevant material or reference to viable differences between verbal and nvc.</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 Observations of non-verbal communication often lead to perceptions of other people which may be faulty. Using examples, explain how and why this is the case. (30 marks)**

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

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

Note: Answers to this question may incorporate material from the *Intrapersonal Communication* section. If this material is relevant and appropriate it should receive credit.

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 thorough understanding of perception in the context of the question. A number of valid causes and examples of ‘faulty perception’ are identified. Discussion ranges across a variety of non-verbal categories (though a comprehensive overview is not expected).</p> <p>Explanations deal confidently with ‘why this is the case’ referring to conceptual material and examples.</p>	(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 the role played by nvc in interpersonal perception. Answers deal with both ‘how’ and ‘why’ using appropriate examples.</p> <p>Theoretical awareness is evident in the discussion of, for example, perceptual errors or the impact of other variables such as context and culture.</p>	(13 – 16 marks)

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

Level	AO1	AO2	Level
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 demonstrate a reasonably well-informed understanding of non-verbal communication in the context of interpersonal perception. A good grasp of non-verbal forms is evident, though illustrations and discussion are likely to dwell on ‘how’ rather than ‘why’.</p> <p>For marks in the upper part of this level there should be some attempt at explaining rather than simple description.</p>	(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. 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 are likely to deal in general terms with nvc with limited reference to the specificity of the question. ‘Perception’ may be only partially understood.</p> <p>For marks in the range 7-8 examples should have some relevance. Lists of non-verbal categories are likely to feature.</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>Little significant material produced.</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** “I always find it easier to believe negative comments that others make about me. If someone pays me a compliment, I just think they must be joking.”

**Using your knowledge of intrapersonal communication, analyse the views expressed in this statement. (30 marks)**

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

Role, culture, context, model  
 Johari Window, Transactional Analysis  
 Self image and self concept  
 Ideal self, self esteem  
 Self-fulfilling prophecy

<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>Thorough and well-informed analysis drawing on a good range of relevant aspects of intrapersonal communication; particularly the relationship between intra and interpersonal communication. At this level, responses are likely to consider contrasting explanations of the statement in the question. These explanations make clear and accurate links between the statement and conceptual material.</p>	(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 demonstrate a sound grasp of intrapersonal communication and the role of feedback. The statement is analysed purposefully with good use made of relevant concepts and ideas. At this level, responses are clearly analytical but may not explore the possibility of comparative explanations.</p>	(13 – 16 marks)

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

Level	AO1	AO2	Level
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 use at least some relevant conceptual material and/or models to explore the implications of the statement in the question.</p> <p>In the range 9-10 responses may be moving towards ‘friendly advice’, anecdotal evidence or unsubstantiated assertion, but for marks 11-12 there is some attempt to analyse and to apply theory.</p>	(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. 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>At this level responses have some relevance to the statement in the question, but express use of relevant conceptual material is largely absent or misconceived.</p> <p>Answers are likely to rely heavily on simple description, which does not constitute analysis.</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>Little significant material produced.</p>	(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 Transactional Analysis shows how interpersonal communication can be influenced by intrapersonal communication.**

**Using examples, explain how crossed transactions differ from complementary transactions.**  
(30 marks)

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

Role, culture, context, purpose  
Transactional Analysis  
Self image and self concept  
Ideal self, self esteem  
Communication as performance  
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>Answers are very clearly informed by a full and confident understanding of transactional analysis. Explanations are developed with relevant and contrasting examples.</p> <p>At this level candidates are able to explore the broader implications of the question in the context of intrapersonal communication.</p>	(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>Thorough answers which clearly define and exemplify both crossed and complementary transactions. Supporting evidence shows a good level of general understanding and some facility with conceptual material.</p> <p>For marks in the range 15-16, some attempt to discuss the wider implications of the question is evident.</p>	(13 – 16 marks)

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

Level	AO1	AO2	Level
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 transactional analysis with some valid distinctions made between crossed and complementary transactions. (Definitions may sometimes be inverted.) Some examples are offered to illustrate both, but broader contexts may be limited.</p> <p>At the lower end of the level (9-10 marks) there may be some uncertainty with the nature of ‘transactions’.</p>	(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. 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 with a very limited understanding or, in some cases, responses with some understanding of intrapersonal communication but none of transactional analysis.</p> <p>Theoretical grasp is insecure, 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>Little relevant material or reference to theories or concepts. Candidates do not address any key terms.</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 Describe some of the roles typically found in informal groups. Explain how these roles are communicated to other members of the group. (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  
 Intragroup 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 confidently describe a range of contrasting roles. The nature of informal groups is well understood and exemplified.</p> <p>Explanations exceed simple description and use a variety of illustrations to explore different aspects of intragroup communication in a variety of contexts. At this level, an awareness of the complexity of issues raised by the question is implicit.</p>	(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 sound descriptions of several roles typically encountered in informal groups.</p> <p>Explanations are well grounded in an understanding of intragroup communication and are illustrated with valid examples.</p>	(13 – 16 marks)

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

Level	AO1	AO2	Level
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>At this level answers demonstrate a reasonable understanding of the nature of informal groups. Descriptions are reasonably accurate but in the 9-10 mark range there may be some tendency to confuse or conflate formal and informal groups.</p> <p>Marks in 11-12 range reflect some attempt at valid explanation. The emphasis may be on illustration or examples rather than conceptual discussion.</p>	(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. 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 groups and roles. Answers at this level may be very generalised with minimal attention to the specificity of the question. Some recognition of different roles will normally be evident to support marks of 7-8. Reference to theoretical concepts is limited or only partially relevant.</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>Very limited understanding or knowledge of group communication.</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 Describe the types of goal which formal groups seek to achieve. Why do formal groups often fail to meet these goals? (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

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 offer a detailed descriptive summary of different formal group goals. There is clear evidence of a sophisticated understanding of the reasons why groups fail to meet their goals. A variety of explanations is discussed.</p> <p>Well informed theoretical discussion is supported by relevant and clearly contrasting examples.</p>	(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 accurate descriptive summaries with a clear focus on formal group goals. Explanations of the failure to meet these goals are viable and well grounded in relevant conceptual material.</p> <p>Examples and illustrations are clearly related to issues raised by the question.</p>	(13 – 16 marks)

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

<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>Some understanding of groups and their goals is evident and, for marks in the upper part of this level, the goals identified are clearly linked to formal groups. Explanations for failure may be viable but limited in scope or depth.</p> <p>At least some examples are offered but they may be descriptive and/or anecdotal rather than analytical. Theoretical understanding may compensate for inadequate examples or vice versa.</p>	<p>(9 – 12 marks)</p>
<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>Answers at this level demonstrate a limited understanding of the nature of goals in relation to formal groups. Answers with very little reference to the specificity of the question may feature here, for example, summaries of leadership styles or stages in the development of groups.</p> <p>Theoretical material may be evident but minimal or only partially understood.</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>Candidates show little or no understanding of group communication.</p>	<p>(1 – 4 marks)</p>
<p>0</p>	<p>No relevant response.</p>	<p>No relevant response</p>	<p>0</p>