



## General Certificate of Education

# Communication Studies 5626

### *CMS3 Themes in Personal Communication*

## Mark Scheme

### *2006 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.

## **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.

## Mark Scheme

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 We often make judgements about other people based on the ways in which they use language.

**How do uses of language influence one person's perception of another? (30 marks)**

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

Perception, culture, context  
 Role, register, context  
 Verbal communication and social difference  
 Functions of verbal communication  
 Codes, accent, dialect  
 Gender and 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>A confident, well-informed understanding of the relationship between language and interpersonal perception. Answers demonstrate a grasp of the diversity of language uses and a range of perceptions are illustrated.</p> <p>Responses at this level handle conceptual material confidently and relevantly, showing some awareness of the complexity of issues raised by the question.</p>	(17 – 20 marks)

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 some understanding of the scope of the question and are well illustrated with appropriate and contrasting examples. It may be that some material on the role of non-verbal communication is offered. This is perfectly acceptable for context and comparison, but answers at this level are clearly focused on language.</p> <p>Responses show an understanding of the uses or functions of language in interpersonal communication. Answers in the upper part of this band are able 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>Responses may be limited in recognising only a few different ‘uses’ of language but there is some awareness of the relationship between language and perception.</p> <p>For answers in the upper part of this level ‘how’ is addressed by some attempt at explanation as well as straightforward description.</p> <p>Answers that deal exclusively with non-verbal communication do not normally receive more than 9-10 marks. Relevant 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.

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 at this level show some understanding of the question, though conceptual material may be absent or misconstrued.</p> <p>Answers that simply list general points about interpersonal communication feature at this level but for marks in the range 7-8 examples are relevant. Answers in the range 5-6 are likely to misunderstand or omit reference to at least two of the key terms in the question (language, influence, perception).</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 How do individuals use non-verbal strategies to communicate information about their role or roles? (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>Thorough understanding of non verbal forms and functions in the context of the question. The relationship between non-verbal communication and role is explored through suitable and contrasting examples. Discussion ranges across a variety of non-verbal categories (though a comprehensive overview is not expected).</p> <p>Responses use conceptual material confidently and accurately.</p>	(17 – 20 marks)



## Unit 3: Themes in Personal Communication. Question 2 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 offer a good account of the relationship between non-verbal communication and roles. Answers are able to link non verbal forms and functions in the context of the question using appropriate examples. Some awareness of the scope of ‘role or roles’ is evident.</p> <p>Theoretical awareness is evident in responses which are clearly discursive rather than descriptive.</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 demonstrate a reasonably well-informed understanding of non-verbal communication in the context of the question. A good grasp of non-verbal forms is evident, though illustrations and discussion may dwell on a limited concept of role. For marks in the upper part of this level there should be some attempt at explaining rather than simple description.</p> <p>Answers which simply list with little reference to role are unlikely to exceed 10 marks.</p>	(9 – 12 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 non-verbal communications with limited reference to the specificity of the question. ‘Role’ may be only partially understood.</p> <p>For marks in the range 7-8 examples should have some relevance. Lists of non-verbal forms 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>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 “Only by understanding yourself can you hope to understand other people”.**

**How far do you agree with this statement?**

**(30 marks)**

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

Role, culture, perception, 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 discussion 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> <p>Clear evidence of an evaluative approach (<i>How far...?</i>).</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 different conceptions of the self. The statement is analysed purposefully with good use made of relevant concepts and ideas. The implications of the statement for personal communication are recognised.</p> <p>At this level, responses are clearly analytical but may be limited in the evaluative aspect of the question.</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 tackle the question without specific reference to the implications of the statement for personal communication, but for marks 11-12 there is some attempt to analyse and to apply theory.</p> <p>Reasonably well-informed responses which deal with intrapersonal communication in general terms are evident at this level.</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>Alternatively, answers may offer some account of concepts relevant to intrapersonal communication but not, specifically, to 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 4.**

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

**4 What do the following concepts contribute to an understanding of intrapersonal communications:**

- **Ideal self;**
- **Self esteem;**
- **Self-fulfilling prophecy?**

*(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  
 The relationship between intra and interpersonal communication

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Starting with clear and accurate accounts, these answers go on to explore in some detail the contribution of each concept to an understanding of intrapersonal communication. Explanations are developed with relevant and contrasting examples.</p> <p>At this level conceptual material is handled competently and confidently.</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 understand and exemplify (normally) all three concepts. 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.

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 the three concepts, though some errors of detail may be evident. There may be some imbalance in the consideration of the concepts. At this level, answers are more likely to offer lengthy descriptions and assertions (rather than well argued expositions) of the contributions made by the concepts to the study of intrapersonal communication.</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 here may be limited to simple descriptions of the concepts with little or no attempt to evaluate their contribution. Differentiation within the range is based on the accuracy and possibly, exemplification, of each concept. Even at the top of the range, some errors of interpretation may be apparent.</p> <p>Theoretical grasp is insecure, or absent, 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** The following are three categories of group leadership: democratic, autocratic and laissez-faire. What styles of communication do you associate with each of these kinds of leader and their group? *(30 marks)*

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

Role, context, purpose  
 Group categories  
 Goals and functions of groups  
 Leadership styles and issues  
 Intragroup communication

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a clear awareness of the distinctions between these leadership categories and their applicability in different contexts with a strong emphasis on communication. The nature of group communication is well understood and exemplified.</p> <p>At this level, an awareness of the complexity of issues raised by the question is implicit, as is an awareness of the diversity of group forms and goals.</p>	(17 – 20 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 an awareness of the distinctions between these leadership categories and their applicability in different contexts with some emphasis on communication.</p> <p>Explanations are well grounded in an understanding of group communication and are illustrated with valid examples.</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>At this level some competence is evident in identifying the relationship between leadership style and group communication, but responses may be confined to general observations about the suitability or ‘effectiveness’ of different types of leader.</p> <p>Marks in the 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)



## 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 groups. Answers at this level may be very generalised with minimal attention to the specificity of the question. Some accuracy in differentiating between the three leadership styles is normally 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>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 What are the dangers of ‘groupthink’ and what steps can be taken to avoid these dangers? (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 deal competently and confidently with both parts of the question. There is clear evidence of a sophisticated understanding of the key concept ‘groupthink’ and a well-illustrated discussion of the various strategies which may obviate the dangers of ‘groupthink’. A variety of explanations are discussed.</p> <p>Well informed theoretical discussion is supported by relevant and clearly contrasting examples.</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>A sound grasp of ‘groupthink’ as a concept is evident in answers which summarise both dangers and some means to avoid the problem. Answers in the 15-16 range are able to apply the concept in a range of contrasting situations and locate the discussion within the broader concerns of group communication.</p> <p>Examples and illustrations are clearly related to 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>Some understanding of ‘groupthink’ is evident but answers at this level may struggle to come up with many suggestions of steps which can be taken to avoid these dangers. 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>	(9 – 12 marks)

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

<b>Level</b>	<b>AO1</b>	<b>AO2</b>	<b>Level</b>
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 ‘groupthink’ as a concept. Answers with very little reference to the dangers of ‘groupthink’ and/or the steps which may be taken to avoid these dangers.</p> <p>Theoretical material may be evident but minimal or 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