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QUALIFICATIONS  
CURRICULUM &  
ASSESSMENT AUTHORITY  
FOR WALES



## KEY SKILLS COMMUNICATION Level 3

January 2003

# Mark Scheme

### Part A - short-answer questions

| Q1 Using information from both <b>documents 1 and 2</b> , identify <b>three</b> hidden talents associated with autistic savants. |  |                                 |                |
|--|--|---------------------------------|----------------|
| Criteria   | Marking guide  | Marks                           | Max marks      |
| 3.2.1  | The candidate has read and selected relevant material from Documents 1 <b>and</b> 2  | 1 mark                          |                |
| 3.2.2  | Hidden talents may include: <ul style="list-style-type: none"> <li>a) Lightning calculations (doc 1)</li> <li>b) Drawing accurate pictures (doc 1)</li> <li>c) Repeat tunes note perfect, eg hear a classical piece once and play it back in its entirety (doc 1 &amp; 2)</li> <li>d) Photographic memory (doc 1)</li> <li>e) Mathematical calculations eg calendar memory; multiply/divide large numbers; square roots (doc 2)</li> <li>f) Memory feats eg memorising highway system, presidential histories (doc 2)</li> <li>g) Artistic abilities e.g. Mark, Nadia, Richard (doc 2)</li> </ul> <p>Accept any other valid points made in the document.</p> | 1 mark per point. (Max 3 marks) |                |
|  |  |                                 | <b>4 marks</b> |

| Q2 Using information from documents 1 and 3, list and briefly explain <b>three</b> theories of the causes of autism. |  |   |           |
|--|--|---|-----------|
| Criteria   | Marking guide  | Marks                                     | Max marks |
| 3.2.1  | The candidate has read <b>and</b> selected appropriate material from Documents 1 and 3   | 1 mark                                    |           |
| 3.2.2  | <p>Candidate has <b>listed</b> three theories of autism including:</p> <ul style="list-style-type: none"> <li>a) Lack of <i>theory of mind</i> (Docs 1 &amp; 3)</li> <li>b) Lack of <i>global processing</i> (Doc1)</li> <li>c) Autism develops as an <i>alternative to central coherence</i> (Doc 1)</li> <li>d) A <i>neurological condition</i> (Doc 1)</li> <li>e) Fearful of people (Doc 3)</li> <li>f) Hypersensitivity to stimuli (Doc 3)</li> <li>g) Do not obtain biochemical pleasure from being with people (Doc 3)</li> <li>h) Elevated beta-endorphin levels (Doc3)</li> <li>i) Self-centred (Doc 3)</li> </ul> <p>Accept any other valid points made in the documents.</p>  | 1 mark for each point (Max 3 marks)       |           |
| 3.2.3  | <p>Candidate offers brief <b>explanation</b> of each identified theory, using information from documents:</p> <ul style="list-style-type: none"> <li>j) Theory of mind - does not recognise that others have emotions and thoughts</li> <li>k) Lack of global processing - unable to filter information in order to perceive big picture; perceive all details as equally important</li> <li>l) Alternative to central coherence - autistic features develop in place of ability to see connections; connections between details are lost</li> <li>m) Neurological condition - crucial part of brain fails to develop</li> <li>n) Individuals avoid all social interaction - 'tantrumming/running away', 'arch back'</li> <li>p) Do not seek social interaction with others unless they want something, actively avoid social situations</li> <li>q) Try hard to keep/make friends but cannot keep them because of lack of reciprocity and conversation tends to revolve around them.</li> </ul> <p>Accept any other valid points made in the documents.</p> <p>Effective use of own words and coherent expression</p> | 1 mark for each explanation (Max 3 marks) | 8 marks   |

| <b>Q3</b>   |  |  |                  |
|---|--|--|------------------|
| Describe and explain how images have been used, in each of the <b>three</b> documents, to support an aspect of the text. Select one of these images and give reasons why you think it would be the most appropriate for an article on autism. |  |  |                  |
| <b>Criteria</b>   | <b>Marking guide</b>   | <b>Marks</b>   | <b>Max marks</b> |
| 3.2.2   | <p>Candidate <b>describes</b> how the image supports or does not support an aspect of the text, eg</p> <p>Document 1</p> <p>a) Image illustrates scene from the movie 'Rain Man' (which has autism as main theme)</p> <p>b) Dustin Hoffman character does/does not look isolated, locked into his own world - (symptom of autism)</p> <p>Accept any other valid description</p> <p>Document 2</p> <p>a) Shows drawings by Richard Wawro, who is autistic and virtually blind - (cited in text)</p> <p>b) Pictures show fine detail, and are well executed- remarkable for someone who is virtually blind-links with idea of autistic skills/gifts</p> <p>Accept any other valid description</p> <p>Document 3</p> <p>a) Child appears distant and is not interacting with adult (supports text)</p> <p>b) Adult encouraging autistic child to interact (not supporting the text) <b>or</b></p> <p>c) Child is interacting with adult (and doesn't appear to fit definition of autism)</p> <p>Accept any other valid description</p> <p>Candidate explains how each image supports/does not support an aspect of the text</p> | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark for each explanation (Max 3 marks)</p> |                  |
| 3.2.3   | By synthesising and understanding information on autism, candidate has selected an image and evaluated its potential in supporting a text on autism.   | up to 2 marks  |                  |
|   |  |  | <b>8 marks</b>   |

| <b>Q4</b>  |  |   |                  |
|--|--|---|------------------|
| Basing your answer on information from more than one document, consider the issues raised by the portrayal of autistic people in films such as "Rain Man". |  |   |                  |
| <b>Criteria</b>  | <b>Marking guide</b>   | <b>Marks</b>                                    | <b>Max marks</b> |
| 3.2.1  | The candidate has selected material from more than one document  | 1 mark  |                  |
| 3.2.3  | Candidate has considered the portrayal of autism by identifying eg<br>a) Dustin Hoffman performed memory feats concerning statistics, cards etc (Doc 2)<br>b) Based on real savants (Doc 1)<br><br><b>But</b><br>d) not typical of autism in so far as only minority of autistics have savant skills (Docs 1 and 2)<br><br>Accept any other valid points made in the documents | 1 mark for each sensible point<br>(Max 2 marks) |                  |
| 3.2.3  | Candidate has considered issues raised eg:<br><br>e) Educates the audience about autism<br>f) might give an unrepresentative portrayal<br>g) film makers are unlikely to portray the more mundane aspects of autism<br><br>Any other relevant issue  | Up to 2 marks                                   |                  |
|  |  |   | <b>5 marks</b>   |

**Total for Part A 25**

**Part B - extended-answer question**

| <p><b>Q5</b><br/> A local community group has invited you to talk to its members about the symptoms and possible causes of autism. Using information from all three documents, produce the text of a handout to support your talk. This should provide your audience with a detailed reminder of your main points.</p> |   |  |                  |
|--|---|--|------------------|
| <b>Criteria</b>  | <b>Marking guide</b>  | <b>Marks</b>   | <b>Max marks</b> |
| 3.3.1  | Candidate has <ul style="list-style-type: none"> <li>• selected an appropriate format for handout e.g. included heading, sub-headings</li> <li>• used an appropriate style and structure to add clarity to the text eg the use of numbering, bullet points and other stylistic features</li> <li>• used an appropriate formal tone</li> </ul> | 1 mark<br><br>1 mark<br><br>1 mark   | <b>3 marks</b>   |
| 3.3.2  | Candidate has organised relevant information clearly and coherently.<br><br>Candidate has used appropriate information from the documents<br><br>Candidate presents information using own words and demonstrates understanding of key issues.<br><br>Candidate uses specialist vocabulary, e.g. medical and scientific terms, appropriately.  | Up to 3 marks<br><br>Up to 4 marks<br><br>Up to 4 marks<br><br>Up to 2 marks | <b>13 marks</b>  |

| Criteria | Marking guide   | Marks   | Max marks |
|----------|---|---|-----------|
| 3.3.3    | <p>The text of the handout only should be assessed for spelling, punctuation and grammar.</p> <p><b>Band 1</b><br/>Text of handout can be read, but only with some difficulty. The candidate spells, punctuates and uses grammar with reasonable accuracy e.g.</p> <ul style="list-style-type: none"> <li>• the spelling of simple words is usually accurate</li> <li>• full stops and capital letters are accurately used to demarcate sentences. Commas in lists are used accurately.</li> <li>• there may be some grammatical errors, e.g. confusion of pronouns, tense and some lack of cohesion.</li> </ul> <p><b>Band 2</b><br/>Text of handout is reasonably easy to read. The candidate spells, punctuates and uses grammar with considerable accuracy e.g.</p> <ul style="list-style-type: none"> <li>• the spelling of words with complex regular patterns is usually accurate</li> <li>• a range of punctuation including commas, apostrophes and inverted commas is used correctly including to mark sentences and clauses</li> <li>• the work is mostly grammatically accurate showing that the candidate can construct complex sentences accurately, use pronouns so that their meaning is clear, make accurate subject/verb agreement and use tenses accurately and consistently, although there may be occasional errors of sentence separation.</li> </ul> <p><b>Band 3</b><br/>Text of handout is entirely legible. The candidate spells, punctuates and uses the rules of grammar with almost faultless accuracy e.g.</p> <ul style="list-style-type: none"> <li>• virtually all spelling, including that of irregular words is usually correct. Any errors stand out as untypical or 'one-off' slips</li> <li>• punctuation is accurate and is used to vary pace, clarify meaning, avoid ambiguity and create deliberate effects</li> <li>• grammar is accurate and gives appropriate variation in sentence structure.</li> </ul> | <p>1 - 3 marks</p> <p>4-7 marks</p> <p>8 -9 marks</p> |           |

|  |   |  |         |
|--|---|--|---------|
|  | NB If the candidate uses bullet points, incomplete sentences, capitalisation etc consistently and appropriately for a handout, award marks for punctuation and do not penalise. |  | 9 marks |
|--|---|--|---------|

**Total for Part B 25**

**TOTAL MARKS FOR TEST 50**