



ASSESSMENT and
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GCE

Communication Studies

Unit CMS3

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Unit 3: Themes in Personal Communication

Aims

When you are marking scripts your aim should be:

- to identify and reward the achievements of candidates;
- 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 will 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).

Question 1

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

In the context of language explain what is meant by accent and dialect. How do differences of accent and dialect affect ways in which people perceive each other?

(30 marks)

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

- Perception, culture, context
- Role, register
- Verbal and non-verbal communication and social difference
- Functions of verbal communication
- Paralanguage
- Definitions of language

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 will be 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>Thoroughgoing definitions of both accent and dialect will be offered with appropriate illustrations. Discussion of the effects of accent and dialect upon interpersonal perception will consider contrasting examples.</p> <p>Awareness of the complexity of the question will be demonstrated by references to the theoretical issues which are raised. Conceptual material will be handled 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 will show 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 will be demonstrated, possibly through the use of contrasting examples. Answers will demonstrate a clear understanding of accent, dialect and perception in the context of the question.</p> <p>Theoretical, conceptual material will be evident.</p>	(13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Reasonable definitions will be offered showing some understanding of the distinction between accent and dialect. There will be a consideration of perception which is linked to both accent and dialect.</p> <p>At least two appropriate examples would normally be expected for marks at this level. Conceptual material will be utilised though there may be some limitations.</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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates may be confused or uncertain in distinguishing between accent and dialect. There will be some limited understanding of the relationship between accent, dialect and perception of other, but this may be at a purely descriptive or anecdotal level. Some theories/concepts as listed above will be 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 theories or concepts.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 2

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

Explain the role of non-verbal communication in the management of conversations between two people. Your answer should refer to:

- **starting the conversation**
- **taking turns**
- **asking for feedback**
- **giving feedback**
- **ending the conversation.**

(30 marks)

Key theories and concepts might include some or all of:

- Register, perception, culture, context and purpose
- Functions of non-verbal communication
- Categories of non-verbal communication
- Paralanguage
- Relationship between verbal and non-verbal 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 will be 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 will offer a clear and well informed understanding of the role of non-verbal communication in this context, well supported by relevant examples. There will be reference to the diverse roles of different categories of non-verbal communication.</p> <p>Explanations should include reference to the variables which may affect the role of non-verbal communication in this context, e.g. the context of the conversation, the culture, status or gender of the participants, the purpose of the conversation.</p> <p>Responses will use conceptual material confidently and accurately.</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 will show 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 will offer an explanation of the role of non-verbal communication in this context that shows understanding of a range of non-verbal communication categories. It is likely that some reference will be made to variables which may affect the role of non-verbal communication in the management of conversations e.g. the context of the conversation, the culture, status or gender of the participants, the purpose of the conversation.</p> <p>Theoretical, conceptual material will be evident.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate a reasonably well-informed understanding of non-verbal communication in the given context.</p> <p>For marks in the upper part of this level there should be some attempt at explaining rather than simple description.</p> <p>Candidates may produce responses which deal with only some of the functions given in the question but there should normally be reference to more than one of the relevant categories of non-verbal communication (e.g. eye contact and paralanguage).</p>	(9 – 12 marks)

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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses will demonstrate some understanding of the role of non-verbal communication in this context. An attempt will be made to refer to at least some of the functions given in the question.</p> <p>Limited references 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>Little significant material produced.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 3

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

Individuals often perceive themselves in ways that are very different from the ways in which others perceive them. Why is this the case? (30 marks)

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

- Role, culture, context, model
- Johari Window
- Self image and self concept
- Ideal self, self esteem
- Communication as performance
- Self-fulfilling prophecy

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use will be 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 interpersonal and self perception will be evident, with relevant and contrasting examples of the relationship between the two.</p> <p>There will be a clear focus on the key word ‘why’ with relevant and well-considered references to key theories and concepts.</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 will show 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 clear understanding of interpersonal and self perception will be evident, with appropriate examples of the relationship between the two.</p> <p>Relevant references will be made to theories and concepts relating to intrapersonal and interpersonal communication, using one or more of the key theories or concepts outlined above.</p>	(13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be 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 interpersonal perception and, normally, at least two examples of the ‘very different’ ways in which self perception can differ from that of others.</p> <p>Some theoretical knowledge will be evidenced by reference to relevant theories and concepts, as outlined above. However, good examples may compensate for lack of conceptual awareness.</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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Awareness of interpersonal perception will be 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 anecdotal with only implicit understanding of issues raised by 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>Limited responses showing a very partial or misplaced understanding of perception. No real sense of broader concepts or relevant theory, as outlined above.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 4

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

How can the study of intrapersonal communication contribute to the understanding of communication between people? (30 marks)

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

- Role, perception, culture and model
- Johari Window
- Self-image and self-concept
- Ideal self, self-esteem
- Transactional analysis
- Self-fulfilling prophecy
- Ideas about the development of self and personality
- Freud, Eysenck, Jung

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 will be 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 clear and confident explanation of the relationship between intra and interpersonal communication. Relevant, well considered reference will be made to at least two theoretical models with a strong focus on the key word ‘how’.</p> <p>Thoughtful examples will be clearly illustrative of relevant theoretical 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 will show 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 will show a good understanding of the relationship between intra and interpersonal communication. Sound examples will be offered in an attempt to explore this relationship.</p> <p>Answers will also normally show some familiarity with at least two contrasting approaches to the study of intrapersonal communication.</p> <p>Discussion will be clearly linked to theoretical material and key concepts outlined above as appropriate.</p>	(13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will show a reasonable understanding of the relationship between intra - and interpersonal communication. Some examples will be offered in an attempt to explore this relationship.</p> <p>References to some of the key theories and concepts outlined above will be offered, but these may not be wholly appropriate, nor might the examples selected as illustration.</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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Limited answers which demonstrate no more than partial understanding of the relationship between intra- and interpersonal communication. Responses are likely to rely heavily on anecdotal material as evidence.</p> <p>Theoretical grasp will be 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>Little relevant material or reference to theories or concepts. Candidates will not address any key terms.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question

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

How important are the roles of group members in a formal group such as a committee? Your answer should consider both assigned and assumed roles. **(30 marks)**

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

- Role, model, purpose
- Group categories (especially formal)
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles and issues
- Personality differences
- Motivation
- In groups and out groups

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 will be 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 will handle theoretical and conceptual material confidently and relevantly. All of the key terms in the question will be addressed with apposite examples.</p> <p>Conclusions will focus strongly on the evaluative aspect of the question and are likely to acknowledge the complexity of issues raised by the question.</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 will show 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 will accurately distinguish between assigned and assumed roles and develop discussion and examples within the given context of a formal group.</p> <p>There should be at least some attempt at evaluation in recognition of the key phrase ‘how important’.</p> <p>Answers will demonstrate some understanding of the complexity of issues raised by the question, perhaps by recognising the different functions or goals of contrasting formal groups.</p>	(13 – 16 marks)

Level	AO1	AO2	Level
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some competence will be evident in describing committees and the different types of role within them.</p> <p>Answers may struggle to establish accurate definitions of key terms but should, at least, recognise that there are different roles to be played within a formal group.</p> <p>Some use will be evident of relevant conceptual material and associated terminology.</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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will show a basic understanding of committees and roles within them. It is unlikely that answers will satisfactorily distinguish between assigned and assumed roles.</p> <p>Some reference albeit superficial may be made to theoretical 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>Limited understanding or knowledge of such key terms as committee, assigned role, assumed role.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0

Question 6

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

What are the causes and consequences of conflict within groups? Your answer should consider both formal and informal groups. (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
- In groups and out groups

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 will be 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 will demonstrate a clear understanding of the factors that can contribute to conflict and the consequences of conflict in a range of contrasting situations.</p> <p>Answers will draw on relevant conceptual material to explore a number of key factors related to conflict. There should be a clear understanding of the diverse and dynamic nature of groups in the context of the question.</p> <p>There will be an understanding of the complexity of the issues raised by the question in, for example, recognising that members of the same group may have different perceptions of conflict.</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 will show 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 will consider both causes and consequences of conflict in a variety of types of groups which must include examples of both formal and informal groups.</p> <p>There will also be evidence that the candidate has grasped relevant conceptual issues raised by the question.</p> <p>Most answers will consider conflict in relation to the stages of group development.</p> <p>Examples and illustrations will be related to contrasting categories and forms of group.</p>	(13 – 16 marks)
3 (5 – 6 marks)	<p><i>Candidates communicate satisfactory awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language will be clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register will be 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 group conflict will be evident. Some recognition will be evident that groups behave differently and answers which only consider groups generically are not likely to achieve marks at the top of the level.</p> <p>At least some examples will be offered. There will be an attempt to relate them to formal and informal groups but these examples may be descriptive and/or anecdotal rather than analytical.</p>	(9 – 12 marks)

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.</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level will demonstrate a limited understanding of groups and group conflict and are likely to overlook one or two of the following: causes, consequences, formal, informal. Pre-prepared ‘groups’ answers with minimal reference to the particularity of the question may feature here.</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>Candidates show little or no understanding of groups and group conflict.</p>	(1 – 4 marks)
0	No relevant response.	No relevant response.	0