



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

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:

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 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).

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

1 Using examples show how the non-verbal elements of a conversation can either reinforce or contradict the verbal elements. (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

Categories and functions of verbal and 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 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 well-informed discussion that addresses all aspects of the question. Examples are apposite and carefully balanced between verbal elements and non-verbal elements.</p> <p>Confident, assured handling of conceptual material.</p>	5 (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 clear understanding of the terms contained in the question.</p> <p>Examples address ‘reinforce’ and/or ‘contradict’ with some evidence of awareness of conceptual issues.</p> <p>There is evidence of theoretical awareness.</p>	4 (13 – 16 marks)

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

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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a reasonable understanding of the relationship between verbal and non-verbal communication in a conversation.</p> <p>Shortcomings in conceptual awareness may be balanced by the use of appropriate examples.</p>	3 (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>Responses offer confused, partial or simplistic accounts of the relationship between the verbal and non-verbal elements of conversation. Examples may be undeveloped or anecdotal. Some theories/concepts as listed above are mentioned, but may not be applied appropriately.</p>	2 (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 (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 and why do individuals use language differently in different situations? (30 marks)

Key theories and concepts might include some or all of:

Register, role, culture, context and purpose
 Functions of verbal communication
 Verbal communication and social difference

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates offer a clear and well informed understanding of the relationship between language and context, well supported by relevant examples.</p> <p>Both ‘how’ and ‘why’ are addressed in answers that use conceptual material confidently and accurately.</p> <p>At this level, answers are likely to discuss clearly contrasting situations.</p>	5 (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 good grasp of language difference in relation to social and/or physical contexts. Both ‘how’ and ‘why’ are considered to some extent.</p> <p>Theoretical, conceptual material is evident.</p>	4 (13 – 16 marks)

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

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 is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers demonstrate a reasonably well-informed understanding of the relationship between language and context. For marks in the upper part of this level there is at least some consideration of both ‘how’ and ‘why’.</p> <p>Quality of examples may compensate for conceptual shortcomings or vice versa.</p>	3 (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>Responses demonstrate some understanding of the terms in the question but it is likely that only ‘how’ and not ‘why’ is considered. For marks of 7-8 implicit awareness is demonstrated by the use of examples or by limited reference to key theories or concepts.</p>	2 (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 (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 Describe and discuss the key factors that can contribute to an individual’s self-esteem.
(30 marks)

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

Role, culture, context, perception
 Transactional analysis
 Self image and self concept
 Ideal self, self esteem
 Communication as performance
 Self-fulfilling prophecy, cognitive dissonance

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Thorough and clear understanding of self esteem is evident supported by relevant and contrasting examples.</p> <p>Descriptions are full and accurate and the discussion is well-informed with clearly contrasting key factors identified.</p> <p>Responses use conceptual material confidently and accurately.</p>	5 (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>A clear understanding of self esteem and contributory factors is evident, with some appropriate supporting examples.</p> <p>Relevant references are made to theories and concepts with points of contrast and comparison supporting marks in the upper part of the level.</p>	4 (13 – 16 marks)

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

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 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 an understanding of self esteem together with a reasonably well-informed description of at least two contributory factors.</p> <p>Discussion may be limited but at least some theoretical knowledge is evident, though particularly apposite examples may compensate for shortcomings in this department.</p>	3 (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>Understanding of self esteem is evident but may be limited. Answers are likely to rely on simple description with no real grasp of relevant theories and concepts, as outlined above.</p> <p>‘Key factors’ may be simplistic, undeveloped or of only partial relevance.</p>	2 (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 self esteem.</p> <p>No real sense of broader concepts or relevant theory, as outlined above.</p>	1 (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 Explore the view that all interpersonal communication begins with the self. (30 marks)

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

Role, culture, context, perception
 Self image and self concept
 Ideal self, self esteem
 Development of self and personality
 Relationship between intrapersonal communication and interpersonal 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 clear and confident explanation of the relationship between intra- and interpersonal communication.</p> <p>Relevant, well considered reference is made to contrasting theoretical approaches with a strong focus on key words in the question.</p> <p>Thoughtful examples are clearly illustrative of relevant theoretical material.</p>	5 (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 show a good understanding of the relationship between interpersonal communication and ‘the self’. Sound examples are offered in an attempt to explore this relationship.</p> <p>Relevant references are made to theories and concepts, with points of contrast and comparison supporting marks of 15-16.</p>	4 (13 – 16 marks)

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

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 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 relationship between interpersonal communication and ‘the self’. Some examples are offered in an attempt to explore this relationship.</p> <p>References to some of the key theories and concepts outlined above are offered, but these may not be wholly appropriate. Answers tend to be descriptive rather than analytical.</p>	3 (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 that demonstrate no more than partial understanding of the relationship between interpersonal communication and ‘the self’.</p> <p>Responses are likely to rely heavily on anecdotal material as evidence, but examples must have some relevance for marks of 7-8.</p> <p>Theoretical grasp is limited, with few references to the concepts outlined above.</p>	2 (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 (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 Using examples show how individuals can be motivated to achieve group goals. (30 marks)

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

Role, context, culture, purpose
 Group categories
 Goals and functions of groups
 Roles in groups and group conflict
 Leadership styles and issues
 Personality differences
 Motivation
 Intra group communication

Level	AO1	AO2	Level
5 (9 – 10 marks)	<p><i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i></p> <p>Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers handle theoretical and conceptual material confidently and relevantly.</p> <p>A range of viable possibilities is considered and responses show a clear recognition that successful motivation is contingent upon a number of variables including group goals and composition.</p> <p>At this level candidates may be expected to discuss possible reasons for divergence between individual and group goals.</p>	5 (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>Responses demonstrate a good understanding of the key term ‘motivation’ in the context of the question. Normally, at least two clearly contrasting methods of motivating individuals should be discussed with appropriate examples. Answers demonstrate some understanding of the complexity of issues raised by the question, perhaps by recognising the different goals or composition of contrasting groups.</p>	4 (13 – 16 marks)

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

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 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 competence is evident in identifying factors that contribute to the motivation of individuals in groups.</p> <p>Answers that treat groups generically do not normally receive marks above 9-10 unless there are particularly strong redeeming features elsewhere in, for example, the use of conceptual material or apposite examples.</p>	3 (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 show a basic understanding of motivation but at this level candidates are likely to list factors such as pay or conditions with little comment or development. Some reference may be made to theoretical concepts but it is unlikely that answers compare different types of group in the context of the question.</p>	2 (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 motivation in the context of group communication.</p>	1 (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 How can conflicts within groups be resolved? (30 marks)

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

Role, perception, culture, context
 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 is accurate and fluent and/or confident in its use of a technical vocabulary and register.</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates demonstrate a clear understanding of the factors that can contribute to the resolution of conflict in a range of contrasting situations.</p> <p>Answers draw on relevant conceptual material to explore a number of key factors related to conflict and its resolution.</p> <p>There is an understanding of the complexity of the issues raised by the question in, for example, recognising the diversity of groups in relation to conflict resolution.</p>	5 (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 consider a variety of types of groups that, for marks of 15-16, is likely to 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>Examples and illustrations are related to contrasting categories and forms of group.</p>	4 (13 – 16 marks)

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

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 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 recognition is evident that groups behave differently and answers that only consider groups generically are not likely to achieve marks at the top of the level.</p> <p>At least some examples are offered but these may be discussed at only a descriptive and/or anecdotal level.</p>	3 (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 at this level demonstrate a limited understanding of groups and group conflict. Pre-prepared ‘groups’ answers with minimal reference to the specificity of the question may feature here.</p> <p>Theoretical material may be evident but minimal or only partially understood.</p>	2 (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 (1 – 4 marks)
0	No relevant response.	No relevant response	0