



General Certificate of Education

Communication Studies 5626

CMS3 Unit 3

Mark Scheme

2007 examination – January 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.

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UNIT 3: THEMES IN PERSONAL COMMUNICATION

MARK SCHEME (January 2007)

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.

UNIT 3: THEMES IN PERSONAL COMMUNICATION**MARK SCHEME (January 2007)**

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).

For each question, up to **10** marks are available for AO1 and up to **20** marks are available for AO2.

Level	AO1
5 (9–10 marks)	<i>Candidates communicate excellent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language use is accurate and fluent and/or confident in its use of a technical vocabulary and register.
4 (7–8 marks)	<i>Candidates communicate good awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language use shows competence and accuracy although range may be limited, especially in terms of technical vocabulary.
3 (5–6 marks)	<i>Candidates communicate competent awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Language is clear despite inaccuracies and limitations and/or some evidence of a technical vocabulary or register is offered.
2 (3–4 marks)	<i>Candidates communicate limited awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Limited in terms of its linguistic competence and/or its command of the language of the subject.
1 (1–2 marks)	<i>Candidates communicate little awareness and understanding of the categories, forms and uses of communication as applied to contemporary life.</i> Confused to the point where communication is impeded.
0	No relevant response.

Unit 3: Themes in Personal Communication. Question 1.

1 In the context of personal communication, explain why speakers often vary their use of accent, dialect and paralanguage. (30 marks)

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

- Perception, culture, context
- Role, register, context
- Verbal and non-verbal communication (nvc) and social difference
- Functions of verbal and nvc
- Categories of nvc
- Paralanguage

Level	AO2
<p>5 (17–20 marks)</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 language variation. Distinctions between accent, dialect and paralanguage are clear, though these could be implicit and contained within examples. Answers will offer clear and viable explanations with respect to each of the variables. It is likely that explanations will be diverse and contrasting, well-illustrated with relevant examples.</p> <p>Responses at this level handle conceptual material with assurance.</p>
<p>4 (13–16 marks)</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A good awareness of key terms in the question is demonstrated, possibly through the use of contrasting examples. Answers offer reasonably convincing explanations of how and why speakers may modify the use of accent, dialect and paralanguage in different circumstances. At the lower end of this level (13–14) there may be slight definitional errors within the context of a sound general understanding of language variation.</p> <p>Answers in the upper part of this level show some evidence of theoretical awareness.</p>
<p>3 (9–12 marks)</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level show a reasonable understanding of how language use may be varied in different contexts and circumstances. Responses may not distinguish accurately between the variables mentioned in the question, but will demonstrate an awareness of general principles. Answers that deal exclusively with non-verbal communication do not normally receive more than 9–10 marks.</p> <p>At least two appropriate examples are normally expected for marks at this level, but the effective use of conceptual material may compensate for absence of relevant examples (or vice versa).</p>

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

Level	AO2
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers may offer a limited or uncertain account of language variation in personal communication. Explanations are unconvincing or inaccurate with serious misconceptions about some key terms in the question. For marks in the range 7–8 examples are relevant, at least in general terms.</p> <p>Some theories/concepts as listed above are mentioned, but may not be applied appropriately.</p>
1 (1–4 marks)	<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>
0	No relevant response.

Unit 3: Themes in Personal Communication. Question 2.

2 In a conversation, what are the functions of the following types of non-verbal communication:

- **facial expression**
- **eye movement**
- **proximity?**

(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
- Relationships between verbal and non-verbal communication
- 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	AO2
<p>5 (17–20 marks)</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a thorough understanding of function in the context of the question. Answers are clearly rooted in the context of conversation so it is very likely that consideration is given to the relationship between verbal and non-verbal communication. There is a strong focus on the three categories of nvc included in the question with a range of contrasting examples.</p> <p>Explanations are likely to consider the impact of other variables on the functions of these non verbal forms, e.g. gender, power, age, class, situation.</p>
<p>4 (13–16 marks)</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates offer a sound account of the functions of these three categories of nvc within the context of conversation. It is likely that some reference is made to the impact of other variables. Such reference may be explicit or, alternatively, implied by a good range of contrasting examples.</p> <p>There is some evidence of theoretical awareness.</p>

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

<p>3 (9–12 marks)</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 the functions of the three categories of non-verbal communication in the context of conversation. There may be definitional errors or misconceptions (possibly ‘functions’, ‘proxemics’) though these may be compensated for by a sound general understanding.</p> <p>For marks in the upper part of this level there should be some attempt at explaining rather than simple description. However, explanation may be implicitly contained within relevant examples.</p>
<p>2 (5–8 marks)</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level are likely to deal in general terms with nvc with limited reference to the specificity of the question. ‘Functions’ may be only partially understood.</p> <p>For marks in the range 7–8 examples will have some relevance and should relate to at least two of the categories given in the question.</p>
<p>1 (1–4 marks)</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>
<p>0</p>	<p>No relevant response.</p>

Unit 3: Themes in Personal Communication. Question 3.

3 'I don't like to give too much information about myself to other people. It would give them too much power over me.'

Using your knowledge of intrapersonal communication analyse this view of self-disclosure. (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
- Cognitive dissonance

Level	AO2
5 (17–20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level contain a thorough and well-informed analysis of the statement in the question. Analyses draw on a range of relevant conceptual approaches and/or models to explore reasons for (and consequences of) a reluctance to self-disclose. The relationship between interpersonal and intrapersonal communication is likely to feature quite prominently.</p> <p>Responses are likely to consider contrasting explanations of the statement in the question.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a sound grasp of intrapersonal communication and the nature of self-disclosure. The statement is analysed purposefully with good use made of relevant concepts and ideas. At this level, responses are clearly analytical but may not explore the possibility of comparative explanations.</p>
3 (9–12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers use at least some relevant conceptual material and/or models to explore the implications of the statement in the question.</p> <p>In the range 9–10 responses may be moving towards 'friendly advice', anecdotal evidence or unsubstantiated assertion, but for marks 11–12 there is some attempt to analyse and to apply theory. Alternatively, answers at this level may demonstrate a sound knowledge of intrapersonal communication which is not securely linked to the statement and question.</p>

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

Level	AO2
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level responses have some relevance to the statement in the question, but express use of relevant conceptual material is largely absent or misconceived.</p> <p>Answers are likely to rely heavily on simple description, which does not constitute analysis.</p>
1 (1–4 marks)	<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>
0	No relevant response.

Unit 3: Themes in Personal Communication. Question 4.

4 'Self image can change often, even in the course of a single day.'

Discuss the factors which are most likely to lead to changes in self image.
(30 marks)

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

- Role, culture, context, purpose
- Self image and self concept
- Ideal self, self esteem
- Transactional Analysis
- Communication as performance
- Development of self and personality

Level	AO2
<p>5 (17–20 marks)</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers are very clearly informed by a full and confident understanding of self-image as a concept. Discussions are developed with apposite and contrasting examples. Factors identified are convincing and relevant.</p> <p>At this level candidates are able to explore the broader implications of the question in the context of intrapersonal communication.</p>
<p>4 (13–16 marks)</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A clear understanding of self-image is evident with some pertinent discussion of reasons for change over shorter and longer periods. Supporting evidence shows a good level of general understanding and some facility with conceptual material.</p> <p>For marks in the range 15–16, there is some indication of the relative significance of different factors that have been identified.</p>
<p>3 (9–12 marks)</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate some understanding of self-image together with some awareness of factors which may influence change. Some awareness of concepts and/or models such as Transactional Analysis may be evident but imperfectly applied in the context of the question.</p> <p>At the lower end of the level (9–10 marks) it may be the case that self image is explained with some proficiency, but that change factors are not dealt with.</p>

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

Level	AO2
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding of self-image is evident but limited. Answers are likely to approach the question at a purely descriptive level without reference to factors which influence change. Alternatively, there may be reference to theories/concepts of little relevance to the question.</p>
1 (1–4 marks)	<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>
0	No relevant response.

Unit 3: Themes in Personal Communication. Question 5.

5 Using examples, show how different types of group deal with members who refuse to conform. (30 marks)

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

- Role, register, purpose
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles and issues
- Intragroup communication

Level	AO2
<p>5 (17–20 marks)</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Within the context of a thorough understanding of group communication, answers at this level are able to produce examples which are both apposite and contrasting. Examples clearly address ‘different types of group’ and explanations are well-versed in issues of conformity and control.</p> <p>At this level, an awareness of the complexity of issues raised by the question is implicit.</p>
<p>4 (13–16 marks)</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers demonstrate a reasonable understanding of the techniques used within different types of group to ensure the conformity of members. Examples are relevant and contain at least some contrastive element, probably between formal and informal groups.</p> <p>Explanations are well grounded in an understanding of intragroup communication and deal, albeit implicitly, with issues of deviancy and conformity.</p>
<p>3 (9–12 marks)</p>	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>At this level answers demonstrate some understanding of the techniques used within groups to ensure the conformity of members. Such techniques may be limited to the strategies adopted by different types of leader. Descriptions are reasonably accurate but in the 9–10 mark range there may be some tendency to confuse or conflate formal and informal groups.</p> <p>Marks in the 11–12 range reflect some attempt at valid explanation. The emphasis may be on illustration or examples rather than conceptual discussion.</p>

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

Level	AO2
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level may be very generalised with minimal attention to the specificity of the question. Some recognition of different group strategies will normally be evident to support marks of 7–8.</p> <p>Reference to theoretical concepts is limited or only partially relevant.</p>
1 (1–4 marks)	<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>
0	No relevant response.

Unit 3: Themes in Personal Communication. Question 6.

6 'The key to a successful group lies in one thing above all others: motivation.'

To what extent do you agree with this statement? (30 marks)

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

- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles
- Motivation and morale
- Intragroup communication

Level	AO2
<p>5 (17–20 marks)</p>	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a detailed and thorough understanding of motivation in the context of the question. At level 5, this understanding is complemented by an ability to critique approaches to motivation, probably by recognising the suitability and appropriateness of different motivational techniques to different circumstances. There is clear evidence of an evaluative approach to the statement in the question.</p> <p>Well informed theoretical discussion is supported by clearly contrasting examples.</p>
<p>4 (13–16 marks)</p>	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers are based on a good understanding of motivation in the context of groups. Examples and illustrations are able to differentiate between different approaches based, perhaps, on different leadership styles. At this level, some attention is expected to the evaluative dimension to the question.</p> <p>There is also evidence that the candidate has grasped some of the conceptual issues raised by the question.</p>

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

Level	AO2
3 (9 – 12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Some understanding of groups and motivation is evident and, for marks in the upper part of this level, there is some coherent engagement with the statement in the question. In the range 9–10, answers may exhibit only a generalised understanding of groups with limited or slightly misconceived reference to motivation. At this level (9–10) answers may concern themselves with detailed considerations of aspects of group communication with only tenuous links to the issue of motivation.</p> <p>At least some examples are offered but they may be descriptive and/or anecdotal rather than analytical. Theoretical understanding may compensate for inadequate examples or vice versa.</p>
2 (5 – 8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers at this level demonstrate a limited understanding of the nature of motivation in relation to groups. Answers with negligible reference to the specificity of the question may feature here, for example, summaries of leadership styles or stages in the development of groups.</p> <p>Theoretical material may be evident but minimal or only partially understood.</p>
1 (1 – 4 marks)	<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>
0	No relevant response.