

General Certificate of Education  
June 2003  
Advanced Subsidiary Examination



**COMMUNICATION STUDIES**  
**Unit 3 Themes in Personal Communication**

**CMS3**

Wednesday 4 June 2003 Morning Session

**In addition to this paper you will require:**  
an 8-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is CMS3.
- Answer **three** questions, **one** from **each** section.

**Information**

- The maximum mark for this paper is 90.
- All questions carry 30 marks.

**Quality of Written Communication**

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically. Account will be taken of your use of grammar, punctuation and spelling.



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**SECTION A**

Answer **one** question from this Section.

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**Verbal and Non-verbal Communication**

- 1 It has been claimed that the ability to acquire and use language is an innate capacity unique to human beings. What are the arguments for and against this point of view? *(30 marks)*

**OR**

- 2 Using examples explain how both culture and context influence the ways that people interpret non-verbal communication. *(30 marks)*
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**SECTION B**

Answer **one** question from this Section.

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**Intrapersonal Communication**

- 3 Explain and assess the significance of **one** of the following approaches to the self in the context of communication:
- (a) Freud and theories of personality development
  - (b) Jung and the psyche
  - (c) Transactional Analysis
  - (d) the split or divided self. *(30 marks)*

**OR**

- 4 Why is it often difficult for a person to change his or her self concept? What advice could be given to someone who wished to alter his or her self concept? *(30 marks)*

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**SECTION C**

Answer **one** question from this Section.

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**Group Communication**

- 5 Using examples discuss the various ways in which membership of social groups can influence the lives of young people. *(30 marks)*

**OR**

- 6 It is often the case that individual members of groups have goals that are different from the goals of the group as a whole. How could a successful group leader in a work, school or college situation overcome problems that arise from these differences? *(30 marks)*

**END OF QUESTIONS**