



**General Certificate of Education**

**Communication Studies 5626**

**Unit 3      CMS3**

**Mark Scheme**

*2007 examination - June 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **UNIT 3: THEMES IN PERSONAL COMMUNICATION**

### **MARK SCHEME (June 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 to 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 (June 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.

<b>Level</b>	<b>AO1</b>
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.**

**‘Human language is infinitely more powerful and complex than any animal communication system.’**

**What arguments and evidence can be used either for or against this claim?**  
**(30 marks)**

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

- Culture, context
- Definitions of language (e.g. creativity, discreteness)
- Distinction between human and animal communication systems
- Functions of verbal and nvc
- Relationship between language and thought
- Communication as learned or innate behaviour

<b>Level</b>	<b>AO2</b>
<p><b>5</b> (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 at least one of the several valid approaches to this question. The implications of the statement in the question are firmly grasped and a coherent argument, either for or against the claim, is well supported by relevant illustrations. Responses which deal with arguments for <i>and</i> against are not excluded from this level if a reasonably sophisticated facility with conceptual material is evident.</p> <p>Arguments here are likely to include caveats and qualifying statements in recognition of the complexity of issues raised by the question.</p>
<p><b>4</b> (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 the scope of the question is evident with some reference to key points in the debate about the distinctiveness of language. Responses demonstrate some ability to pursue an argument supported by relevant examples and references. At the lower end of this level (13–14 marks) there may be some tendency towards unsubstantiated assertion, but within the context of a generally well-focused response.</p> <p>Answers in the upper part of this level show some evidence of theoretical awareness.</p>

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

3 (9–12 marks)	<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 the terms of the debate indicated by the question. Responses may struggle with the defining characteristics of language, but are able to make distinctions between language and animal communication systems at the level of description.</p> <p>Answers here are likely to feature examples and unqualified assertions rather than theoretical expositions. At the lower end of the level (9–10 marks) these may resemble lists of points rather than any attempt at argument for or against the claim in the statement. In the range 11–12 marks there is some attempt to explore the power and complexity of language.</p>
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers offer a limited account of the distinctiveness of language. Idiosyncratic answers which concentrate on animal communication with little or no reference to the statement in the question may feature at this level. 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.**

**Using examples show how non-verbal communication can be used to overcome potential barriers to communication. (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
- Paralanguage

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
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 demonstrate a confident understanding of the role played by nvc in facilitating personal communication and overcoming barriers. It is likely, though not essential, that responses will consider ‘barriers’ in the technical sense, e.g. by reference to mechanical, semantic or psychological barriers. However, answers which adopt alternative approaches to the idea of ‘potential barriers’ are not excluded from this level if a sound and well-exemplified grasp of relevant concepts is demonstrated.</p> <p>Level Five responses are likely to reflect the scope of the question by considering various and contrasting examples with some reference to contingent variables such as context and culture.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates offer sound and viable explanations of ways in which nvc may be used to overcome barriers in the context of personal communication. 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>
3 (9–12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers demonstrate a reasonable understanding of non-verbal categories and functions. There may be some tendency to generalise rather than to make clear and convincing links between the cited examples and the capacity to overcome barriers to communication.</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>



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

<b>Level</b>	<b>AO2</b>
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 are likely to deal in general terms with nvc with limited reference to the specificity of the question. Decontextualised descriptions of non-verbal forms or categories are likely to feature here.</p> <p>For marks in the range 7–8, examples will have some relevance, albeit implicit rather than explicit.</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 3.**

**3 Show how positive and negative feedback can influence a person's self concept. (30 marks)**

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

- Role, perception, context, model
- Johari Window, Transactional Analysis
- Self image and self concept
- Ideal self, self esteem
- Relationship between intrapersonal and interpersonal communication
- 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 explanation of the relationship between feedback and self concept. Theoretical approaches and/or models are used confidently and appropriately, with consideration given to both positive and negative feedback. Examples and illustrations are apposite and contrastive.</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 the relationship between intrapersonal and interpersonal communication in the context of the question. Good use is made of relevant models and/or ideas. At this level, responses are clearly conceptual and based on a solid understanding of key terms in the question 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, though there may be insecurity in the application of these to issues raised by the question.</p> <p>In the range 9–10 marks responses may be based on anecdotal examples and/or unsubstantiated assertion. There may be some gaps in the understanding of key terms in the question. However, for marks in the range 11–12, there is some attempt to explain and to apply theory.</p>

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

<b>Level</b>	<b>AO2</b>
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 and/or anecdote rather than explanation.</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 Choose one explanation of intrapersonal communication. Show how it has helped you to understand the importance of the self in communication. (30 marks)**

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

- Role, model, context, purpose
- Self image and self concept
- Ideal self, self esteem
- Ideas about the development of self and personality
- Transactional Analysis
- Communication as performance
- Development of self and personality

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 Level Five deal with a model or theory relevant to this area of the specification in order to offer a convincing and balanced explanation of its explanatory power. Answers are very clearly informed by a full and confident understanding of intrapersonal communication.</p> <p>At this level candidates are likely to offer qualifying statements and clear criteria to support arguments about a model or theory ('explanation') which helps in the understanding of self in this context.</p>
4 (13–16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A clear understanding of intrapersonal communication is evident in answers which offer a detailed discussion of a particular model or theory. Responses at this level, particularly in the range 13–14 marks, may be limited in addressing the evaluative ('how it has helped you') aspect of the question, but there is a clear focus on 'the self'.</p> <p>For marks in the range 15–16, there is some attempt to justify the choice of a specific model/theory.</p>
3 (9–12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate some understanding of intrapersonal communication in general terms and will be conversant with a relevant model or theory ('explanation'). The evaluative dimension may be thin, but there is descriptive accuracy and, for marks in the upper part of the level, some attempt at application.</p> <p>At the lower end of the level (9–10 marks) it may be the case that answers deal with examples and illustrations rather than models or theories.</p>

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

<b>Level</b>	<b>AO2</b>
2 (5–8 marks)	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Understanding of intrapersonal is limited (may be confused with interpersonal communication). Answers are likely to approach the question at a purely descriptive level or may attempt to justify the choice of an explanation which is clearly inappropriate in this context.</p> <p>Examples with some relevance are needed for marks in the range 7–8.</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 ‘My life at school was made a misery until I was accepted into a friendship group. I would have done absolutely anything to join.’**

**Why do young people often feel that membership of informal groups, more than any other types of group, is so important? (30 marks)**

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

- Role, perception, culture, context, purpose
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Motivation
- In groups and out groups
- Intragroup communication

Level	AO2
5 (17–20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>The implications of the statement in the question are fully grasped in responses which explore a variety of convincing and coherently expressed reasons why young people are motivated to join informal groups. Key terms in the question are clearly understood so that different types of group are exemplified.</p> <p>At this level, an awareness of the complexity of issues raised by the question is implicit with conceptual material used relevantly.</p>
4 (13–16 marks)	<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 reasons why young people are motivated to join informal groups. Examples are well grounded in an understanding of group behaviour and communication with some exploration of the implications of the statement.</p> <p>Examples are apposite and there is evidence of conceptual awareness.</p>
3 (9–12 marks)	<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 reasons why young people join informal groups, though there may be some misconceptions in relation to key terms in the question.</p> <p>Descriptions are reasonably accurate but in the 9–10 mark range there may be some tendency to confuse or conflate formal and informal groups. Marks in the 11–12 range reflect some engagement with the statement in the question.</p> <p>The emphasis may be on illustration or examples rather than conceptual discussion.</p>

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

<b>Level</b>	<b>AO2</b>
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 types of group and/or different factors motivating young people to join groups 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 What types of communication do you associate with the different stages in the development of a formal group? (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
- Stages in the development of groups
- 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 at this level make confident and convincing links between the two parts of the question and are clearly conversant with both ‘stages’ and ‘types of communication’. There is clear evidence of an ability to move beyond descriptive summaries towards analytical and discursive expositions.</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 group communication and stages in the development of groups. There is a clear focus on the formal group rather than groups in general. Examples and illustrations are able to explore several contrastive aspects of the relationship indicated in the question.</p> <p>There is also evidence that the candidate has applied a conceptual awareness to issues raised by the question.</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>Some understanding of group communication and ‘stages’ is evident and, for marks in the upper part of this level, there is some coherent engagement with the relationship indicated by the question.</p> <p>In the range 9–10 marks, answers may exhibit only a generalised understanding of groups with limited or slightly misconceived reference to formal groups. At this level (9–10) answers may restrict themselves to a detailed descriptive summary of stages in the development of groups without particular reference to ‘types of communication’.</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>



## Unit 3: Themes in Personal Communication: Question 6 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 demonstrate a limited understanding of the nature of group communication. Answers with negligible reference to the specificity of the question may feature here, for example, summaries of leadership styles.</p> <p>Theoretical material may be evident but is 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.