

General Certificate of Education
January 2008
Advanced Subsidiary Level



GCE COMMUNICATION STUDIES
Unit 3: Themes in Personal Communication

CMS3

MARK SCHEME

POST-STANDARDISATION

UNIT 3: THEMES IN PERSONAL COMMUNICATION

MARK SCHEME (January 2008)

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 2008)

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. Explain the importance of non-verbal communication in one of the following areas: turn-taking in conversation or showing feelings and emotions or demonstrating status.**

(30 marks)

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

Perception, culture, context

Register, purpose, role

Verbal and non-verbal communication and social difference

Categories and functions of verbal and non-verbal communication

Relationship between verbal and non-verbal 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 demonstrate a confident understanding of the chosen function of nvc. Theoretical and conceptual material is well-illustrated with examples. At this level, ‘explanations’ include a consideration of the context of communication and are likely to refer in some detail to the relationship between verbal communication and non-verbal communication.</p> <p>Criteria are established against which the criteria for assessing the ‘importance of nvc’ may be assessed.</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 at this level will demonstrate a sound grasp of the chosen function of nvc. Descriptive details are supported by reference to conceptual material. Responses include some assessment of the ‘importance of nvc’ in the selected context.</p> <p>Answers in the range 15–16 show a clear ability to engage with the question at a theoretical level.</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 may tend to describe and illustrate the chosen function of nvc with relatively little attempt to ‘explain the importance’ (though this may be simply asserted). In the range 11–12 relevant and contrasting examples are likely. For marks of 9–10 answers may offer reasonably well-informed but generalised accounts of nvc.</p> <p>Shortcomings in conceptual awareness may be balanced by the use of appropriate examples.</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>These are limited answers which show some familiarity with nvc but which offer minimal engagement with the specificity of the question.</p> <p>Examples may be undeveloped or anecdotal. 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 It is sometimes argued that non-verbal communication is more difficult to interpret than language.

Do you agree with this view?

(30 marks)

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

- Register, role, culture, context and purpose
- Functions of non-verbal communication
- Categories of non-verbal communication
- Paralanguage
- Relationships between verbal and non-verbal communication
- Non-verbal communication and social difference

Level	AO2
5 (17 – 20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses at this level are confident and well-informed with clear evidence of the candidate’s ability to set a suitable agenda within the terms of the question. The implications of the statement are explained thoroughly with reference to the ‘difficulties’ (eg cultural, contextual factors, barriers) and the relationship between verbal and non-verbal communication.</p> <p>Valid, well-illustrated points are expressed on both sides of the debate.</p>
4 (13 – 16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers will demonstrate a good grasp of nvc in personal communication with an informed discussion of issues raised by the question.</p> <p>Answers in the range 15–16 are conceptually informed, with a clear attempt to address both sides of the debate.</p> <p>In the range 13–14, answers may tend towards detailed, accurate description over analysis and explanation.</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 will demonstrate a reasonably well-informed understanding of the role of nvc in personal communication. For marks in the upper part of the level, some reference to the problems suggested in the statement is evident. In the range 9–10 generalised material may predominate.</p> <p>Quality of examples may compensate for conceptual shortcomings or vice versa.</p>

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

Level	AO2
<p>2 (5 – 8 marks)</p>	<p><i>Candidates demonstrate limited knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses will demonstrate only limited understanding of the terms in the question. Generalised overviews or lists of nvc with little or no reference to the implications of the statement may feature at this level.</p> <p>For marks of 7–8 implicit awareness will be demonstrated by the use of examples or by limited references to key theories or concepts.</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’ve told myself a thousand times that I must stop being so lazy.”

What does this statement tell us about intrapersonal communication and the self?

(30 marks)

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

- Role, culture, perception, model
- Transactional Analysis
- Self image and self concept
- Development of self and personality
- Ideal self, self esteem
- Communication as performance, cognitive dissonance
- Freud, Jung, the split or divided self

Level	AO2
5 (17 – 20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Thorough and clear understanding of the implications of the question. The nature of ‘self’ is explored with reference to a number of theories and concepts outlined above. At this level candidates have an awareness of the split/divided self or duality as implied by the quotation. In addition, further theoretical material may be utilised to link the quotation to the broader concerns of intrapersonal communication.</p>
4 (13– 16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A good understanding of intrapersonal communication and, in particular, concepts of ‘self’ is evident here. A range of concepts and/or models is used to address issues raised by the quotation.</p> <p>Even at the higher range (15–16) the idea of duality may be dealt with implicitly rather than explicitly.</p> <p>An ability to apply ideas is demonstrated.</p>
3 (9 – 12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses demonstrate a reasonable familiarity with several concepts associated with the self. In the range 11– 12 there is some success in establishing links between these concepts and the issues raised by the quotation. Answers in the 9-10 range may show some awareness of ‘self’, but struggle to ally this to the quotation.</p> <p>Particularly apposite examples may compensate for theoretical shortcomings.</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>Understanding of intrapersonal communication is evident but partial or limited. Answers are likely to respond to the quotation at a simplistic or anecdotal level.</p> <p>Alternatively, answers may be generalised with some reference to ‘self’ but with limited acknowledgement of the specificity of 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 4.

4 How does self-concept influence the ways in which we present ourselves to others?
(30 marks)

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

- Role, culture, perception
- Register, purpose, model
- Self image and self concept
- Relationship between intrapersonal communication and interpersonal communication
- Communication as performance
- Johari Window, Transactional Analysis

Level	AO2
5 (17 – 20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A thorough and well-informed explanation of the relationship between self concept and self presentation. At this level, explanations are rooted in the application of well understood and relevant concepts and/or models.</p> <p>Thoughtful and contrasting examples are clearly illustrative of relevant theoretical material.</p>
4 (13 – 16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>A good understanding of both self concept and self presentation is evident at this level. In the range 15 – 16 there is evidence of contrasting examples and explanations.</p> <p>In the range 13 – 14 answers may tend to assert rather than argue and explain points in relation to ‘influence’.</p>
3 (9 – 12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Candidates will show a reasonable grasp of the concepts identified in the question and show some awareness of the links between them. At this level answers may tend to rely on assertions and descriptions rather than the fuller explanations suggested by ‘How does ...?’</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>Limited answers which confuse or misconceive the concepts in the question. Responses are likely to rely on anecdotal material as evidence, but examples must have some relevance for marks of 7–8.</p> <p>Theoretical grasp will be limited, with few references to the concepts outlined above.</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 “I don’t want to work with other people. Just leave me alone and I’ll get on with my job in my own way and in my own good time.”

How would this member of a formal group be dealt with by different types of group leader? (30 marks)

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

- Role, context, purpose
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles and issues
- Intra group communication
- Deviance and conformity

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 handle theoretical and conceptual material confidently and relevantly with clear focus on issues raised by the question. All components of the question; specifically, the role and attitude suggested by the quotation, conflict and the suitability of contrasting leadership styles are fully addressed.</p> <p>Examples are relevant and clearly contrasting. The discussion demonstrates an awareness of the diversity and complexity of group communication.</p>
4 (13 – 16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Responses demonstrate a good understanding of leadership styles and are able to evaluate these in relation to the problem suggested in the quotation. Examples are relevant, appropriate and clearly related to the context of the question (ie formal groups).</p> <p>For marks in the 15 – 16 range conceptual material is used confidently and accurately. In the range 13 – 14, answers may rely more on pragmatism and detailed description rather than the application of theoretical approaches.</p>
3 (9 – 12 marks)	<p><i>Candidates demonstrate satisfactory knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a reasonable understanding of group communication and there is some attempt to allocate answers within the terms suggested by the question. There may be some tendency towards unsubstantiated assertion rather than carefully developed argument.</p> <p>Answers that treat groups generically will 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>

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 show a basic understanding of group communication and may identify some different types of leader.</p> <p>Some limited reference may be made to theoretical concepts but it is unlikely that answers at this level are able to compare different types of leadership style in the context of 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 6.

6 What are the different stages in the development of groups? What types of communication are associated with these stages?

(30 marks)

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

- Perception, culture, context, role
- Group categories
- Goals and functions of groups
- Stages in the development of groups
- Leadership styles
- In groups and out groups

Level	AO2
5 (17 – 20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>These confident and assured answers are thoroughly conversant with at least one approach to the stages of development of a group. Each stage is carefully exemplified and discussed in terms of characteristic forms of communication.</p> <p>There is an acknowledgement of the complexity and diversity of groups.</p>
4 (13 – 16 marks)	<p><i>Candidates demonstrate good knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>Answers show a good understanding of stages of group development with reference to relevant conceptual material. Examples are used to illustrate contrasting stages with some reference to different forms of communication. Answers in the range 15 – 16 are likely to acknowledge contingent factors such as group aims, category of group and the roles of group members.</p> <p>There is some evidence that the candidate has grasped relevant theoretical issues raised by the question.</p>
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 some understanding of the stages in group development, though these may be simply described rather than analysed or discussed in relation to associated types of communication. Theoretical awareness may be limited and answers that only consider groups generically are not likely to achieve marks at the top end of the level.</p> <p>At least some examples will be offered but these may be discussed at only a descriptive and/or anecdotal level.</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 group stages and group communication. There is minimal reference to the specificity of the question.</p> <p>Theoretical material may be evident but 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.