



General Certificate of Education

Communication Studies 5626

**CMS3 Themes in Personal
Communication**

Mark Scheme

2008 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.

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UNIT 3: THEMES IN PERSONAL COMMUNICATION

MARK SCHEME (June 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 (June 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.

“I would never dream of talking to my boss in the same way as I talk to my friends.”

How and why do we use language differently when performing different roles? (30 marks)

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

- Perception, culture, context
- Register, purpose, role
- Verbal communication and social difference
- Functions of verbal communication
- Status, power, empathy, persuasion

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 issues raised by the question with a clear focus on language variation. Theoretical and conceptual material is well-integrated into a discussion that is likely to consider a suitably contrasting range of roles.</p> <p>Examples will be apposite and clearly relevant to the debate suggested by 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 at this level will demonstrate a sound grasp of the relationship between language and role. Contrasting examples of role are used to illustrate a well-informed discussion.</p> <p>Answers in the range 15–16 show a clear ability to engage with the question at a theoretical level.</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 a reasonable understanding of how language variation may be linked to role. Examples may extend no further than those suggested by the quotation but there is a focus on language rather than nvc, particularly in the upper half of the range.</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 partial or uncertain accounts of the relationship between language and role. Answers may concentrate more on nvc than verbal communication. Some theories/concepts as listed above will be 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.

‘Non-verbal communication can only be understood by taking into account context and culture.’

What evidence can you give to support this statement? (30 marks)

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

- Perception
- Culture, context and purpose
- Functions of non-verbal communication
- Categories of non-verbal communication
- Paralanguage
- Relationships between verbal and non-verbal communication
- Non-verbal leakage
- 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>At this level, candidates demonstrate a thoroughgoing and well-informed familiarity with the importance of both culture and context in the understanding of nvc.</p> <p>Examples are relevant and appropriate with effective use made of conceptual material. There is likely to be some illustration of different types of context and a broad-based approach to ‘understanding’. The ‘evidence’ may comprise both observation and argument.</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 sound grasp of both context and culture as factors which influence the meanings attached to nvc and the repertoire of non-verbal behaviour. ‘Evidence’ is coherent and valid but there may be some tendency, particularly in the range 13–14, not to explicate or illustrate culture and context in much detail.</p> <p>There will, however, be some competence in dealing with a range of contrasting examples of nvc.</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 fairly sound, if general, understanding of nvc in personal communication. In the range 11– 12 it is likely that both context and culture will be addressed, though discussion of these terms in relation to the question may be limited. Responses may not organise material systematically or explicitly in the form of ‘evidence’.</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
2 (5 – 8 marks)	<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 context and culture. Generalised overviews or lists of nvc with little or no reference to the specificity of the question may feature at this level.</p> <p>For marks in the range 7–8 implicit awareness will be demonstrated by the use of examples or by some reference to the key theories or concepts.</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 “I don’t think I’m stupid but I always feel nervous and tongue-tied in the company of other people.”

How would you use your knowledge of intrapersonal communication to advise a friend who confided this information to you? (30 marks)

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

- Role, culture, context, perception, model
- Transactional analysis
- Self image and self concept
- Ideal self, self esteem
- Development of self and personality
- Communication as performance

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 demonstrate a well-informed, confident grasp of intrapersonal communication. Appropriate ideas and concepts are meaningfully applied to the issues raised by the quotation. The help and advice offered draws on contrasting models, perspectives and concepts.</p> <p>At this level, there are clear signs of the <i>application</i> of knowledge and understanding.</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 issues raised by the quotation is evident, with some appropriate material drawn from the candidate’s knowledge of intrapersonal communication. The range of concepts and/or models used at this level may not be extensive but is very likely to include at least some reference to self esteem or self concept. For marks in the range 15–16, there is some success in diagnosing the causes of problems suggested in 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 should demonstrate some understanding of intrapersonal communication, but at this level candidates may struggle with the implications of the quotation. At this level, some answers may stress the need for support, solidarity and empathy in general terms. If reasonable knowledge of personal communication is present, such answers may be rewarded in the range 9–10, but access to the range 11–12 is restricted to those responses which are able to exhibit some awareness of concepts specifically associated with intrapersonal communication.</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 may be limited. Answers are likely to be generalised with little evidence of the application of relevant concepts to issues raised by the quotation.</p> <p>Alternatively, answers at this level may offer simplistic forms of ‘advice’ with only limited or indirect reference to communication.</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 do feedback and self-disclosure contribute to an individual's self-concept? (30 marks)

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

- Role, culture, perception
- Context, purpose, model
- Self image self esteem, self concept
- Relationship between intrapersonal communication and interpersonal communication
- Johari Window, transactional analysis, self fulfilling prophecy

Level	AO2
5 (17 – 20 marks)	<p><i>Candidates demonstrate excellent knowledge and understanding of key communication concepts, conventions and theories.</i></p> <p>All three concepts mentioned in the question are thoroughly well understood in answers which offer convincing and well informed explanations.</p> <p>Even at this level answers need not necessarily make explicit references to Johari Window, though alternative approaches must be valid, clearly explained and justified.</p> <p>Thoughtful 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>Responses show a sound grasp of all three concepts. The contribution of both feedback and self disclosure is discussed and exemplified with reference either to theoretical approaches or detailed illustrations.</p> <p>In the range 13–14 answers may tend to assert rather than argue and explain points.</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 personal communication but there may be some errors or limitations in dealing with the three concepts. At this level answers are more likely to describe rather than explain the contributions of feedback and self disclosure.</p> <p>In the range 9–10 responses tend to generalise rather than answering the question directly.</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>A limited or partial grasp of the concepts is evident here. 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 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 What contribution does communication make to the success or failure of groups? (30 marks)

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

- Role, context, purpose, model
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles and issues
- Intra group communication
- 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>Answers will handle theoretical and conceptual material confidently and relevantly with a clear identification of valid criteria for the assessment of ‘success or failure’.</p> <p>Examples are relevant and clearly contrasting with a focus on communication rather than other aspects of group behaviour. The discussion demonstrates an awareness of the diversity and complexity of group forms and 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 are informed by a solid understanding of the importance of communication in the ability of groups to reach goals or fulfil objectives. Examples are relevant and appropriate.</p> <p>For marks in the 15–16 range conceptual material is used confidently and accurately. At this level, there is some recognition that the criteria for measuring success or failure depends to some extent on the type of group and its functions.</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 discussion of the link between communication and the success or failure of groups. There may be some tendency towards unsubstantiated assertion rather than carefully developed argument. Responses may treat groups generically, particularly in the range 9–10.</p> <p>Answers may dwell on issues such as leadership or stages of group development without establishing clear links between this material and the specific issues raised by the question.</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.</p> <p>Some limited reference may be made to theoretical concepts but it is unlikely that answers at this level are able to recognise contrasting forms of communication in the context of groups. Attention to ‘success and failure’ may take the form of simple assertions.</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 How do the roles of group members differ between formal groups and informal groups? (30 marks)

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

- Context, role, purpose
- Group categories
- Goals and functions of groups
- Roles in groups and group conflict
- Leadership styles
- In groups and out groups, boundary marking

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 develop explanations which rely on a range of relevant theoretical material and deal confidently with a variety of roles. Clear distinctions are drawn between formal and informal groups.</p> <p>Examples are well integrated into a thoughtful and balanced discussion. A diversity of different roles is considered in relation to both types of group.</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 the distinctions between formal and informal groups and also of the nature of ‘role’ in a group context. Examples are used to illustrate contrasting explanations, but in the range of marks 13–14 there may be some tendency to rely on a limited range of roles, for example leadership styles.</p> <p>There is evidence that the candidate has grasped relevant conceptual 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 a reasonable understanding of groups and roles. In the range of marks 11–12 there is some success in differentiating between formal and informal groups, but responses at 9–10 may reveal limitations in this area. However, answers at Level Three must show some proficiency in the use of either good, valid examples or the understanding of relevant concepts outlined above.</p> <p>In the lower half of the range, 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 will demonstrate a limited understanding of 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.