



## **Extended response: Communication**

### **Worth 5% of the YEAR Mark**

### **MARKING KEY**

Anouk is a mother of two, her first born Mohammad is 13 years old and was born with a cleft pallet, however, has learned to communicate effectively after surgery and with the help of a speech therapist. Mohammad has recently joined a debate team at school, he is confident and assertive when speaking and enjoys speaking to larger audiences. Anouk's second child Shia was adopted two years ago and had been brought up in a foster home until the age of 8 years old where she received less one-on-one attention. Although Shia was not born with a biological speech issue, her speech and communication are at the expected level of a much younger child. Shia does not enjoy public speaking, however, is quite comfortable speaking with close friends.

*'The development of language abilities and effective communication in a person are due just as much to the environment in which the person develops as their genetics.'*

Assess the accuracy of this statement, applying examples from the scenario where possible. Refer to relevant psychological evidence in your response.

**In your answer you should include:**

- A definition of effective communication (1 mark)
- Explains the role of genetics in language development and communication, identifying the correct theorist. (5 marks)
- Applies the above theory to the scenario (2 marks)
- Identifies and discusses one piece of evidence and one limitation of the theory (4 marks)
- Explains the role of the environment in language development and communication identifying the correct theorist(s) (5 marks)
- Applies the above theory to the scenario 2
- Identifies and discusses one piece of evidence and one limitation of the theory (4 marks)
- Use of psychological research related to communication styles and applies this to the scenario (4)
- Quality of Extended Response (3 marks)

Description	Marks Allocation
Clearly defines effective communication	/1
<b>Genetics and Biological basis for language / communication</b>	<b>/9</b>
<p>Identifies Chomsky as the theorist</p> <p>Any four of the following points:</p> <ul style="list-style-type: none"> <li>- All children are born with an ability to learn language</li> <li>- Language is predisposed and universal as people are able to learn it even with the input is minimal</li> <li>- Chomsky proposed that there is a LAD “black box” in the brain that allows us to learn language</li> <li>- LAD needs to hear and input language heard around you, it interprets the rules and outputs sentences</li> <li>- Chomsky proposed that there is a universal grammar and structure that all human languages have in common</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>Supporting psychological evidence:</p> <ul style="list-style-type: none"> <li>- Physiological adaptations (vocal tract) and parts of brain responsible for language development: Broca’s and Wernicke’s area shows that there is some evidence for how we are predisposed to learn language</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- LAD and universal grammar are purely theoretical, no evidence found for LAD in the brain and no evidence found by linguists of universal grammar</li> </ul>	<p>2</p> <p>2</p>
<b>Environment (Nurture and language development)</b>	<b>/9</b>
<p>Identifies Bruner as the theorist</p> <p>Any 4 of the following points:</p> <ul style="list-style-type: none"> <li>- Interactionist theory emphasizes the language input children receive from their caregivers</li> <li>- Emphasises that language is only learnt due to the motivation of connection and communication with others</li> <li>- Bruner observed how children were supported in their language acquisition and categorised different “language acquisition support systems” that parents used</li> <li>- Parents provide structure and reinforcements that allow babies / children to learn language</li> <li>- Uses examples of scaffolding techniques, joint attention or format</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>Supporting evidence:</p> <ul style="list-style-type: none"> <li>- Case study of Jim (Bard and Sachs) child of deaf parents, only learnt language with help of speech therapist, highlighting the need for social interaction to learn language</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Does not explain how certain cultures where parent-child interaction is limited – children still pass through the same milestones of language development</li> </ul>	<p>2</p> <p>2</p>
<b>Use of psychological research</b>	<b>/5</b>

Discusses the aim, method and findings of one piece of research Or discusses the method and findings of two pieces of research e.g. Tannen or Labov	3
Applies to the scenario e.g. Mohammad uses report talk and Shia uses rapport “enjoys speaking to larger audiences” whereas Shia “does not enjoy public speaking”	2
<b>Quality of Extended Response</b>	<b>/3</b>
Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation.	3
Satisfactory structure and conversational language with adequate spelling, grammar, and punctuation	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout.	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation.	
<b>Total</b>	<b>/28</b>

## Question 2

27 marks

Study the advertisements on the following pages. Compare the two advertising campaigns and explain, using your knowledge of persuasive communication, how these advertisements were designed to encourage people towards a particular viewpoint.

In your response should include:

- A definition of persuasive communication (2 marks)
- An explanation of the two routes of persuasive communication (4 marks)
- A definition of source of message and identifies three ways in which the source of message can be persuasive (4 marks)
- Identify the source of message and justify why this was used (2 marks)
- A definition of nature of the communication and identifies three ways in which the nature of communication can be persuasive (4 marks)
- Identify the nature of communication and justify why this was used (2 marks)
- A definition of characteristics of the audience and identifies three ways in which the characteristics of the audience can be persuasive (4 marks)
- Identify the characteristics of the audience and justify why this was used (2 marks)
- Quality of the communication (3 marks)

Description	Marks
<b>Definition of persuasive communication</b>  Persuasive communication refers to any message that aims to change the beliefs, feelings, and/or behaviours of others.  2 marks for including at least two of: beliefs, feelings, and/or behaviours of others.	0-2  /2
<b>An explanation of the two routes of persuasive communication</b>  Central route (1) Peripheral route (1)  <b>Any of the following two:</b> <ul style="list-style-type: none"> <li>• Central involves: thoughtful consideration of the topic (1), motivation from the receiver (1), receiver must be active participant and engage in the material (1), leads to longer lasting change(1)</li> <li>• Peripheral involves: receiver is more passive (1), relies on cues around the topic rather than a central message (1), does not lead to lasting change but usually good for quick decisions such as small purchases (1)</li> </ul> <i>For full marks needs to identify descriptors for both pathways</i>	0-4
<b>Source of the Message</b>	/6

<p>Definition: The source of a message is the person/people who provide the information (1)</p> <p>Identifies three ways in which the source can be persuasive, examples:</p> <ul style="list-style-type: none"> <li>• We are likely to accept the word of people with expertise in the area, even without assessing the validity of their claim.</li> <li>• We attribute expertise to people who talk fast. If the message is delivered fast, receiver cannot evaluate validity, and associate this with intelligence.</li> <li>• Trustworthiness: Politicians aim to discredit their opponent's trustworthiness. Parents often used in health campaigns</li> <li>• Other aspects: Attractiveness, likeability, similarity to message receiver.</li> </ul>	<p>0-4</p>
<p><b>Identify the source of message and justify why this was used</b></p> <p><b>Application:</b></p> <p>1 mark for each advert correctly applied</p> <p><b>Examples</b></p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <li>• Expertise: Australian Government Authorized.</li> <li>• Expertise: Border Protection Agency.</li> <li>• Trustworthiness: Australian Government aiming advertisement at People Smugglers, not refugees.</li> <li>• Trustworthiness: Asylum Seeker Recourse Centre. United Nations</li> <li>• Expertise: Use of a real Refugee</li> <li>• Similarity to message receiver: wearing everyday Australian clothing, worker, family man.</li> </ul>	<p>0-2</p>
<p><b>Nature of the Communication</b></p>	<p>/6</p>
<p>Definition: The nature of the communication refers to the content of the communication (<i>what</i> is being communicated) (1). Identifies three ways in which the nature of communication can be persuasive, any of the 3 following examples:</p> <ul style="list-style-type: none"> <li>• Keep it simple: Need viewers to understand the information presented</li> <li>• Emotional response: campaigns aim to invoke an emotional response in order to change our thinking. Messages are not just absorbed, they are reacted to, and interacted with. If reactions are unfavourable, we are unlikely to respond.</li> <li>• Fear as a tool: arouse anxiety so that viewer will attend to the message and be persuaded. Cannot arouse too much anxiety or else viewer will miss the message due to heightened emotional state. High levels of fear can lead to avoidance. Must evoke enough anxiety to change behaviour, but not so much you start to ignore message ie Ignorance is bliss. Danger must apply to recipient and they can do something about it.</li> </ul>	<p>0-4</p>

<p><b>Application:</b></p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <li>Both printed advertisements which are easier to comprehend than TV advertisements.</li> <li>Parents' are often used in political campaigns, this tactic used in ASRC ad.</li> <li>Fear response used in Australian Government advertisement.</li> <li>Emotional response: sympathy for asylum seeker used in ASRC ad.</li> <li>Simple tagline used in Australian government ad to get message across quickly.</li> </ul>	0-2
<b>Characteristics of the Audience</b>	/6
<p><b>Definition:</b> The characteristics of the audience refers to the demographics of the audience being taking into consideration when targeting and creating the persuasive text/advert. (1)</p> <p>Description:</p> <ul style="list-style-type: none"> <li>Age, gender, personality, education, culture, socio-economic standing, relationship to message.</li> <li>People with pre-existing, strong opinions are less likely to be persuaded</li> <li>Some have a high need for cognition = enjoy evaluating arguments, finding holes and weighing up pros and cons.</li> <li>Some have a low need for cognition = likely to be swayed by expertise of person delivering message.</li> <li>Some bias their information processing in order to preserve messages they don't want to change.</li> </ul> <p><b>Application</b></p> <p><i>May include but not limited to:</i></p> <ul style="list-style-type: none"> <li>Australian Government: indicates it is aimed at people smugglers, however it is aimed at Australian public, message across the government is working to stop the boats.</li> <li>Aus. Government and ASRC: people with pre-existing opinions will be more easily persuaded depending on which side of the argument they are.</li> <li>ASRC: aimed at as many people as possible by identifying person in ad as a father, son, brother, works in IT (large industry)</li> </ul>	0-4
<b>Quality of Extended response</b>	/3
Well-developed sentences and paragraphs <b>and</b> consistent use of appropriate psychological language <b>and</b> correct spelling, grammar and punctuation	3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure	2
Single paragraph response <b>or</b> lack of paragraph structure <b>and/or</b> poor sentence structure <b>and/or</b> very colloquial language <b>and/or</b> poor English expression <b>and/or</b> many spelling errors	1
<b>Total</b>	3
<b>Overall Total</b>	28