**MARKING GUIDE**

**Year 11**

**PSYCHOLOGY ATAR 2022**

**TASK 4**

**Communication and Relational Influences**

**Topic Test**

**(Weighting: 7.5%)**

Time allowed: 60 minutes

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **SECTION** | **MARKS AVAILABLE** | **YOUR MARK** |
| **Short answer - Communication** | **38** |  |
| **Extended Response – Relational Influences** | **22** |  |
| **TOTAL** | **60** |  |
|  | | **%** |

**Answer all questions in the spaces provided.**

**Question 1 (4 marks)**

1. Outline two forms of non-verbal communication. (2)

Any two of: Facial expression, gestures, touch and smell, physical distance/proxemics, body language (must have specific wording and brief outline)

1. Hall (1966) outlined four levels of interpersonal space or “distance zones”. Describe TWO of these levels. (2)

Any 2, one for naming and one for describing (distance not necessary):

Intimate zone – close relationships e.g. family/lovers

Personal zone – friends

Social zone – functional relationships e.g. teacher/student, customer/shopper

Public zone – strangers in public places

**Question 2 (1 mark)**

Define effective communication.

The message is understood by receiver as intended by the listener

**Question 3 (3 marks)**

Describe three barriers to effective communication.

Any 3:

Background noise

Listener not paying attention

Listener not asking clarifying questions

Speaker using too complicated words

Speaker using not enough detail

Speaker not loud enough

**Question 4 (5 marks)**

Appropriate communication is very important in establishing and maintaining relationships. Communication style and language is examined when a person goes to see a psychologist or counsellor about a problem with a relationship. A psychologist is likely to teach assertive communication.

1. Define assertive communication.(2 marks)

Honestly expressing opinions and feelings (1) in a way that does not infringe on the rights of others (1)

1. List the three steps that are involved in communicating assertively. (3 marks)

\*Note: do not accept “I statements/keep to facts/ownership” as they are characteristics, not steps.

1. State you understand the other person
2. State the problem
3. State what you want to change/how to fix it

**Question 5 (3 marks)**

Children with specific language impairment (SLI) are not readily accepted by their peers. Use your psychological understanding of SLI to explain why this may be the case.

* Children with SLI have trouble understanding others and expressing themselves
* Therefore they have trouble with negotiation and resolving disagreements
* Often resort to physical means causing other students to dislike them

**Question 6 (6 marks)**

Describe the two main forms of hearing loss, identify which would not be able to be treated with surgery and identify an alternative treatment.

Conductive (1) – problems in outer or middle ear that prevent sound reaching the inner ear (1)

Sensorineural (1) – problem in cochlea or auditory nerve so message is not transmitted to the brain (1)

Sensorineural cannot be treated with surgery (1) but can be treated with a cochlear implant (1)

**Question 7 (4 marks)**

List and describe TWO impacts of hearing loss on speech and language development in children.

Less exposure to language (1) = smaller vocab (1)

Not being able to hear themselves (1) = poor pronunciation (1)

**Question 11 (12 marks)**

According to Robinson (2003) there are three ways humans communicate to initiate, maintain and regulate social relationships as adults.

1. Describe the three aspects of handshaking that should be considered, and suggest how someone would use a handshake to greet a friend, giving reasons for you answer.

(5 marks)

* Way you extend the palm
* Pressure
* Length of time

+2 marks for describing and explaining

1. There are three main patterns of communication used as forms of address. Suggest the type of person who would use the V form and give an example. (3 marks)

‘vous’ more formal than ‘tu’ (1)

e.g. a servant talking to their master/queen etc. (1) ‘my lord’/ ‘her majesty’ (1)

Accept other relevant examples

1. Brown and Levinson (1987) proposed three determinants of the choice of behaviour that should be considered when behaving in a “polite” manner. Describe the three determinants, and suggest how a friend would request the use of a vehicle for two hours that would ensure the desired outcome. (4 marks)

* Social distance – relative standing in society
* Power differential – levels of control and influence
* Imposition of request – amount of time/resources to complete the request

+1 for appropriate suggestion

**Extended Response – Relational Influences (22 marks)**

Lisa and John, along with a small group of their friends, were shopping in the Hay Street Mall when an older male walking in front of them collapsed. The male looked to be approximately 60 years old, was wearing very old and dirty clothes, and had been behaving erratically just prior to his collapse. Lisa, John and their group of adolescent friends stopped and just looked at the man. One of them, Steve, thought it was funny and took out his mobile phone to film the incident. Lisa turned to John and said, “What should we do?” Most people around the group continued to walk on and behaved as if nothing had happened. Finally a young woman stepped in to assist the man, and asked someone to call an ambulance. Later, the group went to have coffee together and Steve took out his phone and was making fun of the situation. Some of the group laughed along with him and made some nasty remarks about the victim. Lisa and John, who were in a relationship, later discussed their disappointment in Steve’s behaviour and that of the others who joined in with him.

Using your understanding of theories in psychology and with reference to empirical evidence:

* Define pro-social and anti-social behaviour, giving reasons why they occur and an example of each (8 marks)
* discuss why the people in the Mall did not stop to assist the old man. (3 marks)
* Identify the levels of adolescent peer groups described, discuss the stages of group development and apply these to the scenario (6 marks)
* Explain Steve’s role in the group and why some of the group joined in the negative behaviour. (2 marks)
* Quality of response (3 marks)

Use the space below for planning and write your response on the following pages.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Possible mark** | **Mark** |
| **Pro-social behaviour** | | **/6** |
| * Clearly defines pro-social behaviour | **1** |  |
| * Describes 2-3 common examples of pro-social behaviour * Describes 1 common example of pro-social behaviour | **2**  **1** |  |
| * Discusses the three main reasons for pro-social behaviour. * Briefly describes the three main reasons for pro-social behaviour * Lists three reasons for pro-social behaviour or describes less than three | **3**  2  1 |  |
| **Anti-social behaviour** | | **/6** |
| * Clearly defines anti-social behaviour | **1** |  |
| * Describes 2-3 common examples of anti-social behaviour * Describes 1 common example of anti-social behaviour | **2**  **1** |  |
| * Discusses the three main reasons for pro-social behaviour. * Briefly describes the three main reasons for pro-social behaviour * Lists three reasons for pro-social behaviour or describes less than three | **3**  2  1 |  |
| **Why they did not assist /6** | | |
| **Darley and Latane**   * Clearly outlines the stages of helping and how they relate to the scenario. * Briefly outlines the stages of helping. * Refers to the stages of helping. | **3**  2  1 |  |
| * Discuss what prevents pro-social responses, mentioning bystander effect and diffusion of responsibilities * Describes what prevents pro-social responses, mentioning bystander effect **or** diffusion of responsibilities * Mentions what prevents pro-social responses without using psychological terminology | **3**  2  1 |  |
| **Dunphy /6** | | |
| * Discusses how adolescent relationships develop, referring to Dunphy’s ‘participant observation’ and mentioning the three levels, identifying each in the scenario * Discusses the three levels and identifies each in the scenario * Lists the three levels of peer groups | **3**  2  1 |  |
| * Discusses Dunphy’s 5 stages, relating them to the scenario * Discusses Dunphy’s 5 stages * Briefly mentions Dunphy’s 5 stages | **3**  2  1 |  |
| **Social conformity /3** | | |
| * Clearly explains how social conformity including “peer groups” determines behaviour * Describes social conformity * Briefly mentions social conformity and its effect on the group | **3**  2  1 |  |
| **Use of psychological evidence** |  | **/4** |
| * **Two** or more statements are supported with a description of relevant evidence using **three** or more sentences. * Two or more statements are provided with a brief description of relevant evidence using less than **three** sentences. * **One or two** statements are supported with reference to relevant evidence. | **4**  3  1-2 |  |
| **Quality of extended response /3** | | |
| * A well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout * Satisfactory structure and everyday language with adequate spelling, grammar and punctuation * Poor Structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout | **3**  2  1 |  |
| **TOTAL** |  | **/34** |