**RESPONSE TEST – SHORT ANSWER + EXTENDED RESPONSE**

**YR 12 MARKING KEY 2016**

**RELATIONAL INFLUENCES + COMMUNICATION**

**Question 1 (4 marks)**

It has been proposed that there are four different parenting styles classified according to; the level of responsiveness, and the level of control.

a. Name the theorist who put forth this idea. (1 mark)

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| **Description** | **Marks** |
| Diana Baumrind (1) | 1 |
| **Total** | **1** |

b. Identify and explain three types of parenting styles. (3 marks)

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| --- | --- |
| **Description** | **Marks** |
| Pick from 3 of the following, (1) mark each.  Authoritative – sets limits in a warm and caring environment, giving the child boundaries, while allowing them to develop their own beliefs and values.  Authoritarian – demands obedience from child and sets strict rules.  Permissive – accepts their child, but does not set rules therefore the child is able to do as they please.  Uninvolved – neglects child. No time or rules given. | 0-3 |
| **Total** | **3** |

**Question 2 (5 Marks)**

There has been much discussion over whether language is something we are born with, or something that we learn as we develop.

1. Name the key theorist who suggested language is learned and outline the key points of their theory. (3 marks)

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| --- | --- |
| **Description** | **Marks** |
| Bruner (1) suggested that language is learned and proposed LASS – language acquisition support system (1) – where language can only develop through interaction with others (1) | 0-3 |
| **Total** | **3** |

1. How does early book reading assist in children’s language development? (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Book reading begins with the parent pointing at pictures and naming/commenting on the picture (1). Teaches turn-taking and conversation rules (1) | 0-2 |
| **Total** | **2** |

**Question 3 (7 marks)**

Once learned, the language we come to speak varies depending on a number of things.

1. Define communication style. (1 mark)

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| --- | --- |
| **Description** | **Marks** |
| The cultural and social aspects of language; it involves accents, vocabulary, grammar and ideas being expressed | 0-1 |
| **Total** | **1** |

1. Discuss, including the names of the theorists involved, the impact of social background on language. (6 marks)

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| **Description** | **Marks** |
| Bernstein (1) claimed that children from the working class has a language deficient and only used restricted codes (1) while the middle class were able to use both restricted and elaborated codes (1)  Labov (1) studied Black English Vernacular and suggested that they were not deficient, just different (1) as the language was just as rule-governed as standard English (1) | 0-3  0-3 |
| **Total** | **6** |

**Question 4 (9 Marks)**

Gabriel, Head Boy and Dux of School at Perth Public School, has been asked to present a speech with which to persuade his audience (fellow students) of the benefits of a strict study plan prior to exams.

1. Define persuasive communication. (1 mark)

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| **Description** | **Marks** |
| Trying to change the beliefs, feelings and behaviours of others through the use of communication | 0-1 |
| **Total** | **1** |

1. Identify and explain one factor relating to Gabriel as the source of the message that could enhance the persuasiveness of the message. (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Answers must be specifically related to Gabriel.  1 mark for identifying and 1 mark for explanation  Answers can include but are not limited to:   * Likeability – as Gabriel is Head Boy we can assume he is probably popular and hence can use this fact when presenting * Expert – as Gabriel is Dux of School, students know he has done well in exams and as such would be considered an expert in attaining good grades * Fast-talking – research has shown that we attribute knowledge to fast-talkers so Gabriel could ensure he talks at a decent pace but not too fast so as to persuade his audience * Trustworthiness – Gabriel would hopefully be seen as trustworthy as he has been voted Head Boy and won Dux, therefore his opinion is more likely to be respected/trusted | 0-2 |
| **Total** | **2** |

1. Discuss two characteristics of the audience that Gabriel must consider when preparing his speech. (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Answers must be specifically related to Gabriel’s audience (his peers).  Answers can include but are not limited to:   * Age – the audience is fellow students and as such Gabriel could use colloquial language, and not speak patronizingly or ‘above’ them * Relationship to him – Gabriel should view the audience as peers and treat them as such, not considering himself more or less important than them * Culture – as he is speaking at Perth Public School, Gabriel can assume most are from an individualistic culture and consider direct statements a better form of persuasion * Need for Cognition – Gabriel is speaking to a high school audience who will have a range of cognitive needs, both High and Low, high needing logical arguments and being able to weigh up pros and cons, while low will need expertise and trustworthiness, which Gabriel can provide as Head Boy and Dux | 0-2 |
| **Total** | **2** |

1. Identify two persuasive communication techniques relating to the nature of the content that Gabriel could employ for his speech and explain how they could contribute to its persuasiveness. (4 marks)

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| **Description** | **Marks** |
| 1 mark for identifying and 1 mark for explanation of each  Answers can include but are not limited to:   * Keep it simple – as the speech is verbal and not written, Gabriel would be best to keep his message simple as the audience cannot reread what he has said later * Emotional response (positive) – Gabriel should try to create a good mood with the audience so they are persuaded by his message * Emotional response (negative) – Gabriel may want to create fear in his audience of poor grades, but not too much fear as this can lead to people ignoring the message | 0-2 each |
| **Total** | **4** |

**Extended answer (25 marks)**

Jarred and his younger brother Aaron share a car. On Friday night, Jarred has a date with Celia at the local cinema for the 9pm session. Aaron was hoping to go and pick up a new pair of shoes at late-night shopping in the city after he finishes work at 6pm. Discuss the three types of conflict resolution available to the brothers and the different types of solutions they could result in.

In your answer you should:

* Define conflict
* Discuss three techniques for resolving conflict
* Discuss three types of solutions to solve conflicts
* Apply these to the given scenario

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| --- | --- |
| **Definition** | **1** |
| Defines conflict | 1 |
| No definition | 0 |
| **For each technique for resolving conflict (3x5marks)** | **15** |
| Detailed discussion, how it is applied in real life and identifies the types of solution expected from each | 4-5 |
| Brief but accurate discussion on type of conflict resolution, how it is applied in real life and identifies the types of solution expected for one or two techniques | 2-3 |
| Identifies the three conflict resolution types without discussing types of solutions | 1 |
| No discussion of conflict resolution or is irrelevant | 0 |
| **Application to scenario** | **3** |
| Application is consistent and appropriate | 2-3 |
| Application is attempted but not applied throughout | 1 |
| No application to scenario or application is irrelevant | 0 |
| **Evidence** | **3** |
| Detailed description of two or more examples of relevant psychological research. | 2-3 |
| Refers to one or more examples of research but lacks detail. | 1 |
| No evidence or evidence is irrelevant | 0 |
| **Quality of Extended Response** | **3** |
| Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication. | 3 |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas still clear. Colloquial language. | 1 |
| Response is too short or is irrelevant. | 0 |