Rossmoyne Senior High School

Humanities and Social Sciences

2018 Course Outline

Name _____

PSYCHOLOGY

Year 11 ATAR

UNITS 1 & 2

- Unit 1 – Self, Cognition, Others
- Unit 2 – Self & Others

Content

Last Update: 15/12/2017

School Curriculum and Standards Authority

PSYCHOLOGY
ATAR COURSE
Year 11 syllabus

SCSA Content

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Rationale

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

Course outcomes

The Psychology ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Psychological understandings

Students understand the bases of human behaviour.
In achieving this outcome, students:

- understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act
- understand the different theoretical approaches to the various areas or domains of psychology
- understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.

Outcome 2 – Investigating in psychology

Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour.
In achieving this outcome, students:

- develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way
- collect, record, classify, quantify and process data and information in organised, logical and ethical ways
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.

Outcome 3 – Applying and relating psychological understandings

Students select and apply knowledge, understandings and skills to the study of human behaviour.
In achieving this outcome, students:

- use psychological knowledge and understandings to explain thoughts, feelings and behaviour
- apply knowledge and understandings reflecting the values of the discipline of psychology
- explore and interpret human behaviour in the everyday world using psychological theory and principles.

Outcome 4 – Communication in psychology

Students use appropriate skills and processes to communicate their understanding of human behaviour.
In achieving this outcome, students:

- use psychological discourse
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness
- explain psychological understandings to a range of audiences for a range of purposes.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive

processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the content is organised as follows:

Content organisers	Sub-organisers	
	Unit 1	**Unit 2**
Self	Biological influences/bases of behaviour	Developmental psychology
	Cognition	Personality
Others	Relational influences	Social psychology
	Communication	Culture and values
Research methods	Planning and conducting psychological research	
	Processing and evaluating psychological research	

Mathematical skills expected of students studying the Psychology ATAR course

The Psychology ATAR course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum.

Within the Science Inquiry Skills strand, students are required to gather, represent and analyse numerical data to identify the evidence that forms the basis of scientific arguments, claims or conclusions. In gathering and recording numerical data, students are required to make measurements using appropriate units to an appropriate degree of accuracy.

It is assumed that students will be able to:

- perform calculations involving addition, subtraction, multiplication and division of quantities
- perform approximate evaluations of numerical expressions
- express fractions as percentages, and percentages as fractions
- calculate percentages
- recognise and use ratios
- transform decimal notation to power of ten notation
- translate information between graphical, numerical and algebraic forms
- construct and interpret frequency tables and diagrams, pie charts and histograms
- describe and compare data sets using mean, median and inter-quartile range
- interpret the slope of a linear graph.

Progression from the Year 7–10 curriculum

This syllabus continues to develop science inquiry skills, building on those acquired in the Year 7–10 Science Curriculum. Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. Science inquiry is also concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Investigations in psychology are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. The collection and analysis of data to provide evidence plays a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, text, keys, spreadsheets and databases. The analysis of data to identify and select evidence, and the communication of findings, involve the selection, construction and use of specific representations, including mathematical relationships, symbols and diagrams.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Psychology ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Students develop literacy skills as they are introduced and become familiar with the specific discourse used in psychology. This course provides a specific and rich context for students to develop reading and writing abilities and skills in viewing and speaking, as they apply language in different contexts and for different purposes. Students develop literacy capability as they learn key research and investigative skills which enhance their ability to access, interpret, analyse and challenge information, and evaluate the changing knowledge base in psychology. Students use language structures to formulate hypotheses, relate information, provide explanations and construct evidence-based arguments. Students communicate research findings using multiple ways of representing data to articulate and illustrate relationships they have observed or constructed.

Numeracy

Students develop numeracy skills as they consider and evaluate psychological research, including the ability to display and interpret quantitative data, and apply processes of correlation and probability to inform the development of evidence-based conclusions.

Information and communication technology capability

In the Psychology ATAR course, students develop and apply information and communication technology (ICT) capability as they learn to effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively. Students research psychological concepts, collect and analyse data and communicate understandings using a range of technologies.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, consider alternatives and solve problems. In this course, critical and creative thinking is embedded in the skills of planning, conducting, processing and evaluating psychological research. Students generate and examine hypotheses, make predictions, solve problems and analyse and evaluate evidence.

Personal and social capability

Psychology seeks to explain how individuals think, feel and act. In this course, students develop personal and social capabilities as they engage in the study of key theories which seek to explain how emotions, self-understanding and relationships influence decisions and actions. Students learn about the impact of groups and effective communication processes, and are encouraged to reflect on how relationships can be improved. Personal and social capability is also enhanced as students apply psychological knowledge to make informed choices about issues that impact their lives and consider the application of psychological concepts to meet a range of personal and social needs.

Ethical understanding

In this course, students learn about key psychological theories and the way in which the rights, integrity and propriety of people, who are the subject of psychological research, are held in high regard. Students develop the capacity to form and make ethical judgements through the study of ethics in psychology, and explore and apply ethical guidelines as they engage in planning, conducting, processing and evaluating psychological research.

Intercultural understanding

Cultural attitudes and perspectives are important influences on behaviour and relationship development. Students examine how culture impacts on beliefs, attitudes and practices.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Psychology ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander Peoples have longstanding scientific traditions. They have developed knowledge about the world through observation, prediction, creating hypotheses and making generalisations. In this course, scientific methods which propose to explain human behaviour are consistent with those which have been practised and transmitted in Aboriginal culture from one generation to the next. The study of the scientific method used in psychology has close links to the way in which Aboriginal and Torres Strait Islander Peoples view their world and therefore contributes to a better understanding of Aboriginal and Torres Strait Islander histories and cultures.

Asia and Australia's engagement with Asia

Asia and Australia’s engagement with Asia provides rich and engaging contexts for developing students’ scientific knowledge, understanding and skills. In this course, students learn about the diversity of cultures, traditions and beliefs and their impact on human behaviour, including the influence of traditional and contemporary Asian cultures.

Sustainability

Through the process of scientific investigation, students identify and understand relationships between variables and the notion of cause and effect. They develop skills in observation and analysis which enable them to examine relationships in the world around them and appreciate the contribution of science toward the development of a sustainable future.

Unit 1

Unit description

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

Unit content

This unit includes the knowledge, understandings and skills described below.

Self

Biological influences/bases of behaviour

- functions of the major parts of the brain
  - hindbrain
  - midbrain
  - forebrain
  - left and right hemispheres
  - corpus callosum
- main features of the four lobes of the cerebral cortex
- structure of the neuron
  - cell body
  - axon
  - dendrites
  - myelin sheath
- methods for investigating brain function
  - external recordings – electroencephalography (EEG)
  - scanning techniques
    - still pictures – computed axial tomography (CAT) scan, magnetic resonance imaging (MRI)
    - dynamic pictures – functional magnetic resonance imaging (FMRI), positron emission tomography (PET) scan
  - case study – Phineas Gage
- factors that affect behaviour, emotion and thought
  - physical activity
  - psychological and physiological responses to recreational drugs – cannabis, alcohol and amphetamine

Cognition

- theories of intelligence
  - general intelligence – Galton, Spearman
  - measuring mental age and intelligence quotient – Binet and Simon, Terman
  - empirical approaches to intelligence – Wechsler
  - multiple intelligences – Gardner
  - emotional intelligence – Golman
- intelligence testing

    - advantages and disadvantages of group and individual testing
- the role of sensation and perception in cognition
    - sensory organs and stimuli
    - perception – illusions and distortions of visual perception
    - attention – selected, divided, habituation, dishabituation
- physiological responses indicating different states of consciousness
    - electrical activity of the brain
    - heart rate
    - body temperature
    - galvanic skin response

Others

Relational influences

- types of relationships
    - pro-social
    - anti-social
- determinants of liking
    - proximity
    - similarity
    - reciprocity
- relationship development in adolescence
    - changing structure of adolescent groups – Dunphy

Communication

- non-verbal communication
    - body language
    - gestures
    - physical distance
    - facial expressions
    - touch and smell
- effective communication
    - listener/receiver attributes
    - active listening
    - working collaboratively
    - assertive communication
    - the impact of hearing impairment and language delay
- role of language in initiating, maintaining and regulating interpersonal relationships – Robinson's social skills

Research methods

Planning and conducting psychological research

- research terminology
    - experimental, non-experimental
    - scientific, non-scientific
    - sample
    - population
- ethics in psychology research
    - informed consent
    - confidentiality
    - voluntary participation and withdrawal rights

    - deception in research
- steps in the scientific method
- differences between sample and population data
- experimental research methods
    - independent and dependent variables
    - operational hypotheses
    - controlled and uncontrolled variables
    - experimental and control groups
    - reliability and validity
- non-experimental (descriptive) research methods
    - case studies, surveys, correlational studies and archival research
    - behavioural variables (not dependent and independent variables) in correlational studies
- qualitative methods of data collection
- quantitative methods of data collection – fixed response, rating scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
- interpretation of the following forms of data:
    - mode
    - mean
    - median
    - range
- role of probability
- use of correlation to establish association between variables
- sources of error in data and ways of reducing them
- evidence-based conclusions related to the hypothesis

Unit 2

Unit description

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

Unit content

This unit builds on the content covered in Unit 1.
This unit includes the knowledge, understandings and skills described below.

Self

Developmental psychology

- aspects of human development across the life span
    - cognitive
    - physical
    - social
    - emotional
- nature/nurture debate

    - twin studies
    - adoption studies
    - intelligence as measured by intelligence quotient (IQ)
- role of play in physical, cognitive, emotional and social readiness and skill development

Personality

- definition of personality
- historical perspectives
    - psychodynamic – Freud
    - trait – Eysenck, Allport
    - humanistic – Maslow's Hierarchy of Needs
- approaches to measuring personality
    - projective – Rorschach, thematic apperception test (TAT)
    - non-projective – self-reports

Others

Social psychology

- definition of a group and its purposes
- individuals and groups
  - self-concept and group membership
  - social identity
- behaviour within groups
  - cooperation
  - competition
  - deindividuation
  - social loafing
  - brainstorming
  - impact of group size
- social categorisation
  - stereotypes
  - social values and behaviour

Culture and values

- attitude formation – Tripartite model
- tools for measuring attitudes
  - observational methods
  - qualitative self-report methods – interviews and focus groups
  - quantitative self-report measures – rating scales
- racism
  - causes of prejudice
  - reducing prejudice
- cultural influences on attitudes
  - individualistic cultures
  - collectivist cultures

Research methods

Planning and conducting psychological research

- research terminology
  - experimental, non-experimental
  - scientific, non-scientific
  - sample
  - population
- ethics in psychology research
  - informed consent
  - confidentiality
  - voluntary participation and withdrawal rights
  - deception in research
- steps in the scientific method
- differences between sample and population data
- experimental research methods
  - independent and dependent variables
  - operational hypotheses

    - controlled and uncontrolled variables
    - experimental and control groups
    - reliability and validity
- non-experimental (descriptive) research methods
    - case studies, surveys, correlational studies and archival research
    - behavioural variables (not dependent and independent variables) in correlational studies
- qualitative methods of data collection
- quantitative methods of data collection – fixed response, rating scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
- interpretation of the following forms of data:
    - mode
    - mean
    - median
    - range
- role of probability
- use of correlation to establish association between variables
- sources of error in data and ways of reducing them
- evidence-based conclusions related to the hypothesis

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Psychology ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Investigation Students plan and conduct a study to answer a research question that can include predicting, hypothesising, designing, controlling variables, gathering and organising data and interpreting and/or evaluating research findings. Evidence can include: an experimental design brief, a formal investigation or laboratory report, research notes, journals, quantitative and/or qualitative analyses of data from observation checklists, and/or self or peer evaluation tools.	20%
Response Students apply knowledge and skills to analyse, interpret and evaluate data, and identify ethical issues. Evidence can include: reports, literature searches, tests, observations during the analysis process, evaluation forms and/or journals.	30%
Project Students communicate psychological knowledge, skills and processes in familiar and unfamiliar contexts. Evidence can include: observation checklists, evaluation forms, questionnaires, posters, observations during discussion, journals, video and/or audio recordings, group work, role plays and/or oral presentations.	20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units
(or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice, except in Investigation, which must be included at least once. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an investigation could be validated by a task (such as a structured essay or extended response) which is completed in class after the assessment is submitted.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Psychology ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

A	**Conceptual knowledge and understanding** Discusses a range of theoretical approaches and domains in the fields of psychology related to the way humans think, feel and act at an individual, group and societal level.
	Applying concepts Relates a range of relevant psychological theories, principles and concepts to interpret human behaviour in the everyday world.
	Investigative skills Uses scientific concepts to analyse a problem, identify variables and formulate questions and hypotheses for investigation. Develops ethical methods that provide specific, accurate information which can be used to evaluate the hypotheses. Recognises inconsistencies in data. Draws conclusions which are consistent with data, explains these conclusions in terms of scientific concepts and relates them to the hypotheses. Suggests improvements to reduce sources of error in the data and research design.
	Communication skills Uses a range of appropriate psychological terminology consistently to explain complex behaviour, adapting language to suit specific audiences and purposes. Explains abstract concepts fluently and in a clear and logical way.

B	**Conceptual knowledge and understanding** Identifies and explains a range of theoretical approaches and domains in the fields of psychology related to the way humans think, feel and act both individually and in a group.
	Applying concepts Makes direct reference to relevant psychological theories, principles and concepts to describe and explain human behaviour in the everyday world.
	Investigative skills Interprets a situation to plan and conduct an ethical investigation. Formulates an hypothesis; controls several variables; collects, records, organises and describes trends in data; relates findings to the hypothesis; develops scientific explanations that are consistent with the data; and suggests specific changes that would improve the techniques used or the design of the investigation.
	Communication skills Uses a range of appropriate psychological terminology consistently to explain behaviour, adapting language to suit specific audiences and purposes. Explains ideas in a clear, accurate and logical way.

C	**Conceptual knowledge and understanding** Identifies and explains key theoretical approaches and domains in the fields of psychology related to the way humans think, feel and act individually and in a group.
	Applying concepts Makes direct reference to psychological theories, principles and concepts to describe and explain human behaviour in the everyday world.
	Investigative skills Plans and conducts investigations taking into account the main variables. Recognises the need for fair testing. Collects and organises data. Summarises and explains patterns in the data in relation to the research prediction. Gives general suggestions for improving the investigation.
	Communication skills Uses simple psychological terminology consistently to accurately explain human behaviour.

**Taken from the School Curriculum and Standards Authority Year 11 Syllabus*

D	**Conceptual knowledge and understanding** Describes theoretical approaches and domains in the fields of psychology related to the way humans think, feel and act both individually and in a group.
	Applying concepts Uses appropriate psychological terms to describe human behaviour in the everyday world.
	Investigative skills Plans investigations, with guidance, recognising the need for fair testing in most instances. Presents simple scientific data with minor inaccuracies. Identifies some patterns in the data to describe simple findings that have a few inaccuracies, but relate to the research prediction. Identifies the main difficulties experienced in conducting the investigation.
	Communication skills Uses small amounts of basic psychological terminology to describe and explain human behaviour. Plans, rehearses and considers communication skills. Requires some frameworks to organise ideas.

E	**Conceptual knowledge and understanding** Recalls very few theoretical approaches and domains in the fields of psychology.
	Applying concepts Identifies patterns of human behaviour and describes these using psychological terms.
	Investigative skills With guidance, identifies the main aspects of a scientific investigation and makes simple predictions. Demonstrates minimal skills in planning, designing, organising and explaining investigation findings.
	Communication skills Uses minimal psychological terminology to describe human behaviour. Needs to be provided with structures and frameworks to organise and connect ideas.

**Taken from the School Curriculum and Standards Authority Year 11 Syllabus*

Maximising your achievement

A Five Point Checklist

1. Keep up with the coursework:

An outline of the years work is given in this booklet. It is important that you keep up with the outlined program. This means focusing on the day by day lessons and getting the most out of the classroom situation.

This includes doing consistent and regular homework. This can take several forms:

- Set homework given by your teacher.
- Finishing off incomplete class work.
- Ongoing revision and review of your work.
- Preparing for upcoming assessments.
- Use your school diary.

2. Be organised:

- Come to the class with all the materials needed.
- You are responsible for your own learning.
- Have a filing system for your work. Many assessments and particularly exams ask you to cover and understand large sections of work.
- Being organised will help you with all tasks.
- Use your school diary.

3. Be focussed on your assessments:

- The assessment program is outlined in this booklet. There are no surprises.
- The actual date for the assessment will be given approximately one week before the actual day so there will be plenty of time for preparation.
- Just about all assessments will be in-class and under test conditions.
- All assessments and exams must be kept for the year in case they are required for moderation purposes by the Curriculum Council.

If you are away on the day of an assessment or when an assessment is due to be handed in you must do two things:

- Bring in a note, medical certificate or have your parents call your teacher on the day to explain your absence.
- Negotiate as soon as possible with your teacher a day when you can do an alternative assessment.

Refer to the Assessment and Reporting Policy for Upper School Students

4. Ask questions:

- Seek help and advice from teachers, your parents and fellow students.
- We can all learn from each other.
- Do not leave it too late to seek help, particularly if you feel you are falling behind or are struggling with understanding your work.

5. A positive and fun attitude:

- Learning is a positive, interesting and fun experience.
- If you try and come with that approach, it usually becomes a more positive, interesting and fun experience.
- Being organised, seeking help and making a consistent effort provide rewards.
- In the end it's all up to you and there are many resources you may tap into.

Preparing for exams

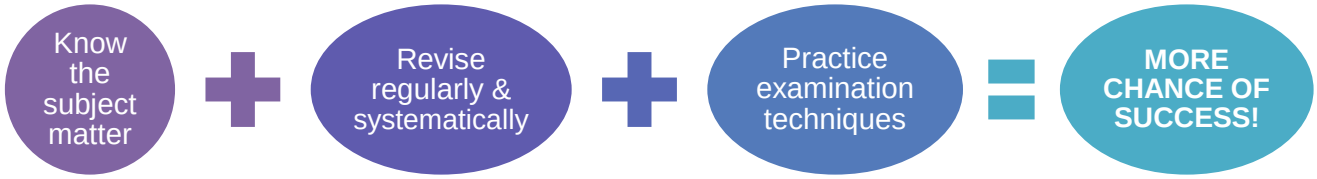
It is important to revise thoroughly for examinations. Trying to cram everything into a week is not really recommended! The actual strategy that you adopt is a matter of personal preference but there are a number of steps or tactics that work for many people.

Plan your time carefully	Plan your time carefully. You should create a revision timetable and stick to it.
Use simple goal setting techniques	Use simple goal setting techniques. Do not focus on studying the entire course. Give each day a different topic on which you would focus.
Clock on and off	Set yourself a target study time per day (e.g. two hours a day) and then clock on and off. It is surprising how much you can do in little 10-20 minute bursts. If you are not learning anything, stop, do something else and come back later. This way when you reach your time target you can relax with an easy conscience, knowing you have done your quota for the day.
Use the syllabus dot points	Ensure that you have an understanding of the key syllabus objectives. Check out the list at the start of each topic. The separate bullet points in the syllabus can be easily converted into useful revision questions.
Keep rewriting and refining your notes	Organise you notes into key sections. Rewrite and redraft your notes, cutting down what you write each time. Each time you rewrite the material you will learn and better understand more of it. By the time you get close to the exam the material you need to remember will be of quite manageable portions.
Memory techniques	Work out ways of remembering key lists of information and practice them.
Use past papers	Make extensive use of past papers. There are only so many questions that can be set on the syllabus! Work out, as you plan your answer, how the marks are likely to be awarded. Practice writing some answers to questions in past papers within the actual time limits for the examination.
Pick topics	Focus your revision on topics you like and those that have not been in examinations for some time. While the examiners might call your bluff and set a similar question two years in a row, it is more likely that the questions will focus on different aspects of the topic.

YEAR 11 ATAR PSYCHOLOGY

Tackling exams

Having done some study, it would be a pity to throw marks away because of poor preparation and technique in the actual examination. Knowing the subject matter is not enough. You will have to fit in some practice using the skills you will need in the examination.



Answer the question	It is vital to read the question paper carefully and to ensure that you do what is required of you. You must answer the question that has been set, not the question you hoped would be set.
Check what the examiner wants you to do	Look at the first word of the question. Outline means only a quick mention and example while describe means give more information. Don't just list points without explanation.
Use 'see' paragraphs	Write in short, logically ordered paragraphs. One key point a paragraph is enough. To fully make a point use the SEE approach (S = state the point, E = explain the point, E = give an example)
Don't rush into writing	Resist the desire to start writing as soon as possible. A few minutes spent planning your answer will pay dividends as the examination progresses. Too many candidates start writing when they are still thinking about their answers. This results in several meaningless sentences and a tendency for repetition.
Quality not quantity	Remember it is the quality, not the quantity of your answers that is important. A few well made relevant points will score more marks than a page of 'off-the-point' padding.
Use key words and language	The markers will have some key words or phrases in the back of their minds when they are reading your answers. Try to build these into your answers.
Get the timing right	Work out a time line for the exam and be aware of the suggested timing as described by the examiners for each section. Be sure to leave time for planning of your essays!

YEAR 11 ATAR PSYCHOLOGY

Interpreting questions

Account	Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions.
Advise	Recommend or inform.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Argue	Make a case, based on appropriate evidence, for and/or against some point of view.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain / determine from given facts, figures or information.
Choose (multiple-choice)	Decide or select the most suitable from a number of different options.
Clarify	Make clear or plain.
Classify	Arrange or include in classes / categories.
Comment on	Make reference to and expand upon.
Compare	Show how things are similar and different.
Complete	Finish an outlined task.
Consider	Reflect on and make a judgement / evaluation.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Correlate	Demonstrate a mutual or complementary relationship.
Create	Make, invent something.
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse / evaluate.
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Determine	Decide, find out.
Discuss	Identify issues and provide points for and / or against.
Distinguish	Recognise or note / indicate as being distinct or different from; note differences between.
Draw (diagrams etc.)	An instruction, as in draw a circle.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Enquire into.

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Interpreting questions

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Explore	Investigate, search for or evaluate.
Extract	Choose relevant and / or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches etc.
Interpret	Draw meaning from.
Investigate	Plan, enquire into and draw conclusions from.
Justify	Support an argument or conclusion; give reasons for your statements or comments.
Label	Identify by placing a name or word used to describe the object or thing.
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other.
Name	Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things).
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Prepare	Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose.
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Respond to	Provide an answer, reply.
Select	Choose somebody or something from among several.
Show	Give information; illustrate.
Sketch	A picture or diagram that is done quickly, roughly; a brief outline.
State	Express the main points of an idea or topic, perhaps in the manner of 'describe' or 'enumerate'
Summarise	Express, concisely, the relevant details.
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts.

Overall assessment weightings

Assessment Type	Required weighting	UNIT 1 Assessment Task	UNIT 1 Weighting	UNIT 2 Assessment Task	UNIT 2 Weighting	Totals
Investigation	**20%**	Task 2: Research Methods Investigation (Term 1 Week 6)	**10%**	Task 10: Investigation Research Methods (Term 3 Week 8)	**10%**	**20%**
Response	**30%**	Task 1: Topic Test (Term 1 Week 4) Task 4: Essay Relational Influences (Term 2 Week 1) Task 5: Topic Test Communication (Term 2 Week 3)	**5%** **5%** **5%**	Task 7: Topic Test developmental Psychology (Term 2 Week 10) Task 11: Essay Culture Values & Racism (Term 3 week 10) Task 9: Topic Test Behaviour within groups (Term 3 Week 5)	**5%** **5%** **5%**	**30%**
Project	**20%**	Task 3: Project Intelligence Theory (Term 1 Week 10)	**10%**	Task 8: Project Personality Theory (Term 3 Week 2)	**10%**	**20%**
Examinations	**30%**	Task 6: Semester 1 Exam (Term 2 Weeks 6/7)	**15%**	Task 12: Semester 2 Exam (Term 4 Weeks 3/4)	**15%**	**30%**
			50%		**50%**	**100%**

Assessment	Outcome 1: Psychological Understanding	Outcome 2: Investigating in Psychology	Outcome 3: applying and relating Psychological Understandings	Outcome 4: Communication in Psychology
Task 1, 5, 7, 11: Response	✓			✓
Task 2 & 8: Investigation	✓	✓	✓	✓
TASK 3 & 9: Project	✓	✓	✓	✓
TASK 4 & 10: Response (Essay)	✓	✓	✓	✓
TASK 6 & 12: Exam	✓	✓	✓	✓

Course and Assessment Timeline

T1	BEGINNING	TOPIC	ASSESSMENT
1	31/01/18	• Introduction to Psychology: Planning and conducting Psychological Research • functions of the major parts of the brain ▪ hindbrain ▪ midbrain ▪ forebrain ▪ left and right hemispheres ▪ corpus callosum	
2	05/02/18	Self: Biological Influences/bases of behaviour. Function of the Brain. Structure of Neurons • main features of the four lobes of the cerebral cortex • structure of the neuron ▪ cell body ▪ axon ▪ dendrites ▪ myelin sheath	
3	12/02/18	Methods for investigating brain function/ Factors that affect behaviour, emotion and thought • methods for investigating brain function ▪ external recordings – electroencephalography (EEG) ▪ scanning techniques o still pictures – computed axial tomography (CAT) scan, magnetic resonance imaging (MRI) o dynamic pictures – functional magnetic resonance imaging (FMRI), positron emission tomography (PET) scan • case study – Phineas Gage factors that affect behaviour, emotion and thought ▪ physical activity ▪ psychological and physiological responses to recreational drugs – cannabis, alcohol and amphetamine	
4	19/02/18	Research methods: Conducting Psychological research • research terminology ▪ experimental, non-experimental ▪ scientific, non-scientific ▪ sample	Task 1: Response Topic Test: Biological Bases

		▪ population • ethics in psychology research ▪ informed consent ▪ confidentiality ▪ voluntary participation and withdrawal rights ▪ deception in research	
5	26/02/18	• Research Methods Presentation Activity steps in the scientific method • differences between sample and population data • experimental research methods ▪ independent and dependent variables ▪ operational hypotheses ▪ controlled and uncontrolled variables ▪ experimental and control groups ▪ reliability and validity • non-experimental (descriptive) research methods ▪ case studies, surveys, correlational studies and archival research ▪ behavioural variables (not dependent and independent variables) in correlational studies • qualitative methods of data collection • quantitative methods of data collection – fixed response, rating scales	
6	05/03/18	• How to write Lab reports/In class investigation task methods of displaying quantitative data – tables, graphs and diagrams • interpretation of the following forms of data: ▪ mode ▪ mean ▪ median ▪ range • role of probability • use of correlation to establish association between variables • sources of error in data and ways of reducing them • evidence-based conclusions related to the hypothesis	Task 2: Investigation Research Methods
7	12/03/18	Self: Cognition & Theories of Intelligence. Multiple intelligences and Intelligence Testing	

		• theories of intelligence ▪ general intelligence – Galton, Spearman ▪ measuring mental age and intelligence quotient – Binet and Simon, Terman ▪ empirical approaches to intelligence – Wechsler ▪ multiple intelligences – Gardner ▪ emotional intelligence – Golman	
8	19/03/17	• intelligence testing ▪ advantages and disadvantages of group and individual testing • the role of sensation and perception in cognition ▪ sensory organs and stimuli ▪ perception – illusions and distortions of visual perception ▪ attention – selected, divided, habituation, dishabituation	
9 10	26/03/18 02/04/18	• Physiological responses indicating different states of consciousness. physiological responses indicating different states of consciousness ▪ electrical activity of the brain ▪ heart rate ▪ body temperature ▪ galvanic skin response Others: Relational Influences. Pro-social/Anti-social	Task 3: Project Intelligence Theory
11	09/04/18	Others: Relational Influences. Pro-social/Anti-social	
T2	**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	30/04/18	Breakfast Club: In-class Essay • types of relationships ▪ pro-social ▪ anti-social • determinants of liking ▪ proximity ▪ similarity ▪ reciprocity • relationship development in adolescence ▪ changing structure of adolescent groups – Dunphy	Task 4 Essay: Relational Influences
2	07/05/18	• Communication non-verbal communication ▪ body language ▪ gestures ▪ physical distance ▪ facial expressions ▪ touch and smell	

3	14/05/18	• Others: Communication/ Language & Interpersonal Relationships effective communication ▪ listener/receiver attributes ▪ active listening ▪ working collaboratively ▪ assertive communication ▪ the impact of hearing impairment and language delay	Task 5: Topic Test Communication
4	21/05/18	Language & Interpersonal Relationships/Revision • role of language in initiating, maintaining and regulating interpersonal relationships – Robinson's social skills	
5	28/05/18	**Revision**	**Assessment-Free Week**
6	04/06/18	**Exams**	**Exams: 15%**
7	11/06/18	**Exams**	**Exams: 15%**
8	18/06/18	Exam Revision/Developmental Psychology Nature vs. Nurture Debate. Role of play in physical, cognitive, emotional and social readiness Developmental Psychology • aspects of human development across the life span ▪ cognitive ▪ physical ▪ social emotional	
9	25/06/18	• Developmental Psychology nature/nurture debate ▪ twin studies ▪ adoption studies ▪ intelligence as measured by intelligence quotient (IQ) • role of play in physical, cognitive, emotional and social readiness and skill development	Task 7: Topic Test Developmental Psychology

T3	BEGINNING	TOPIC	ASSESSMENT
1	16/07/18	• Self: Personality: Psychodynamic, Trait & Humanistic Approaches to Measuring Personality. definition of personality • historical perspectives ▪ psychodynamic – Freud ▪ trait – Eysenck, Allport ▪ humanistic – Maslow's Hierarchy of Needs	
2	23/07/18	• Self: Personality: Psychodynamic, Trait & Humanistic Approaches to Measuring Personality. approaches to measuring personality ▪ projective – Rorschach, thematic apperception test (TAT) ▪ non-projective – self-reports	Task 8: Project Personality Theory
3	30/07/18	Others: Social Psychology • definition of a group and its purposes • individuals and groups ▪ self-concept and group membership ▪ social identity	
4	06/08/18	Behaviour within Groups: • behaviour within groups o cooperation o competition o deindividuation o social loafing o brainstorming • impact of group size	
5	13/08/18	Social Categorisation ▪ stereotypes ▪ social values and behaviour	Task 9: Topic Test Behaviour within groups
6	20/08/18	Research Methods	
7	27/08/18	Research Methods	
8	03/09/18	In Class: Task 8	Task 10: Investigation Research Methods
9	10/09/18	• attitude formation – Tripartite model • tools for measuring attitudes o observational methods o qualitative self-report methods – interviews and focus groups • quantitative self-report measures – rating scales	

10	17/09/18	• Others: Culture and Values/ Racism ▪ causes of prejudice ▪ reducing prejudice • cultural influences on attitudes ▪ individualistic cultures ▪ collectivist cultures	Task 11: Essay Culture Values & Racism.
T4	**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	08/10/18	Revision	
2	15/10/18	**Revision**	**Assessment-Free Week**
3	22/10/18	**Exams**	**Exams: 15%**
4	29/10/18	**Exams**	**Exams: 15%**
5	05/11/18	Unit 3 Psychology	TBD
6	12/11/18	Unit 3 Psychology	TBD
7	19/11/18	Unit 3 Psychology	TBD