Rossmoyne Senior High School

Humanities and Social Sciences

2018 Course Outline

Name _____

PSYCHOLOGY

Year 12 ATAR

UNITS 3 & 4

Content

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 behaviours
- 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

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 3	Unit 4
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.

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 3

Unit description

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Self

Biological influences/bases of behaviour

- structure and function of the nervous system
  - central nervous system
  - brain
  - spinal cord
  - peripheral nervous system
  - somatic nervous system
  - autonomic nervous system – sympathetic, parasympathetic
- process of neural transmission
  - role of synapses
  - role of neurotransmitters – serotonin, dopamine
- roles of the four lobes of the cerebral cortex
  - frontal lobe – Broca's area, primary motor cortex
  - parietal lobe – primary sensory cortex
  - occipital lobe – primary visual cortex
  - temporal lobe – Wernicke's area, primary auditory cortex
- factors that affect behaviour, emotion and thought, including:
  - heredity – the role of genetics
  - hormones – the effects of adrenaline and noradrenaline
  - psychoactive drugs – the effects of depressants, stimulants and hallucinogens

Cognition

- psychological concepts and processes associated with memory and their relationship to behaviour
  - multi store model of memory – Atkinson and Shiffrin, 1968
  - sensory register
    - duration, capacity, encoding
  - short-term memory (working memory)
    - duration, capacity and encoding
    - working memory model – Baddeley and Hitch, 1974
  - long-term memory
    - duration, capacity and encoding
    - procedural memory
    - declarative memory – semantic and episodic
  - recall, recognition, re-learning
  - forgetting: retrieval failure, interference, motivated forgetting, decay
- theories and processes of learning
  - classical conditioning
  - operant conditioning
  - observational learning
- techniques for modifying behaviour
  - token economies
  - systematic desensitisation
  - Cognitive Behaviour Therapy (CBT)
  - positive and negative reinforcement, including rewards and punishment

Others

Relational influences

- types of solutions to resolve conflict
  - imposed
  - distributive
  - integrative
- techniques for resolving conflict
  - mediation
  - negotiation
  - counselling
- socialisation processes observed within families
  - attachment – Harlow, Bowlby, Ainsworth
  - features of different parenting styles – authoritative, authoritarian and permissive

Communication

- communication styles
  - impact of social background – Bernstein, Labov
  - examples of gender differences – Tannen
- features of persuasive communication
  - source of the message

  - nature of the communication
  - characteristics of the audience
- features and limitations of theories of language development
  - innate and learned behaviours – Chomsky, Bruner

Research methods: Planning and conducting psychological research

- research terminology
  - experimental, non-experimental
  - scientific, non-scientific
  - sample
  - population
- ethics in psychology research
  - role of the experimenter
  - participants' rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights
  - informed consent procedures
  - deception in research
  - professional conduct
- practical issues associated with planning and conducting research
- difference between sample and population data
- features of experimental research methods
  - independent and dependent variables
  - operational hypotheses
  - controlled and uncontrolled variables
  - experimental and control groups
  - placebo and experimenter effects
  - reliability and validity
  - longitudinal and cross-sectional designs
- features of 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
- objective quantitative measures in research – physiological measures
- subjective quantitative measures in research – checklists and rating scales, such as Likert scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
- data interpretation
  - measures of central tendency – mode, mean, median and range
  - measures of dispersion – normal curve, variance and standard deviation
  - role of probability

- use of correlation to establish association between variables
- sources of error in data and ways of reducing these
- the concept of statistical significance
- evaluation of and ways of improving research

Unit 4

Unit description

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

Unit content

This unit builds on the content covered in Unit 3.

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

Self

Developmental psychology

- stages and characteristics of developmental theories
  - Piaget's theory of cognitive development
  - Kohlberg's theory of moral development
  - Erikson's stage theory of identity
- features of Bandura's Social Learning Theory
  - the role of observational learning and modelling

Personality

- features and limitations of contemporary personality theories
  - trait theories – McCrae and Costa
  - humanistic theories – Rogers and Maslow
  - social-cognitive theory – Mischel and Bandura

Others

Social psychology

- the influence of groups on behaviour
  - group polarisation
  - conformity and obedience – Asch, Milgram and Zimbardo
  - impact of the presence of others on individual behaviour – social facilitation and inhibition
- theories of social psychology
  - attribution theory – Heider, Kelley
  - cognitive dissonance theory – Festinger

Culture and values

- sense of community as defined by McMillan and Chavis
  - membership
  - influence
  - integration and the fulfilment of needs
  - shared emotional connection
- impact of significant events on individuals and communities
  - positive responses – resilience and post traumatic growth
  - negative responses – post traumatic stress disorder
  - event characteristics contributing to stress – predictability; controllability; experience of threat or loss

Research methods

Planning and conducting psychological research

- research terminology
  - experimental, non-experimental
  - scientific, non-scientific
  - sample
  - population
- ethics in psychology research
  - role of the experimenter
  - participants' rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights
  - informed consent procedures
  - deception in research
  - professional conduct
- practical issues associated with planning and conducting research
- difference between sample and population data
- features of experimental research methods
  - independent and dependent variables
  - operational hypotheses
  - controlled and uncontrolled variables
  - experimental and control groups
  - placebo and experimenter effects
  - reliability and validity
  - longitudinal and cross-sectional designs
- features of 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
- objective quantitative measures in research – physiological measures
- subjective quantitative measures in research – checklists and rating scales, such as Likert scales

Processing and evaluating psychological research

- methods of displaying quantitative data – tables, graphs and diagrams
- data interpretation
  - measures of central tendency – mode, mean, median and range
  - measures of dispersion – normal curve, variance and standard deviation
  - role of probability
- use of correlation to establish association between variables
- sources of error in data and ways of reducing these
- the concept of statistical significance
- evaluation of and ways of improving research

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 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

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 evaluating research findings. Evidence can include: an experimental design brief, a formal investigation or laboratory report, notes, journals, quantitative and/or qualitative analyses of data from observation checklists, and/or self or peer evaluation tools.	15%
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 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 recording, group work, role-plays and/or oral presentations.	15%
Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.
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. 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 12 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 grade

WACE examination

All students enrolled in the Psychology ATAR Year 12 course are required to sit the WACE examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the WACE examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes
Working time for paper: three hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters
Special items: non-programmable calculators approved for use in the WACE examinations

SECTION	SUPPORTING INFORMATION
Section One **Research methods** 20% of the total examination 1–3 short answer questions Suggested working time: 30 minutes	Questions require the candidate to demonstrate knowledge and application of research methods in psychology. Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.
Section Two **Short answer** 55% of the total examination 6–8 short answer questions Suggested working time: 90 minutes	This section contains questions from both of the content organisers: Self and Others. Each question is topic specific and has sub-parts that generally increase in complexity. Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.
Section Three **Extended answer** 25% of the total examination Two questions Suggested working time: 60 minutes	Questions focus on topics that draw on one or more content areas of the syllabus. Questions require the candidate to write structured answers to demonstrate their psychological understandings and knowledge of human behaviour in the everyday world. Candidates are required to apply their knowledge to real-life problems, situations, and/or scenarios, and cite examples of psychological theories and research evidence to support their response. Questions can require candidates to refer to stimulus materials which can include: text, diagrams, tables and/or graphs.

Appendix 1 – Grade descriptions Year 12

A	**Conceptual knowledge and understanding** Analyses complex psychological factors related to the way humans think, feel and act at an individual, group and societal level. Explains psychological concepts as a science in which judgements and findings are influenced by social, historical and political factors.
	Applying concepts Synthesises a range of relevant psychological theories, principles and concepts to interpret multi-faceted psychological issues.
	Investigative skills Designs a reliable, valid and ethical study that uses a number of processes and variables. Collects, summarises and displays data in an organised way, and in a range of appropriate forms, to reveal patterns and relationships. Correctly interprets data and constructs arguments to support or refute hypotheses. Considers ethical issues that underpin the development and application of research designs. Critically compares the findings of a study with other psychological research, theory and concepts. Discusses methodological flaws and makes appropriate suggestions for improvement.
	Communication skills Synthesises and discusses psychological concepts in a variety of contexts to explain, and make critical judgements about, complex behaviour.

B	**Conceptual knowledge and understanding** Explores, in depth, 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, explained in terms of scientific concepts and related to the hypotheses. Suggests improvements to reduce sources of error in the data and research design.
	Communication skills Consistently uses a range of appropriate psychological terminology to explain complex behaviour, adapting language to suit specific audiences and purposes. Explains abstract concepts fluently and in a clear and logical way.

C	**Conceptual knowledge and understanding** Comprehends 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

D	Consistently uses a range of appropriate psychological terminology to explain behaviour, adapting language to suit specific audiences and purposes. Explains ideas in a clear, accurate and logical way.
	Conceptual knowledge and understanding Describes 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 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, and 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 basic psychological terminology to explain human behaviour.

E	**Conceptual knowledge and understanding** Recalls some major 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. Classifies and 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 basic psychological terminology to describe and explain human behaviour. Plans, rehearses and considers communication skills. Needs to be provided with structures and frameworks to organise and connect ideas.

MAXIMISING YOUR ACHIEVEMENT IN PSYCHOLOGY
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.

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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.

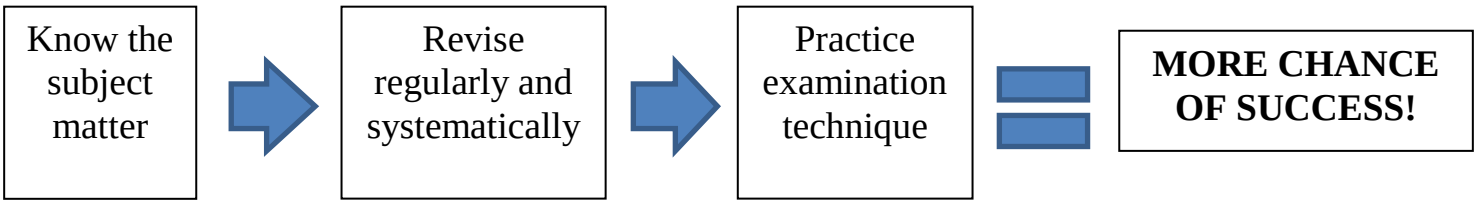
YEAR 12 ATAR PSYCHOLOGY - PREPARING FOR EXAMS

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 12 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 12 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.

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.

ROSSMOYNE SENIOR HIGH SCHOOL
PSYCHOLOGY YEAR 12 ATAR
OVERALL ASSESSMENT WEIGHTINGS

Assessment Type	**Required weighting**	**Semester 1 Assessment Task**	**Semester 1 Weighting**	**Semester 2 Assessment Task**	**Semester 2 Weighting**	**Totals**
Investigation	15%	TASK 2: Investigation *Cognition- Serial Position Effect*	7.5%	TASK 8: Investigation *Create Your Own*	7.5%	15%
Response	30%	TASK 1: Topic test *Biological Influences* (5%) TASK 4: Extended Response *Personality* (5%) TASK 5: Topic Test *Development* (5%)	15%	TASK 7: Topic Test w/ Extended Response *Relational Influences & Communication* (5%) TASK 9: Topic Test w/ Extended Response *Social Psych* (5%) TASK 11: Extended Response *Culture & Values* (5%)	15%	30%
Project	15%	TASK 3: Learning Theory Training Manual *Cognition*	7.5%	TASK 10: Case Study Analysis *Three syllabus points of student's choice.*	7.5%	15%
Examinations	40%	TASK 6: Exam	15%	TASK 12: Exam	25%	40%
			45%		**55%**	**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	✓	✓	✓	✓

Psychology – YEAR 12 ATAR
COURSE AND ASSESSMENT TIMELINE

TERM 4 /WEEK 2017	**Semester 1 WEEK**	**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	1	06/11/17	**Biological influences/bases of behaviour**: • Structure and function of the nervous system • central nervous system • brain • spinal cord • peripheral nervous system • somatic nervous system • autonomic nervous system – sympathetic, parasympathetic	*For each of the dot points, be able to identify the structure, the function and what happens if it is damaged.*
2	2	013/11/17	**Self: Biological influences/Bases of behavior** • roles of lobes of cerebral cortex • Frontal lobe- Brocas area, Primary motor cortex • Parietal lobe- Primary sensory cortex • Occipital lobe: Primary visual cortex • Temporal lobe- Wernickes Area, primary auditory cortex.	
3	3	20/11/17	**Self: Biological influences/Bases of behavior** • The process of neural transmission • Role of synapses • Role of neurotransmitters- serotonin and dopamine.	
4	4	27/11/17	**Self: Biological influences/Bases of behavior** • factors that affect behaviour, emotion and thought, including: • heredity – the role of genetics	Task 1: Response Topic Test Biological

			• hormones – the effects of adrenaline and noradrenaline • psychoactive drugs • the effects of depressants, stimulants and hallucinogens	Bases 5%
TERM 1 Week 2018		**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	5	31/01/18 Begin Wednesday	**Research methods**: Practical issues with planning and conducting research/ sample and population/ Features of non- experimental research methods/ qualitative methods of data collection? Objective qualitative measures/ subjective qualitative measures	
2	6	05/02/18	**Self: Cognition**: psychological concepts and processes associated with memory and their relationship to behaviour • multi store model of memory – **Atkinson and Shiffrin, 1968** • sensory register o duration, capacity, encoding • short-term memory (working memory) o duration, capacity and encoding to working memory model – **Baddeley and Hitch, 1974**	
3	7	12/02/18	**Self: Cognition**: long-term memory • duration, capacity and encoding • procedural memory o declarative memory – semantic and episodic • recall, recognition, re-learning • forgetting: retrieval failure, interference, motivated forgetting, decay	
4	8	19/02/18	**Theories and processes of learning** • Classical conditioning • Operant conditioning • Observational learning	
5	9	26/02/18	**Self: Cognition** :Theories and processes of learning • Classical conditioning • Operant conditioning • Observational learning • In – class Investigation Memory	Task 2: Cognition Investigation 7.5%: Memory
6	10	05/03/18	**Self: Cognition** :Techniques for modifying behavior • token economies • systematic desensitisation • Cognitive Behaviour Therapy (CBT)	Task 3: Project 7.5%: Social Learning

			• positive and negative reinforcement, including rewards and punishment	Theory
7	11	12/03/18	**Self: Personality** • features and limitations of contemporary personality theories • Trait theories – McCrae and Costa • Humanistic theories – Rogers and Maslow • Social-cognitive theory – Mischel and Bandura	
8	12	19/03/18	**Self: Personality** • features and limitations of contemporary personality theories • Trait theories – McCrae and Costa • Humanistic theories – Rogers and Maslow • Social-cognitive theory – Mischel and Bandura	Task 4: Response 5% Personality Extended Response
9	13	26/03/18	**Self: Developmental** Developmental psychology • Stages and characteristics of developmental theories • Piaget's theory of cognitive development Kohlberg's theory of moral development Erikson's stage theory of identity • features of Bandura's Social Learning Theory • The role of observational learning and modelling	
10	14	02/04/18	**Self: Developmental** Developmental psychology • Stages and characteristics of developmental theories • Piaget's theory of cognitive development Kohlberg's theory of moral development Erikson's stage theory of identity • features of Bandura's Social Learning Theory • The role of observational learning and modelling	Task 5: Response 5% Development Topic Test
11	15	09/04/18	**Self: Developmental** Developmental psychology • Stages and characteristics of developmental theories • Piaget's theory of cognitive development Kohlberg's theory of moral development Erikson's stage theory of identity	

			• features of Bandura's Social Learning Theory • The role of observational learning and modelling	
TERM 2 Week 2018		**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	16	30/04/18	**Research methods**: • Practical issues with planning and conducting research • sample and population • Features of non- experimental research methods/ qualitative methods of data collection? • Objective qualitative measures/ subjective qualitative measures	
2	17	07/05/18	**Revision: Practice assessments & Essay practice. Revision week/ Assessment free week**	**Assessment-Free Week** Revision
3	18	14/05/18	**EXAM WEEK**	**Task 6 Exams: 15%**
4	19	21/05/18	**EXAM WEEK**	
5	20	28/05/18	Exam review/Begin Semester Two **Research methods**: • Practical issues with planning and conducting research • sample and population • Features of non- experimental research methods/ qualitative methods of data collection? Objective qualitative measures/ subjective qualitative measures	
	SEMESTER 2	**BEGINNING**	**TOPIC**	**ASSESSMENT**
6	1	04/06/18	**Others: Communication** communication styles • impact of social background – Bernstein, Labov • examples of gender differences – Tannen	
7	2	11/06/18	**Others Communication** features of persuasive communication	

			• source of the message • nature of the communication • characteristics of the audience • features and limitations of theories of language development • innate and learned behaviours – Chomsky, Bruner	
8	3	18/06/18	**Others Communication** features of persuasive communication • source of the message • nature of the communication • characteristics of the audience • features and limitations of theories of language development • innate and learned behaviours – Chomsky, Bruner	
9	4	25/06/18	**Others: Relational Influences** • types of solutions to resolve conflict ♣ imposed ♣ distributive ♣ integrative • techniques for resolving conflict ♣ mediation ♣ negotiation ♣ counselling • socialisation processes observed within families ♣ attachment – Harlow, Bowlby, Ainsworth features of different parenting styles – authoritative, authoritarian and permissive	Task 7: Response- Relational Influences & Communication Topic Test w/ Extended Response 5%
TERM 3 Week 2018		**BEGINNING**	**TOPIC**	**ASSESSMENT**
1	6	16/07/18	**Social Psychology: Others** • the influence of groups on behaviour • group polarisation • conformity and obedience – Asch, Milgram and Zimbardo • impact of the presence of others on individual behaviour – social facilitation and inhibition • theories of social psychology • attribution theory – Heider, Kelley • cognitive dissonance theory – Festinger	Task 8: Investigation 7.5% Create an Investigation w/ Validation
2	7	23/07/18	**Social Psychology: Others** • the influence of groups on behaviour • group polarisation • conformity and obedience – Asch,	

			Milgram and Zimbardo • impact of the presence of others on individual behaviour – social facilitation and inhibition • theories of social psychology • attribution theory – Heider, Kelley • cognitive dissonance theory – Festinger	
3	8	30/07/18	**Social Psychology: Others** • the influence of groups on behaviour • group polarisation • conformity and obedience – Asch, Milgram and Zimbardo • impact of the presence of others on individual behaviour – social facilitation and inhibition • theories of social psychology • attribution theory – Heider, Kelley • cognitive dissonance theory – Festinger	Task 9: Response Social Psych Topic Test w/ Extended Response 5%
4	9	06/08/18	**Others: Social Psychology: & Research Methods**	
5	10	13/08/18	**Others: Culture and values** • sense of community as defined by McMillan and Chavis: membership, influence, integration and the fulfilment of needs and shared emotional connection	Task 10: Project Case Analysis
6	11	20/08/18	**Others: Culture and values** • sense of community as defined by McMillan and Chavis: membership, influence, integration and the fulfilment of needs and shared emotional connection	
7	12	27/08/18	**Others:** • impact of significant events on individuals and communities • positive responses – resilience and post traumatic growth • negative responses – post traumatic stress disorder • event characteristics contributing to stress – predictability; controllability; experience of threat or loss	Task 11: Response Culture and Values Extended response 5%
8	13	03/09/18	**Revision week /assessment free week**	**Assessment-Free Week**

9	14	10/09/18	**EXAM WEEK**	**Task 12** **Exams: 25%**
10	15	17/09/18	**EXAM WEEK**	**Task 12** **Exams: 25%**
TERM 4 **Week** **2018**		**BEGINNING**	**TOPIC**	**ASSESSMENT**
1			**Review**	
2			**Review**	
4+5			**Year 12 WACE written exams**	