So God created mankind in his own image … male and female he created them (Genesis 1:27)
## TERM 1. SEMESTER 1. RESEARCH METHODS

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<tbody>
<tr>
<td>Chapters 20 &amp; 21</td>
<td>1. Research methods</td>
<td>Task 1: Investigation skills</td>
</tr>
</tbody>
</table>

### 1. Introduction
- What is psychology?
- History of psychology

### Research methods: planning
- Research terminology
- Ethics in psychological research
  - Informed consent
  - Confidentiality
  - Voluntary participation
- Deception

**to do: Task 1**

## TERM 1. SEMESTER 1. BIOLOGICAL INFLUENCES

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<tbody>
<tr>
<td>Chapter 12</td>
<td>2.1 Biological influences</td>
<td>Task 2: Test</td>
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</tbody>
</table>

### 2. The brain
- Basic functions
- Identify major parts of the brain
  - Hindbrain, midbrain, forebrain
  - Lobes
  - Left & right hemispheres
  - Corpus callosum

**ELABORATIONS**
- Describe the function of each of the major parts of the brain
- Describe the function of each of the lobes
- Severing of the corpus callosum and how this affects motor control
- Describe the specialisation of the right and left hemispheres

### 3. Neurons & brain function
- Structure of a neuron
  - Cell body
  - Axon
  - Dendrites
  - Myelin sheath
- Methods of investigating brain function:
  - External recordings: EEG
  - Scanning techniques: still pictures (CAT scan, MRI) & dynamic pictures (FMRI, PET scan)
- Case studies: Phineas Gage

**ELABORATIONS**
- Methods of investigating brain function
  - Awareness of these methods as indirect evidence for brain function
  - Describe the procedure for each of these techniques
  - Identify output images from each type of brain imaging technique
  - Compare pros and cons of these techniques

### Phineas Gage
- Describe events leading to Gage’s brain injury and effects on his behaviour.
- Describe and evaluate the case study as a research technique
- Explain why Phineas Gage was such an important historical case study possibly include other studies: Henry Molaison, Lashley

### 4. Effects of physical activity on behaviour
- Define physical activity
- Research on effects of physical activity
- Role of endorphins
  - Effects on wellbeing

### Effects of recreational drugs on behaviour
- Define and describe difference between psychological & physiological responses
- Define recreational drugs
- Define addiction
- Describe response to:
  - Hallucinogens: cannabis
  - Depressants: alcohol
  - Stimulants: amphetamines
- Effects on CNS and the brain

**ELABORATIONS**
- Physical activity
  - Theorists / research on effects of physical activity e.g McCann and Holmes.
  - Describe overall effects on well-being (reduction of stress, reduction of depression, positive mental health)

- Recreational drugs
  - Describe the psychological and physiological responses of each of the drugs named
  - Describe the psychological and physiological effects of these drugs taken in combination
### TERM 1. SEMESTER 1. RESEARCH METHODS

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<tbody>
<tr>
<td>Chapter 10 &amp; 11</td>
<td></td>
<td>Task 3: Hemispheric dominance</td>
</tr>
</tbody>
</table>

#### Planning and conducting psychological research
- Steps in the scientific method
- Difference between sample and population
- Experimental research methods
  - Variables – dependent, independent, controlled, uncontrolled
  - Operational hypothesis
  - Experimental & control groups
- Reliability and validity

#### Processing and evaluating psychological research
- Methods of displaying quantitative data
- Interpretation of the terms:
  - Mode
  - Mean
  - Median
  - Range

---

### TERM 1. SEMESTER 1. COGNITION

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<tbody>
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<td>Chapter 3</td>
<td>2.2 Cognition</td>
<td>Task 4: Theories of intelligence</td>
</tr>
</tbody>
</table>

#### Sensation & perception
- Role of sensation and perception in cognition
- Sensory organs
  - Role (not structure)
  - Stimuli
- Define sensation & perception
  - Shape, colour, constancy and visual illusions
  - Muller-Lyer illusion
  - Ponzo illusion
- Define distortions, attention
- Attention
  - Selected, divided
- Habituation, dishabituation

#### ELABORATIONS
**Sensory organs**
- Describe the role of the organs, not structure.
- Type of stimuli each organ detects (eye – light, nose – olfaction, tongue – olfaction, chemical, ear – hearing and mechanical, skin – pressure, pain, temperature)

**Sensation & perception**
- Identify cognitive processors
- Describe links between cognitive processors and behaviour
- Using information models to understand cognition and behaviour
- Distinguish between sensation and perception – shape, colour, constancy and visual illusions
- Describe an illusion
  - Describe the Muller-Lyer illusion
  - Explain the Muller-Lyer illusion
  - Ponzo illusion
- Define and describe perceptual expectancy
- Outline cultural differences in perception
- Perceptual set → Bugelski & Alampay Ratman illusion
- Top down processing & bottom up processing
## TERM 1. SEMESTER 1. COGNITION

### States of consciousness
- Define consciousness
- States of consciousness
  - Normal waking state and altered states
- Physiological responses indicating different states of consciousness
  - Electrical patterns of the brain
    - Name and describe different EEG patterns
  - Sleep
    - Physiological changes
    - Stages of sleep – REM
  - Describe measurement of and changes in:
    - Heart rate
    - Body temperature
    - Galvanic skin response

### ELABORATIONS
to do: Task 4
- Outline the different states of consciousness: from total awareness to lack of awareness break these states down: attention, sleep, daydreaming, meditation, hypnosis, drug-induced states, physiological arousal

### Measurement of states of consciousness
- Describe how brain waves are measured using the EEG
- What happens to our bodies when we sleep
- Stages of sleep – REM
- Describe how heart rate is measured
- Describe how body temperature is measured
- Describe how the galvanic skin response is measured
- Name and describe the different brain wave patterns
- Explain how each of these measures can indicate consciousness

### Theories of intelligence
- General intelligence – Galton, Spearman
- Measuring mental age and IQ – Binet & Simon, Terman
- Empirical approaches to intelligence – Wechsler
- Multiple intelligences – Gardner
- Emotional intelligence – Golman

### ELABORATIONS
- Define intelligence
- Describe each of the theories of intelligence
- Describe each of the methods of measuring intelligence as associated with these theories
- State the difference between general and specific intelligence
- Describe the development of the IQ test over time
- Strengths and limitations of each approach to measuring intelligence

## TERM 2. SEMESTER 1. COGNITION

### Intelligence testing
- Define group testing & individual testing
  - Advantages and disadvantages of each type of testing
- Normal distribution curves (IQ)
- Cultural bias in testing

### ELABORATIONS
- Identify when group testing and individual testing would be used
- Introduce normal distribution curves as a means to display IQ (no detail on how this is produced)

## TERM 2. SEMESTER 1. RELATIONAL INFLUENCES

### Pro-social & anti-social behaviour
- Define pro-social and anti-social relationships
- Relationship formation
  - Empathy
  - Altruism
  - Bullying
- Relationship formation
- Determinants of liking and attraction:
  - Proximity
  - Similarity
  - Reciprocity
- Explain why people act pro-socially or anti-socially

### ELABORATIONS
**Pro-social & anti-social behaviour**
- Empathy and altruism as examples of pro-social relationships
- Bullying and the bystander effect as an example of an antisocial relationship
- Explain why people act pro-socially
- Explain why people act antisocially

**Determinants of liking**
- Define liking
- Define proximity
- Define similarity
- Define reciprocity
- Describe how proximity, similarity and reciprocity influence liking
### TERM 2. SEMESTER 1. RELATIONAL INFLUENCES

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<tr>
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<th>Adolescent relationships</th>
<th>ELABORATIONS to do: Task 5 (in-class essay)</th>
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<tbody>
<tr>
<td></td>
<td>Define adolescence</td>
<td>Define adolescence</td>
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<td></td>
<td>Define and describe:</td>
<td>Define cliques, crowds, dyads</td>
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<td></td>
<td>Cliques</td>
<td>Describe the difference between cliques, crowds and dyads</td>
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<td></td>
<td>Crowds</td>
<td>Describe Dunphy's research including findings.</td>
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<td>Dyads</td>
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<td>Dunphy's research</td>
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<td>Differences between male and female friendships</td>
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### TERM 2. SEMESTER 1. COMMUNICATION

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<th>Communication skills</th>
<th>ELABORATIONS to do: Task 6 (test)</th>
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<tbody>
<tr>
<td></td>
<td>Define communication – verbal and non-verbal</td>
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<tr>
<td></td>
<td>Effective communication</td>
<td>Describe the role of context in effective communication</td>
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<td>Attributes of an effective listener</td>
<td>Discuss cultural differences in communication</td>
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<tr>
<td></td>
<td>Attributes of an effective receiver</td>
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<td></td>
<td>Active vs. passive listening</td>
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<td>The context in which communication takes place</td>
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<th>5</th>
<th>Communication skills</th>
<th>ELABORATIONS</th>
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<tbody>
<tr>
<td></td>
<td>Define and describe:</td>
<td>Describe assertive communication and distinguish it from passive and aggressive communication.</td>
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<td>Working collaboratively</td>
<td>Cultural differences in social skills and use of language</td>
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<td>Internal communication networks within groups</td>
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<td></td>
<td>Assertive communication</td>
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<td>Hearing impairment</td>
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<td></td>
<td>The impact of hearing impairment on communication</td>
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<td></td>
<td>Conductive, sensori-neural and combined</td>
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<tr>
<td></td>
<td>AUSLAN, cochlear implants, lip reading</td>
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<td></td>
<td>Developmental delays</td>
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<td></td>
<td>Robinson's theory of social communication</td>
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<tr>
<td></td>
<td>Hand shaking, terms of address, politeness</td>
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</tbody>
</table>

### hearing impairment

- Specific language impairments (SLI)
- Define hearing impairment
- Describe conductive, sensori-neural and combined hearing impairments and explain how they impact effective communication
- Methods of overcoming the impact of hearing impairments: AUSLAN and cochlear implants
- Factors affecting the severity of hearing impairment including age of identification, age of intervention, severity of loss, type of intervention
- Lip reading
- Define interpersonal relationships
- Describe Robinson's theory of social communication: handshaking, terms of address and politeness

### 6 Revision

### 7 Task 7: SEMESTER 1 EXAMINATION
### Term 2. Semester 2. Developmental Psychology

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<tbody>
<tr>
<td>Chapter 6</td>
<td>4.1 Developmental psychology</td>
<td>Task 8: Test</td>
</tr>
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</table>

#### 8. Human Development

**Aspects of human development across the life span**
- Cognitive development
  - Piaget (outline)
- Physical development
  - Skill development in infancy & early childhood
  - Body image
- Changes in adulthood & old age
- Social development
- Emotional development

**Elaborations**
- Outline the stages in ‘life span’
- Define cognitive development
- Define physical, social & emotional development
  - Describe skill development in infancy and early childhood
  - Erikson’s pro-social stages
- Describe the effect of early and late puberty on cognitive, emotional and social development in females
- Describe the effect of early and late puberty on cognitive, emotional and social development in males
- Compare the effect of physical development on “Body Image” in males and females
- Describe gradual physical changes in adulthood and old age


- Define nature & nurture
- Twin studies: support genetic explanation
- Adoption studies: support both nature & nurture explanations
- Evidence: intelligence as measures by IQ
  - Bouchard
  - Kearins

**Elaborations**
- Define nature and nurture
- Explain how twin studies support genetic explanations in general
- Explain how adoption studies support both nature and nurture explanations in general
- Evidence of nature and nurture explanations using twin and adoption studies (e.g. Bouchard for IQ and genetics; Kearins, 1975 for environment and IQ including culture)

#### 10. Role of Play in Development

- Role of play in physical, cognitive and social readiness and skill development
- Define social readiness and skill development
  - Gross and fine motor skills
- Importance of play in physical, cognitive, emotional and skill development

**Elaborations**
- Define social readiness
- Motor skills: gross and fine motor skills
- Define skill development
- Describe the importance of “Unorganised Play” and “Organised Play” in terms of physical, cognitive, emotional and skill development
- Explain the role of play in developing social readiness

### Term 3. Semester 2. Personality

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<tbody>
<tr>
<td>Chapter 7</td>
<td>4.2 Personality</td>
<td>Task 9: Personality: historical perspectives</td>
</tr>
</tbody>
</table>

#### 1. Personality and Behaviour

- Define personality
- Describe:
  - How a person develops
  - How personality influences behaviour
  - How personality can be measured

**Elaborations**
- Define personality
- Characteristics of Freud’s theory of personality
- Contributions and limitations of psychodynamic explanation of personality
- Describe psycho-sexual stages of development in relation to personality
- Explain the interaction between id, ego and super ego in relation to personality

#### 2. Historical Perspectives

- Psychodynamic theory – Freud
  - Contributions & limitations
  - Psycho-sexual stages of development
  - Id, ego and super ego
- Trait theories – Eysenck, Allport
  - Contributions & limitations
- Humanistic theory – Maslow’s hierarchy of needs
- Contributions and limitations

**Elaborations**
- Define psychodynamic theory
  - Contributions and limitations
- Describe psycho-sexual stages of development
- Explain the interaction between id, ego and super ego
- Describe psycho-sexual stages of development in relation to personality

**to do: Task 8 (test)**

**trait theories**
- Describe Eysenck’s theory of personality
- Describe Allport’s theory of personality (only in reference to cardinal traits, central traits and secondary traits)
- Contributions and limitations of trait theories

**Humanistic theory**
- Contributions and limitations of humanistic perspective in relation to personality.

**to do: Task 9**
### TERM 3. SEMESTER 2. PERSONALITY

#### Measuring Personality
- **Projective testing**
  - Rorschach test, thematic apperception test (TAT)
- **Non-projective testing**
  - Self-reports
- **Strengths and limitations of both testing methods**

**ELABORATIONS**
- Define projective testing techniques
- Describe the procedure for Rorschach test
- Define non-projective testing techniques
- Describe the procedure for self-report
- Strengths and limitations of both testing methods, in reference to the specific examples studied
  - Reliability and validity of personality tests

### TERM 3. SEMESTER 2. SOCIAL PSYCHOLOGY

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<td>5.1 Social psychology</td>
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</table>

#### Groups
- **Define group**
- Comparing the purpose of
  - Socially dependent groups
  - Task dependent groups
- **Individuals and groups**

**ELABORATIONS**
- Define group and describe the purpose of groups
- Describe group behaviour and behaviour of individuals within the group
- Discuss the influence / presence of others on individual behaviour

#### Behaviour within Groups
- **Individuals & groups: behaviour within groups**
  - Cooperation & competition
  - Deindividuation
  - Social loafing
  - Brainstorming
- **Impact of group size on deindividuation, social loafing and brainstorming**
  - Factors that reduce social loafing and deindividuation

**ELABORATIONS**
- Define and discuss:
  - Cooperation
  - Competition
  - Deindividuation
  - Social loafing
  - Brainstorming
  - Impact of group size
- Theorists/Theories which could be covered include:
  - Sheriff & Realistic Conflict Theory
  - Zimbardo
  - Ingram
  - Diehl and Stroebe
  - Milgram

#### Social Identity Theory
- **Self-concept and group membership**
- **Social identity**

**ELABORATIONS**
- Define self-concept
- Define social identity
- Describe how self-concept and group membership interact
- Outline social identity theory

#### Social Categorisation
- **Social categorisation**
  - Why is it necessary?
  - Define stereotypes
  - How do we form stereotypes
  - Define values
  - How do social values influence behaviour?

**ELABORATIONS**
- Define social categorisation
- Explain why Social Categorisation is necessary
- Define stereotypes
- Describe how we form stereotypes
- Define social values
- Explain how social values influence behaviour
### TERM 3. SEMESTER 2. RESEARCH METHODS

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<td>1. Research methods</td>
<td>Task 11: Aspects of assertiveness</td>
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</table>

#### Planning and conducting psychological research
- Non-experimental research methods
- Qualitative methods of data collection
- Quantitative methods of data collection

#### Processing and evaluating psychological research
- 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

**to do:** Task 10 (test)  
**to do:** Task 11

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### TERM 4. SEMESTER 2. CULTURE AND VALUES

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<td>5.2 Culture &amp; values</td>
<td>Task 12: In-class essay</td>
</tr>
</tbody>
</table>

#### Attitude
- Define attitude
- Describe the 3 components of attitude – Tripartite model
- Tools for measuring attitude
  - Observational methods
    - Examples
    - Strengths & limitations
  - Qualitative interviews & focus groups
    - Strengths & limitations
  - Use and construction of rating scales for self-report
    - Likert scale
    - Strengths & limitations

**ELABORATIONS**
- Observational methods
  - Give examples of observational methods
  - Strengths and limitations of observational methods
- Qualitative interviews and focus groups
  - Strengths and limitations of interviews and focus groups
  - Describe use and construction of rating scales for self-report, e.g. Likert scale
  - Strengths and limitations of rating scales

#### Prejudice & racism
- Define racism and prejudice
  - Causes and ways to reduce it
- Describe in-group bias and realistic conflict theory
- Negative impacts of stereotypes including
  - “Self-fulfilling prophecy” phenomenon
  - “Just world” phenomenon

**ELABORATIONS**
- Describe causes of prejudice and ways to reduce it
- Describe in-group bias and Realistic Conflict Theory
- Describe what is meant by a “Self-fulfilling Prophecy”
- Describe the negative impacts of stereotypes including “Self-fulfilling Prophecy” and “Just World” phenomenon
- Describe intergroup competition and explain how it can lead to prejudice
- Link prejudice to the Tripartite model of attitudes
  - Discrimination as behavioural component – stages of discrimination
<table>
<thead>
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<th>3</th>
<th>Prejudice &amp; racism</th>
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<tbody>
<tr>
<td>• Define “Haves and Have nots”</td>
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<tr>
<td>• Intergroup competition and how it can lead to prejudice</td>
<td></td>
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<tr>
<td>• Methods for reducing prejudice</td>
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<td><strong>ELABORATIONS</strong></td>
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<tr>
<td>• Explain how the following can be used as methods for reducing prejudice:</td>
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<tr>
<td>- Superordinate goals</td>
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<td>- Contact hypothesis</td>
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<tr>
<td>- Cognitive interventions</td>
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<thead>
<tr>
<th>4</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define culture</td>
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<tr>
<td>• Key features of</td>
<td></td>
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<tr>
<td>- Individualistic cultures</td>
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<tr>
<td>- Collectivist cultures</td>
<td></td>
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<tr>
<td>• Comparing individualistic and collectivist cultures</td>
<td></td>
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<tr>
<td>• How attitudes can be influenced by these cultural environments</td>
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**to do: Task 12 (in-class essay)**

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<th>Revision</th>
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| 6 | Task 13: SEMESTER 2 EXAMINATION |
Theories and theorists
A part of Psychology is knowing the research behind the theories we cover, particularly for essays where you need to back up your points with evidence. Below is the list of names which you will need to know this year, because a) they’re in the syllabus so an examiner could directly ask a question about them, or b) they’re such an important part of their field that they’ll inevitably pop up somewhere.

It is recommended that you create a table somewhere in your notes in which you:
a) List the name of the researcher and the topic they are from.
b) Outline the research method, including sample.
c) Outline the findings of the study.

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<td>McCann &amp; Holmes</td>
<td>Erikson</td>
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<td>Tapert et al</td>
<td>Bouchard</td>
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<td>Pope et al</td>
<td>Kearin</td>
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<td>Tremaine &amp; Tremaine</td>
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<td>Role of Play</td>
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<td><strong>Cognition</strong></td>
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<td>Broadbent</td>
<td>Allport</td>
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<td>Bugelski &amp; Alampay</td>
<td>Eysnck</td>
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<td>Galton</td>
<td>Maslow</td>
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<td>Spearman</td>
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<td>Weschler</td>
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<td>Binet &amp; Simon</td>
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<td><strong>Relational Influences</strong></td>
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<td>Festinger et al</td>
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<td>Diehl &amp; Strobe</td>
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<td><strong>Culture &amp; values</strong></td>
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<td>Discrimination</td>
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Case Studies  
Exercise  
Alcohol  
Cannabis  
Amphetamines  
Attention  
Attention  
Perceptual Set  
General Intelligence  
General Intelligence  
Multiple Intelligences  
Emotional Intelligence  
Intelligence Testing  
Intelligence Testing  
Intelligence Testing  
Determinants of Liking  
Determinants of Liking  
Determinants of Liking  
Peer Group Development  
Social Skills  
Cognitive  
Social & Emotional  
Intelligence  
Intelligence  
Role of Play  
Psychodynamic  
Trait  
Trait  
Humanistic  
Social Loafing  
Social Loafing  
Deindividuation  
Deindividuation  
Competition & Cooperation  
Brainstorming  
Self Concept  
Social Identity  
Discrimination |
## Foundation Christian College
### Year 11 Units 1 & 2 Psychology 2017

#### Assessment Outline

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Type Weighting (%)</th>
<th>Task Weighting (%)</th>
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<th>Due date</th>
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<tr>
<td>Investigations</td>
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<td>Investigation skills &amp; research methods</td>
<td>T1 w3</td>
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<td>Cognitive and behavioural aspects of assertiveness</td>
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<td>T2 w4</td>
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<td>Personality: historical perspectives</td>
<td>T3 w4</td>
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<td>Test: Communication &amp; developmental psychology</td>
<td>T3 w1</td>
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<td>10</td>
<td>Test: Personality &amp; social psychology</td>
<td>T3 w9</td>
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<td></td>
<td>5</td>
<td>12</td>
<td>In-class essay: Culture and values</td>
<td>T4 w4</td>
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<td>Exams</td>
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<td>7</td>
<td>Semester 1 Exam</td>
<td>T2 w6</td>
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<td>18</td>
<td>13</td>
<td>Semester 2 Exam</td>
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<td><strong>100</strong></td>
<td><strong>100</strong></td>
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* All dates are subject to negotiation and variation in accordance with the classroom teacher
Writing essays in Psychology
Years 11 & 12

You are required to answer all extended response questions on tests and exams in essay format. This handout will help you to understand what is required.

Essays should have an:
- Introduction
- Body
- Conclusion

- Psychology essays should always include the appropriate and relevant psychology terminology and definitions.
- Theorists' names and theories MUST be mentioned
- Constructs and theories should always be fully described and explained
- Constructs and theories should be linked to the context of the question through use of examples and application.
- Marks are given for content (especially theorists & theories), terminology and grammar

How to set out your essay

LA PEET AL

Introduction (LA)

Lead in
One to two sentences to introduce the topic.

Answer question
The introduction MUST contain definitions of relevant terms.
A brief overview of the constructs and theories pertaining or relating to the question.

Body paragraphs (PEET)

Point
Make your point.

Explain it
Explain / describe your point or the construct at hand.

Evidence
Name the theorist and theory.
Describe the theorist’s findings.

Tie it together
Link the construct and theory to the context of the question.
Use examples from the question.

Conclusion (AL)

Answer question
A brief summary.

Lead out
Concluding sentence.
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 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.
How do I achieve to the best of my ability?

This year is designed to prepare you for further study and to equip you with the skills needed when you leave school. You may find that the material is presented at a faster pace and there is more responsibility on your part to keep up by regularly studying at home. Many students in the past have said that they wished they had studied harder from the beginning of the year. In particular, Psychology is a science and a technical subject with a complex vocabulary and many theories, which must be mastered bit by bit. So to help you, here are some suggestions:

- **Get organised.** Have a master at home file for filing your notes and worksheets, set up topic by topic. After each topic put your notes into the master file and keep the topics separated by dividers.

- **A definitions and theories book** is helpful. An exercise book works well. Where possible try to write the meanings and theories in your own words. Make sure you understand everything you write in this book. Use the summary at the end of each chapter and the glossary at the end of the textbook to help you to compile your book.

- **Study time.** Although you will not have a lot of homework and assignments, you are expected to spend 3 hours a week on Psychology. This time of study and revision is essential if you are to keep up with all of the information presented to you. **Suggested things to do during this time:**
  - Read over the work covered in class that day – your notes and textbook.
  - Write new words, definitions and theories into your definitions book.
  - Write down anything you don’t understand and be sure to ask the following lesson.
  - Review the work to date on the topic (look back a few lessons), trying to link concepts and information together.
  - Test yourself on the work to date. Use your revision book.

- **Class time.** Make the most of class time – it is much harder to catch up if you waste this time. You can make good use of class time by:
  - Paying attention.
  - Getting involved in class: answering and asking questions, listening to other student’s answers, asking for help.
  - Working quickly and quietly during practical sessions. Keep accurate records of your results, regardless of whether it is for assessment or not.
  - Bringing your textbook to class. You can underline key concepts and write questions in the margin.

- **Assignments.** Start early and have your work totally ready to hand in on time (i.e. name on it, stapled, etc) well before coming to school on the due date.

- **Exams.** Go over your notes and textbook. Do not over study the areas you find easy and ignore the harder areas. Aim for a good working knowledge in all areas. Practice writing extended answers – they need careful planning and a logical order. Don’t write the topic out – just begin with a short topic sentence. End with a brief conclusion. Keep your sentences short – one sentence – one fact. Answer the question in the order it was asked – it is acceptable to partition your answer if the question was partitioned.

The following have been adapted from information gathered from:

- http://writing.colostate.edu/index.cfm

Date Visited: 16 December 2009
**Answering Exam Questions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on</td>
<td>To discuss, criticise or explain the meaning as completely as possible</td>
</tr>
<tr>
<td>Compare</td>
<td>To show the <em>similarities</em> between two or more objects, theories, events,</td>
</tr>
<tr>
<td></td>
<td>concepts, applications or explanations.</td>
</tr>
<tr>
<td>Contrast</td>
<td>To compare by showing the <em>differences</em> between two or more objects, theories,</td>
</tr>
<tr>
<td></td>
<td>events, concepts, applications or explanations.</td>
</tr>
<tr>
<td>Define</td>
<td>To give the formal meaning by distinguishing it from related terms. Include</td>
</tr>
<tr>
<td></td>
<td>elaborations and examples where applicable.</td>
</tr>
<tr>
<td>Describe</td>
<td>To write a detailed account or verbal picture in a logical sequence or story</td>
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<tr>
<td></td>
<td>form; noting physical and sometimes chronological details (e.g. describe the</td>
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<tr>
<td></td>
<td>trends in a graph).</td>
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<tr>
<td>Discuss</td>
<td>To present arguments for and against a point of view and reach a conclusion.</td>
</tr>
<tr>
<td></td>
<td>The arguments must be supported with appropriate evidence.</td>
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<tr>
<td>Evaluate</td>
<td>Requires a judgment about which theory, application, approach etc. is</td>
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<tr>
<td></td>
<td>superior and why. To give an opinion, supported by some expert opinions, of</td>
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<tr>
<td></td>
<td>the truth or importance of a concept. Show the advantages and disadvantages.</td>
</tr>
<tr>
<td>Explain</td>
<td>Requires an analysis of cause-and-effect or explanation of the reasoning</td>
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<tr>
<td></td>
<td>process – answers ‘why’. Explore the rest of the question to see if there is</td>
</tr>
<tr>
<td></td>
<td>an additional focus or link to other ideas, objects or theories.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>To explain or make clear by concrete examples, comparisons and/or analogies.</td>
</tr>
<tr>
<td>List</td>
<td>To produce a list of words, sentences or comments. Can be in dot point form.</td>
</tr>
<tr>
<td>Outline</td>
<td>To give a general summary. It should contain a series of main ideas supported</td>
</tr>
<tr>
<td></td>
<td>by secondary facts. Show the organisation of the idea.</td>
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<tr>
<td>Name</td>
<td>Eg: Name the process – photosynthesis, respiration, transpiration etc.</td>
</tr>
<tr>
<td>Relate</td>
<td>To show the connection between things, telling how one causes or is like</td>
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<tr>
<td></td>
<td>another.</td>
</tr>
<tr>
<td>State</td>
<td>To describe the main points in precise terms. Use brief, clear sentences.</td>
</tr>
<tr>
<td></td>
<td>Omit details or examples.</td>
</tr>
<tr>
<td>Summarise</td>
<td>To give a brief, condensed account of the main ideas.</td>
</tr>
</tbody>
</table>
PAY ATTENTION TO THE USE OF PUNCTUATION MARKS

The Reference List or Bibliography (Out of Text Referencing)
All documents cited in your assignment are listed in a single alphabetical list at the end of the assignment. The list is arranged by the author's family name or title if no author is present. The authors' names are given as they appear on the publication you have used. Capitalisation practice also should be consistent. Titles are given maximal capitalisation. All words other than prepositions, conjunctions, and definite and indefinite articles (a, an, the) are capitalised. Journal and book titles are italicised or if handwritten underlined.

If any information is missing from the source (make sure you check thoroughly) then just use the information that is available.

PRINT DOCUMENTS

Books

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<tr>
<td>Single author</td>
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<tr>
<td>Two authors or editors</td>
</tr>
<tr>
<td>Three or more authors or editors</td>
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<tr>
<td>Two or more books by the same author published in the same year</td>
</tr>
<tr>
<td>Organisation</td>
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<td>Government publication</td>
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<td>Government Departments</td>
</tr>
<tr>
<td>Multivolume work</td>
</tr>
<tr>
<td>Entry in an encyclopaedia/dictionary</td>
</tr>
<tr>
<td>When referring to a well-known alphabetically arranged work such as an encyclopaedia or dictionary, the citation should be incorporated into the text.</td>
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</table>

Example: "In his article on multiculturalism in the 2003 edition of The Oxford Companion to Australian History, John Lack ...."

These items are not then listed in a bibliography or reference list (Chicago Manual of Style, sec. 17.238).
Parts of a book

Author of Part, A. Year. Title of chapter or part. In Title: Subtitle of Book, Edition, ed. A. Editor and B. Editor, inclusive page numbers. Place of publication: Publisher.

Journal articles


INTERNET DOCUMENTS

Cite documents published on the internet according to the specific guidelines for the type of document. Books, plays, government reports and company annual reports are examples of documents that may be published on the Internet. Please note: If no author or editor is given, the title will precede the year of publication.


Whole Internet site

Electronic document, no author

Government publication (Australian Bureau of Statistics Bulletin)

Government publication (Government Department)

OTHER FORMATS

Television Programme
Masters, Chris. 2006. Big Fish, Little Fish. Four Corners. television program. Sydney: ABC Television, March 27.

DVD

Video Recording

Radio Programme

ABBREVIATIONS
Standard abbreviations may be used in your citations. A list of appropriate abbreviations can be found in Chicago Manual of Style (2003), p. 571-577. Some of the more often used examples are listed here.

<table>
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