SAMPLE COURSE OUTLINE

PSYCHOLOGY
GENERAL YEAR 12
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Sample course outline
Psychology – General Year 12
Unit 3 and Unit 4

Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1    | **Introduction to psychology**  
|      | • course structure  
|      | • school assessment policy  
|      | **Research methods**  
|      | • ethics in psychology research  
|      |   ▪ participants’ rights – confidentiality, voluntary participation, withdrawal rights  
|      |   ▪ informed consent procedures  
|      |   ▪ deception in research  
| 2–5  | **Cognition**  
|      | • definition of  
|      |   ▪ cognition  
|      |   ▪ sensation  
|      |   ▪ perception  
|      |   ▪ attention span  
|      | • memory  
|      |   ▪ multi-store model of memory – Atkinson and Shiffrin (1968)  
|      |   ▪ sensory register – duration, capacity  
|      |   ▪ working memory (short-term memory) – duration, capacity  
|      |   ▪ long-term memory – duration, capacity, procedural memory, declarative memory – semantic and episodic  
|      |   ▪ strategies for enhancing retrieval of information and improving memory  
|      |     o state- and context-dependent cues  
|      |     o mnemonics  
|      |     o chunking  
|      |   ▪ repetition  
|      | • states of consciousness  
|      |   ▪ selective attention  
|      |   ▪ divided attention  
|      |   ▪ daydreaming  
|      |   ▪ meditation  
|      |   ▪ hypnosis  
|      |   ▪ sleep  
|      | • physiological indicators of consciousness  
|      |   ▪ brainwaves  
|      |   ▪ heart rate  
|      |   ▪ galvanic skin response  
|      | **Task 1**: Topic test – Cognition
<table>
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<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 6–7  | **Research methods**  
  • terminology  
  ▪ experimental, non-experimental  
  ▪ scientific, non-scientific  
  ▪ sample  
  ▪ population  
  • experimental research method  
  ▪ independent and dependent variables  
  ▪ operational hypotheses  
  ▪ controlled and uncontrolled variables  
  ▪ experimental and control groups  
  • displaying quantitative data – tables, graphs, diagrams  
  • data interpretation  
  ▪ mode  
  ▪ mean  
  ▪ median  
  ▪ range  
  **Task 2:** Investigation report – Do mnemonic devices improve memory?  
  Other options  
  Factors impacting the recall of long-term memories  
  Comparing selective and divided attention |
| 8–9  | **Personality**  
  • personality theories  
  ▪ trait theories – Eysenck, Costa and McCrae  
  ▪ humanistic theories – Maslow’s Hierarchy of Needs, Rogers  
  ▪ behaviourist theories – Pavlov, Watson, Thorndike, Skinner  
  ▪ social learning theory – Bandura  
  • the relationship between personality, motivation and human performance  
  • advantages, disadvantages and issues related to personality testing by organisations  
  **Task 3:** Topic test – Personality |
| 10–11| **Relational influences**  
  • friendship formation/determinants of liking  
  ▪ proximity  
  ▪ similarity  
  ▪ reciprocity  
  • types of relationships  
  ▪ pro-social  
  ▪ anti-social  
  • types of solutions to resolve conflict  
  ▪ imposed  
  ▪ distributive  
  ▪ integrative  
  • techniques for resolving conflict  
  ▪ mediation  
  ▪ negotiation  
  ▪ counselling  
  **Task 4:** Essay – Relational Influences |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>12–15</td>
<td><strong>Communication</strong></td>
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<tr>
<td></td>
<td>• communication styles</td>
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<tr>
<td></td>
<td>▪ social background – Bernstein</td>
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<td>▪ gender differences – Tannen</td>
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<td>▪ Robinson’s social skills</td>
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<td></td>
<td>• persuasive communication</td>
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<td></td>
<td>▪ source of the message</td>
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<td></td>
<td>▪ nature of the communication</td>
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<td></td>
<td>▪ characteristics of the audience</td>
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<td></td>
<td><strong>Research methods</strong></td>
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<td></td>
<td>• non-experimental (descriptive) research methods</td>
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<tr>
<td></td>
<td>▪ case studies, surveys, correlational studies</td>
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<td></td>
<td>• qualitative methods for data collection</td>
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<td>• objective quantitative measures in research</td>
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<td>▪ physiological measures</td>
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<td>• subjective quantitative measures in research</td>
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<td></td>
<td>▪ checklists</td>
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<td>▪ rating scales – Likert scale</td>
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<td><strong>Task 5:</strong></td>
<td>Externally set task – Week 14</td>
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<td><strong>Task 6:</strong></td>
<td>Effectiveness of a healthy lifestyle advertisement – Communication</td>
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### Semester 2

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<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tr>
<td>1–3</td>
<td><strong>Biological influences/bases of behaviour</strong>&lt;br&gt;• functions of the four lobes of the cerebral cortex&lt;br&gt;  ▪ frontal lobe – abstract thinking, problem solving, reasoning, decision making&lt;br&gt;  ▪ parietal lobe – primary sensory cortex&lt;br&gt;  ▪ occipital lobe – primary visual cortex&lt;br&gt;  ▪ temporal lobe – primary auditory cortex&lt;br&gt;• methods of studying the brain&lt;br&gt;  ▪ electroencephalography (EEG), computed axial tomography (CAT) scan, functional magnetic resonance imaging (fMRI)&lt;br&gt;  ▪ case studies – Phineas Gage, Henry Molaison (HM) and London taxi drivers&lt;br&gt;  ▪ animal studies – Lashley, Sperry&lt;br&gt;<strong>Task 7:</strong> Topic test – Biological influences/bases of behaviour</td>
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<td>4–6</td>
<td><strong>Social psychology</strong>&lt;br&gt;• group influences on behaviour&lt;br&gt;  ▪ compliance&lt;br&gt;  ▪ group polarisation&lt;br&gt;  ▪ social status and power&lt;br&gt;  ▪ conformity and obedience – Asch, Milgram, Zimbardo&lt;br&gt;  ▪ bystander effect&lt;br&gt;<strong>Task 8:</strong> Essay – Social psychology</td>
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<td>7–8</td>
<td><strong>Research methods – recapitulation</strong>&lt;br&gt;• ethics in psychology research&lt;br&gt;  ▪ participants’ rights – confidentiality, voluntary participation, withdrawal rights&lt;br&gt;  ▪ informed consent procedures&lt;br&gt;  ▪ deception in research&lt;br&gt;• experimental research method&lt;br&gt;  ▪ independent and dependent variables&lt;br&gt;  ▪ operational hypotheses&lt;br&gt;  ▪ controlled and uncontrolled variables&lt;br&gt;  ▪ experimental and control groups&lt;br&gt;• displaying quantitative data – tables, graphs, diagrams&lt;br&gt;• data interpretation&lt;br&gt;  ▪ mode&lt;br&gt;  ▪ mean&lt;br&gt;  ▪ median&lt;br&gt;  ▪ range&lt;br&gt;<strong>Task 9:</strong> Investigation report – Examining group influences on behaviour</td>
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<td>9–11</td>
<td><strong>Developmental psychology</strong>&lt;br&gt;• explanations of development&lt;br&gt;  ▪ Piaget’s theory of cognitive development&lt;br&gt;  ▪ Kohlberg’s theory of moral development&lt;br&gt;• cultural bias in developmental theories&lt;br&gt;• ways of studying influences on development&lt;br&gt;  ▪ twin studies&lt;br&gt;  ▪ adoption studies&lt;br&gt;<strong>Task 10:</strong> Topic test – Developmental psychology</td>
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<td>Week</td>
<td>Key teaching points</td>
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<td>12</td>
<td><strong>Research methods – recapitulation</strong>&lt;br&gt;• terminology&lt;br&gt;  ▪ experimental, non-experimental&lt;br&gt;  ▪ scientific, non-scientific&lt;br&gt;  ▪ sample&lt;br&gt;  ▪ population&lt;br&gt;• non-experimental (descriptive) research methods&lt;br&gt;  ▪ case studies, surveys, correlational studies&lt;br&gt;• qualitative methods for data collection&lt;br&gt;• objective quantitative measures in research&lt;br&gt;  ▪ physiological measures&lt;br&gt;• subjective quantitative measures in research&lt;br&gt;  ▪ checklists&lt;br&gt;  ▪ rating scales – Likert scale&lt;br&gt;• use of correlation to establish association between variables&lt;br&gt;• statistical significance&lt;br&gt;<strong>Task 11:</strong> Data interpretation</td>
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<td>13–15</td>
<td><strong>Culture and values</strong>&lt;br&gt;• cultural diversity&lt;br&gt;  ▪ conventions and expectations&lt;br&gt;  ▪ cultures as social groups – collectivist, individualistic&lt;br&gt;• racism&lt;br&gt;  ▪ causes of prejudice&lt;br&gt;  ▪ reducing prejudice&lt;br&gt;<strong>Task 12:</strong> Reduce prejudice campaign – Culture and values</td>
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