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Disclaimer

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Sample course outline
Psychology – ATAR Year 11

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
|        | 1    | **Introduction to psychology**  
|        |      | • course structure  
|        |      | • school assessment policy  
|        |      | • planning and conducting psychological research  
|        |      |   • research terminology  
|        |      |   • ethics in psychology  
|        | 2–4  | **Self**  
|        |      | Biological influences/bases of behaviour  
|        |      |   • functions of the major parts of the brain  
|        |      |   • main features of the four lobes of the cerebral cortex  
|        |      |   • structure of the neuron  
|        |      |   • methods for investigating brain function  
|        |      |   • factors that affect behaviour, emotion and thought  
|        |      | **Task 1: Response – Topic test – Biological influences/bases of behaviour**  
|        | 5–6  | **Research methods**  
|        |      | planning and conducting psychological research  
|        |      |   • steps in scientific method  
|        |      |   • differences between sample and population  
|        |      |   • experimental research methods  
|        |      | processing and evaluating psychological research  
|        |      |   • methods of displaying quantitative data  
|        |      |   • interpretation of the following forms of data: mode, mean, median, range  
|        |      | **Task 2: Investigation – Investigating the relationship between handedness and hemispheric dominance**  
|        |      | (Other suitable practice investigation: Comparing selective and divided attention)  
|        | 7–10 | **Self**  
|        |      | Cognition  
|        |      |   • theories of intelligence  
|        |      |   • intelligence testing  
|        |      |   • the role of sensation and perception in cognition  
|        |      |   • physiological responses indicating different states of consciousness  
|        |      | **Task 3: Project – Consultancy brief (Cognition – Intelligence)**  
|        | 11–12| **Others**  
|        |      | Relational influences  
|        |      |   • types of relationships  
|        |      |   • determinants of liking  
|        |      |   • relationship development in adolescence  
|        |      | **Task 4: Response – In-class essay**  
|        | 13–15| **Others**  
|        |      | Communication  
|        |      |   • non-verbal communication  
|        |      |   • effective communication  
|        |      |   • role of language in initiating, maintaining and regulating interpersonal relationships – Robinson’s social skills  
|        |      | **Task 5: Response – Topic test – Communication**  
|        | 16   | **Task 6: Examination**  
<p>|</p>
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| 17–19 | **Self: Developmental psychology**  
• aspects of human development across the life span  
• nature/nurture debate  
• role of play in physical, cognitive, emotional and social readiness and skill development  
**Task 7: Response – Topic test – Developmental psychology** |
| 20–22 | **Self: Personality**  
• definition of personality  
• historical perspectives  
• approaches to measuring personality  
**Task 8: Project – Presentation – Personality** |
| 23–25 | **Others: Social psychology**  
• definition of a group and its purposes  
• individuals and groups  
• behaviour within groups  
• social categorisation  
**Task 9: Response – Topic test – Social psychology** |
| 26–28 | **Research methods** – revise research methods from Unit 1 with the addition of the following  
• planning and conducting psychological research  
  ▪ non-experimental (descriptive) 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  
**Task 10: Investigation – Examining group influences on behaviour**  
(Other suitable practice investigations: The influence of the group on joke telling; The influence of birth order on personality; Examining the relationship between personality and participation in sport) |
| 29–31 | **Others: Culture and values**  
• attitude formation – Tripartite model  
• tools for measuring attitudes  
• racism  
• cultural influences on attitudes  
**Task 11: Response – In-class essay (Prejudice – Remember the Titans)** |
| 32 | **Task 12: Examination** |