**Sample Course Outline**

Psychology

General Year 11

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# Sample course outline

# Psychology – General Year 11

## Unit 1 and Unit 2

#### Semester 1

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **Introduction to psychology*** course structure
* school assessment policy

**Research methods*** psychology as a scientific endeavour to describe and explain how we think, feel and act
* terminology – psychologist and psychiatrist
* ethics in psychology research:
* informed consent
* confidentiality
* voluntary participation
 |
| 2–4 | **Personality*** introduction to personality theories
* Psychodynamic – Freud
* Trait theories – Eysenck
* Humanistic theories – Maslow’s Hierarchy of Needs
* Type theory – Meyer-Friedman
* nature of personality
* continuity over time
* consistency across situations

**Task 1:** Response – Topic test – Personality |
| 5–6 | **Research methods*** psychological research
* cross-sectional and longitudinal research designs – uses and limitations
* data collection
* qualitative methods
* quantitative methods
* displaying quantitative data – tables, graphs, diagrams
* data interpretation
* mode
* mean
* median
* range
* conclusions related to patterns in the data

Practice investigation: Are adolescents more likely to be early birds or night owls?**Task 2:** Investigation – Data interpretation  |
| 7 | **Task 3:** Investigation – The influence of birth order on personality |
| 8–11 | **Cognition*** introduction to theories of intelligence
* measuring mental age and intelligence quotient – Binet and Simon, Terman
* empirical approaches to intelligence – Wechsler
* multiple intelligences – Gardner
* emotional intelligence – Goleman
* cultural bias in intelligence testing

**Task 4:** Project – Poster – Cognition (Intelligence) |
| 12–13 | **Relational influences*** agents of socialisation
* family – attachment and parenting styles
* peers
* media
* cultural differences in child rearing

**Task 5:** Response – Research task (Relational influences) |
| 14–15 | **Communication*** types of non-verbal communication
* body language
* gestures
* physical distance
* facial expressions
* touch and smell
* effective communication
* listener/receiver attributes
* role of language in initiating, maintaining and regulating interpersonal relationships – peer, family, work

**Task 6 :** Project – Oral presentation (Communication) |

#### Semester 2

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | **Biological influences/bases of behaviour*** identify major parts of the brain
* hindbrain
* midbrain
* forebrain
* left and right hemispheres and their influence on behaviour
* corpus callosum
* factors that affect behaviour, emotion and thought
* heredity – the role of genetics in determining behaviour
* hormones – the effects of adrenaline and noradrenaline
* physical activity – the effects of exercise on mood
* recreational drugs – the effects of cannabis, alcohol, and amphetamine

**Task 7:** Response – Topic test – Biological influences |
| 5–8 | **Developmental psychology*** types of development – cognitive, physical, social, emotional
* changes with age
* role of nature and nurture
* Erikson’s stages of psychosocial development

**Task 8:** Response – Review of *Seven Up* series |
| 9–11 | **Social psychology*** definition of a group
* group behaviour
* cooperation
* competition
* impact of group size
* diffusion of responsibility

**Task 9:** Project – Leadership training guide  |
| 12–13 | **Research methods** Revise content from Unit 1 with a focus on:* ethics in psychology research
* informed consent
* confidentiality
* voluntary participation
* data collection
* qualitative methods
* quantitative methods
* displaying quantitative data – tables, graphs, diagrams
* data interpretation
* mode
* mean
* median
* range
* conclusions related to patterns in the data

**Task 10:** Investigation – Examining group influences on behaviour OR The influence of the group on joke telling |
| 14–15 | **Culture and values*** definition of attitudes
* social categorisation
* formation of stereotypes and consequences
* ways to reduce stereotypes
* cultural differences in attitudes towards
* disability
* ageing
* mental illness

**Task 11:** Project – Publication (Culture and values) |