



## SAMPLE COURSE OUTLINE

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**PSYCHOLOGY**  
**ATAR YEAR 12**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## **Disclaimer**

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## Sample course outline

### Psychology – ATAR Year 12

#### Semester 1 – Unit 3 – Memory and learning

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

For named theorists in this unit (Bandura), students should demonstrate an understanding of:

- the specified characteristics and features of their theory
- the strengths and limitations of their theory
- the application of their theory to a real-world context.

For designated studies in this unit ( Craik and Tulving, 1975; Pavlov, 1902; Waston and Rayner, 1920; Thorndike, 1898; Skinner, 1948; Bandura, Ross and Ross, 1961), students should demonstrate an understanding of:

- the aim of the study
- the method used in the study
- the key findings of the study
- the contribution of the study to psychology
- criticisms/limitations of the study (e.g. findings, methods or ethics).

The purpose of including studies is to explicitly link the process of Science inquiry to the development of psychological theory. Students are not expected to read or memorise published studies written for post-graduate publications. Age-appropriate sources and teacher instruction ensure that the key information listed for studies is provided.

Science inquiry and psychological knowledge and understanding are intrinsically linked. Science inquiry skills are common to both Unit 3 and Unit 4 and are incorporated into all learning and assessment activities.

Week	Key teaching points
1–2	<p><b>Science inquiry</b></p> <p><b>Ethical guidelines and practices for psychological research</b></p> <ul style="list-style-type: none"> <li>• the role of ethics/ethical guidelines in psychological research               <ul style="list-style-type: none"> <li>▪ role of ethics committee approval and monitoring of conduct for all psychological research</li> </ul> </li> <li>• understand and apply ethical guidelines and practices related to human participants               <ul style="list-style-type: none"> <li>▪ protection from harm (physical and psychological)</li> <li>▪ informed consent</li> <li>▪ withdrawal rights</li> <li>▪ deception</li> <li>▪ confidentiality</li> <li>▪ privacy</li> <li>▪ voluntary participation</li> <li>▪ debriefing</li> </ul> </li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• use appropriate psychological terminology</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>acknowledge sources of information using appropriate referencing</li> </ul> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>sensation and perception <ul style="list-style-type: none"> <li>processes of sensation – reception, transduction, transmission</li> <li>processes of perception – selection, organisation and interpretation</li> </ul> </li> <li>the role of attention in memory <ul style="list-style-type: none"> <li>selective and divided attention as seen in the Cocktail party effect (Cherry, 1953)</li> </ul> </li> </ul>
2–4	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>models for explaining memory <ul style="list-style-type: none"> <li>processes of memory – encoding, storage, retrieval</li> <li>features of the multi-store model of memory (Atkinson and Shiffrin, 1968) <ul style="list-style-type: none"> <li>sensory register: duration, capacity, encoding</li> <li>short term memory: duration, capacity, encoding</li> <li>long-term memory: duration, capacity, encoding <ul style="list-style-type: none"> <li>procedural, declarative – semantic and episodic memory</li> </ul> </li> <li>features of the working memory model (Baddeley and Hitch, 1974; Baddeley, 2000) <ul style="list-style-type: none"> <li>central executive, phonological loop, visuospatial sketchpad, episodic buffer</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Formulating research</b></p> <ul style="list-style-type: none"> <li>identify the aim/s of the research</li> <li>develop a research question based on the aim/s</li> <li>identify variables (independent, dependent, control, extraneous)</li> <li>construct/formulate a hypothesis and/or inquiry question <ul style="list-style-type: none"> <li>directional and non-directional hypothesis (quantitative)</li> <li>inquiry questions (qualitative)</li> </ul> </li> </ul> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>variables <ul style="list-style-type: none"> <li>independent</li> <li>dependent</li> <li>control</li> <li>extraneous – participant, environment, researcher</li> <li>confounding</li> </ul> </li> </ul> <p><b>Data collection</b></p> <ul style="list-style-type: none"> <li>types of data <ul style="list-style-type: none"> <li>qualitative data</li> <li>quantitative data</li> </ul> </li> </ul> <p><b>Processing and analysing data</b></p> <ul style="list-style-type: none"> <li>construct and interpret data displays <ul style="list-style-type: none"> <li>graphs – scatterplot, bar, column, line, histogram</li> <li>tables – summary, frequency</li> </ul> </li> <li>calculate and interpret the mean and median as measures of central tendency</li> </ul> <p><b>Drawing conclusions</b></p> <ul style="list-style-type: none"> <li>evidence-based conclusions consistent with psychological evidence and relevant to the research question</li> </ul>
5–6	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>memory formation <ul style="list-style-type: none"> <li>structures of the brain <ul style="list-style-type: none"> <li>the role of the hippocampus in the formation and storage of memory</li> </ul> </li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>- Henry Molaison – case study</li> <li>o the role of the cerebellum in the formation and storage of implicit memories</li> <li>o the role of the amygdala in the formation of memories</li> </ul> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• selection of participants <ul style="list-style-type: none"> <li>▪ identification of sample and population</li> <li>▪ methods to sample participants – application, method, strengths and limitations <ul style="list-style-type: none"> <li>o convenience sampling</li> <li>o snowballing</li> <li>o random sampling</li> <li>o stratified sampling</li> </ul> </li> </ul> </li> <li>• allocation of participants – application, method, strengths and limitations <ul style="list-style-type: none"> <li>▪ random allocation</li> </ul> </li> </ul> <p><b>Task 1: Response (Test) – Memory and Science inquiry</b></p>
6–7	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• process of forgetting and remembering <ul style="list-style-type: none"> <li>▪ forgetting <ul style="list-style-type: none"> <li>o types of forgetting <ul style="list-style-type: none"> <li>- retrieval failure</li> <li>- interference – proactive and retroactive</li> <li>- motivated forgetting</li> <li>- decay theory</li> </ul> </li> </ul> </li> <li>▪ remembering <ul style="list-style-type: none"> <li>o the role of recall (free, serial and cued), recognition and re-learning in memory</li> <li>o levels of processing model of memory ( Craik and Lockhart, 1972) <ul style="list-style-type: none"> <li>- shallow (structural, phonemic) and deep (semantic, elaboration) processing</li> <li>- study: Depth of processing and the retention of words in episodic memory (Craik and Tulving, 1975)</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• sources and effects of extraneous variables and confounding variables <ul style="list-style-type: none"> <li>▪ experimenter effect</li> <li>▪ demand characteristics</li> </ul> </li> <li>• minimise the effects of extraneous and confounding variables <ul style="list-style-type: none"> <li>▪ random allocation of participants</li> <li>▪ single-blind procedures</li> <li>▪ standardisation of procedures and instructions</li> </ul> </li> </ul>

Week	Key teaching points
8–9	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• process of forgetting and remembering <ul style="list-style-type: none"> <li>▪ rehearsal as a strategy to improve memory <ul style="list-style-type: none"> <li>○ maintenance rehearsal</li> <li>○ elaborative rehearsal</li> <li>○ role of repetition as seen in Ebbinghaus and the forgetting curve (1885)</li> </ul> </li> <li>▪ causes of memory loss and impacts on behaviour and emotion <ul style="list-style-type: none"> <li>○ trauma – Chronic Traumatic Encephalopathy (CTE)</li> <li>○ degeneration – Alzheimer’s disease</li> <li>○ drug induced – Wernicke-Korsakoff Syndrome (WKS)</li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• types of research designs – application, method, strengths and limitations <ul style="list-style-type: none"> <li>▪ case studies</li> <li>▪ correlational</li> <li>▪ longitudinal</li> <li>▪ cross-sectional</li> </ul> </li> </ul> <p><b>Processing and analysing data</b></p> <ul style="list-style-type: none"> <li>• interpret Pearson’s correlation coefficient as a measure of strength and direction of linear relationships</li> </ul> <p><b>Evaluation of research</b></p> <ul style="list-style-type: none"> <li>• application and use of the concept of validity as a measure of evaluating research</li> <li>• application and use of the concept of reliability as a measure of evaluating research</li> <li>• generalisability of sample to the population</li> <li>• suggest relevant improvements to address limitations of research</li> <li>• ethical implications</li> <li>• critical evaluation of information from a range of scientific sources</li> </ul> <p><b>Task 2: Science Inquiry (Research) – Memory – Forgetting and remembering</b></p>
10	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• theories of learning <ul style="list-style-type: none"> <li>▪ classical conditioning <ul style="list-style-type: none"> <li>○ neutral stimulus, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response</li> <li>○ stimulus generalisation, discrimination, extinction and spontaneous recovery</li> <li>○ study: Pavlov’s dogs (Pavlov, 1902)</li> <li>○ study: ‘Little Albert’ experiment (Watson and Rayner, 1920)</li> </ul> </li> <li>▪ application and evaluation of learning theories in behaviour modification <ul style="list-style-type: none"> <li>○ systematic desensitisation as a treatment for phobias</li> </ul> </li> </ul> </li> </ul>
11–12	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• theories of learning <ul style="list-style-type: none"> <li>▪ operant conditioning <ul style="list-style-type: none"> <li>○ three phase model – antecedent, behaviour, consequence</li> <li>○ reinforcement <ul style="list-style-type: none"> <li>- role of reinforcers – positive and negative</li> </ul> </li> <li>○ punishment <ul style="list-style-type: none"> <li>- role of punishers – positive and negative</li> </ul> </li> <li>○ schedules of reinforcement – fixed, variable, interval and ratio</li> <li>○ study: Law of effect (Thorndike, 1898)</li> </ul> </li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>○ study: Skinner box (Skinner, 1948)</li> <li>▪ application and evaluation of learning theories in behaviour modification</li> <li>○ token economies</li> </ul> <p><b>Science inquiry</b></p> <p><b>Ethical guidelines and practices for psychological research</b></p> <ul style="list-style-type: none"> <li>• use of animals in research <ul style="list-style-type: none"> <li>▪ replacement, reduction, refinement</li> </ul> </li> </ul> <p><b>Data collection</b></p> <ul style="list-style-type: none"> <li>• methods of data collection – application, strengths and limitations <ul style="list-style-type: none"> <li>▪ qualitative <ul style="list-style-type: none"> <li>○ interviews – focus group and individual; structured, semi-structured</li> <li>○ open-ended survey</li> </ul> </li> <li>▪ quantitative <ul style="list-style-type: none"> <li>○ objective physiological measures – heart rate, breathing rate, galvanic skin response (GSR)</li> <li>○ subjective measures – checklists and rating scales, such as Likert scales</li> </ul> </li> <li>▪ mixed methods – data collection may be a combination of qualitative and quantitative data</li> </ul> </li> <li>• differences between subjective and objective data</li> </ul>
13–14	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• theories of learning <ul style="list-style-type: none"> <li>▪ social learning theory – Bandura (1977) <ul style="list-style-type: none"> <li>○ process of observational learning – attention, retention, reproduction, motivation, reinforcement</li> <li>○ modelling – vicarious reinforcement</li> <li>○ study: ‘Bobo doll’ experiment (Bandura, Ross and Ross, 1961)</li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• types of research designs – application, method, strengths and limitations <ul style="list-style-type: none"> <li>▪ experimental (control and experimental group) and non-experimental</li> <li>▪ observational</li> </ul> </li> </ul> <p><b>Task 3: Response (Test) – Learning and Science inquiry</b></p>
15	<b>Unit 3 Revision</b>
16	<b>Task 4: Semester 1 examination – Unit 3 content (3 hours)</b>

## Semester 2 – Unit 4 – Psychology motivation, wellbeing and health

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

For named theorists in this unit (Deci and Ryan, Maslow), students should demonstrate an understanding of:

- the specific characteristics and features of their theory
- the strengths and limitations of their theory
- the application of their theory to a real-world context.

For designated studies in this unit (He et al., 2020), students should demonstrate an understanding of:

- the aim of the study
- the method used in the study
- the key findings of the study
- the contribution of the study to psychology
- criticisms/limitations of the study (e.g. findings, methods or ethics).

The purpose of including studies is to explicitly link the process of Science inquiry to the development of psychological theory. Students are not expected to read or memorise published studies written for post-graduate publications. Age-appropriate sources and teacher instruction ensure that the key information listed for studies is provided.

Science inquiry and psychological knowledge and understanding are intrinsically linked. Science inquiry skills are common to both Unit 3 and Unit 4 and are incorporated into all learning and assessment activities.

Week	Key teaching points
1–2	<p><b>Motivation and wellbeing</b></p> <ul style="list-style-type: none"> <li>• sources of motivation – physiological, cognitions, emotions, social</li> <li>• self-determination theory – Deci and Ryan (1985)               <ul style="list-style-type: none"> <li>▪ amotivation, extrinsic and intrinsic motivation</li> <li>▪ psychological needs for motivation – autonomy, competence, relatedness</li> </ul> </li> <li>• hierarchy of needs – Maslow (1954, 1970)               <ul style="list-style-type: none"> <li>▪ levels of motivation based on deficiency and growth needs (1954)                   <ul style="list-style-type: none"> <li>○ deficiency needs – physiological, safety, love and belongingness, esteem</li> <li>○ growth needs – self-actualisation</li> </ul> </li> <li>▪ expanded hierarchy of needs (1970) – cognitive, aesthetic and transcendence needs</li> <li>▪ concept of self-actualisation                   <ul style="list-style-type: none"> <li>○ characteristics of a self-actualised person</li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Ethical guidelines and practices for psychological research</b></p> <ul style="list-style-type: none"> <li>• the role of ethics/ethical guidelines in psychological research               <ul style="list-style-type: none"> <li>▪ role of ethics committee approval and monitoring of conduct for all psychological research</li> </ul> </li> <li>• understand and apply ethical guidelines and practices related to human participants               <ul style="list-style-type: none"> <li>▪ protection from harm (physical and psychological)</li> <li>▪ informed consent</li> <li>▪ withdrawal rights</li> </ul> </li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ deception</li> <li>▪ confidentiality</li> <li>▪ privacy</li> <li>▪ voluntary participation</li> <li>▪ debriefing</li> <li>• use of animals in research <ul style="list-style-type: none"> <li>▪ replacement, reduction, refinement</li> </ul> </li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• use appropriate psychological terminology</li> <li>• acknowledge sources of information using appropriate referencing</li> </ul>
3–5	<p><b>Motivation and wellbeing</b></p> <ul style="list-style-type: none"> <li>• models of wellbeing <ul style="list-style-type: none"> <li>▪ subjective wellbeing – model of subjective wellbeing – Diener (1984) <ul style="list-style-type: none"> <li>○ key components – life satisfaction, affective balance</li> </ul> </li> <li>▪ psychological wellbeing– six factor model of wellbeing – Ryff (1989) <ul style="list-style-type: none"> <li>○ autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance</li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Formulating research</b></p> <ul style="list-style-type: none"> <li>• identify the aim/s of the research</li> <li>• develop a research question based on the aim/s</li> <li>• identify variables (independent, dependent, control, extraneous)</li> <li>• construct/formulate a hypothesis or inquiry question <ul style="list-style-type: none"> <li>▪ directional and non-directional hypothesis (quantitative)</li> <li>▪ inquiry questions (qualitative)</li> </ul> </li> </ul> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• selection of participants <ul style="list-style-type: none"> <li>▪ identification of sample and population</li> <li>▪ methods to sample participants – application, method, strengths and limitations <ul style="list-style-type: none"> <li>○ convenience sampling</li> <li>○ snowballing</li> <li>○ random sampling</li> <li>○ stratified sampling</li> </ul> </li> </ul> </li> <li>• allocation of participants – application, method, strengths and limitations <ul style="list-style-type: none"> <li>▪ random allocation</li> </ul> </li> <li>• sources and effects of extraneous variables and confounding variables <ul style="list-style-type: none"> <li>▪ experimenter effect</li> <li>▪ demand characteristics</li> </ul> </li> <li>• minimise the effects of extraneous and confounding variables <ul style="list-style-type: none"> <li>▪ random allocation of participants</li> <li>▪ single-blind procedures</li> <li>▪ standardisation of procedures and instructions</li> </ul> </li> </ul> <p><b>Data collection</b></p> <ul style="list-style-type: none"> <li>• types of data <ul style="list-style-type: none"> <li>▪ qualitative data</li> <li>▪ quantitative data</li> </ul> </li> <li>• methods of data collection – application, strengths and limitations <ul style="list-style-type: none"> <li>▪ qualitative <ul style="list-style-type: none"> <li>○ interviews – focus group and individual; structured, semi-structured</li> <li>○ open-ended survey</li> </ul> </li> </ul> </li> </ul>

Week	Key teaching points
	<p><b>Task 5 – Response (Test) – Motivation and wellbeing and Science inquiry</b></p>
6–7	<p><b>Applications of psychology to health</b></p> <ul style="list-style-type: none"> <li>• stress as defined by Selye (1936) <ul style="list-style-type: none"> <li>▪ types of stress – distress and eustress (Selye, 1983)</li> </ul> </li> <li>• stressors <ul style="list-style-type: none"> <li>▪ types of stressors – environmental, psychological, social, cultural</li> <li>▪ characteristics of stressors – nature, duration, strength</li> </ul> </li> <li>• models of stress <ul style="list-style-type: none"> <li>▪ stress as a response – General Adaptation Syndrome (GAS) model (Selye, 1936, 1983) <ul style="list-style-type: none"> <li>○ physiological response to stress – heart rate, breathing rate</li> <li>○ stages – alarm, resistance, exhaustion</li> </ul> </li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Data collection</b></p> <ul style="list-style-type: none"> <li>• methods of data collection – application, strengths and limitations <ul style="list-style-type: none"> <li>▪ quantitative <ul style="list-style-type: none"> <li>○ objective physiological measures – heart rate, breathing rate, galvanic skin response (GSR)</li> <li>○ subjective measures – checklists and rating scales, such as Likert scales</li> </ul> </li> <li>▪ mixed methods – data collection may be a combination of qualitative and quantitative data</li> </ul> </li> <li>• differences between subjective and objective data</li> </ul>
8–9	<p><b>Applications of psychology to health</b></p> <ul style="list-style-type: none"> <li>• models of stress <ul style="list-style-type: none"> <li>▪ stress as a stimulus <ul style="list-style-type: none"> <li>○ application of the Social Readjustment Scale (Holmes and Rahe, 1967) to assess the impact of stressors on individual health and wellbeing</li> </ul> </li> <li>▪ stress as a transaction – Transactional Theory of Stress and Coping (Lazarus and Folkman, 1984) <ul style="list-style-type: none"> <li>○ interaction between individual and environment</li> <li>○ role of cognitive appraisal – primary and secondary appraisal</li> <li>○ methods of coping – problem-focused, emotion-focused</li> </ul> </li> </ul> </li> <li>• health related consequences of stress – maladaptive and adaptive coping strategies</li> </ul> <p><b>Task 6 – Response (Extended response) – Applications of psychology to health and Science inquiry</b></p>
10	<p><b>Applications of psychology to health</b></p> <ul style="list-style-type: none"> <li>• purpose of sleep – evolutionary and restorative</li> <li>• sleep–wake cycle <ul style="list-style-type: none"> <li>▪ four stages of non-rapid eye movement (NREM) and rapid eye movement (REM) <ul style="list-style-type: none"> <li>○ characteristics – sleep state, heart rate, eye movement, muscle tension</li> <li>○ length and repetition of the sleep cycle</li> </ul> </li> </ul> </li> </ul>
11–12	<p><b>Applications of psychology to health</b></p> <ul style="list-style-type: none"> <li>• sleep deprivation <ul style="list-style-type: none"> <li>▪ causes of sleep deprivation – shift work, drugs, sleep environment, stressors</li> <li>▪ psychological and physiological effects of partial and chronic sleep deprivation <ul style="list-style-type: none"> <li>○ partial sleep deprivation – mood, attention, reflex speed, vision</li> <li>○ chronic sleep deprivation – heart disease, obesity, insomnia, anxiety</li> </ul> </li> </ul> </li> </ul>

Week	Key teaching points
	<p><b>Science inquiry</b></p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• types of research designs – application, method, strengths and limitations <ul style="list-style-type: none"> <li>▪ experimental (control and experimental group) and non-experimental</li> <li>▪ observational</li> <li>▪ case study</li> <li>▪ correlational</li> <li>▪ longitudinal</li> <li>▪ cross-sectional</li> </ul> </li> <li>• variables <ul style="list-style-type: none"> <li>▪ independent</li> <li>▪ dependent</li> <li>▪ control</li> <li>▪ extraneous – participant, environment, researcher</li> <li>▪ confounding</li> </ul> </li> </ul> <p><b>Commence Task 7: Science inquiry (practical) – Application of psychology to health – Sleep hygiene</b></p>
13–14	<p><b>Applications of psychology to health</b></p> <ul style="list-style-type: none"> <li>• techniques to improve sleep hygiene – management of electronic devices, consistent sleep patterns, creation of a healthy sleep environment <ul style="list-style-type: none"> <li>▪ study: Effect of restricting bedtime mobile phone use on sleep, arousal, mood and working memory (He et al., 2020)</li> </ul> </li> </ul> <p><b>Science inquiry</b></p> <p><b>Processing and analysing data</b></p> <ul style="list-style-type: none"> <li>• construct and interpret data displays <ul style="list-style-type: none"> <li>▪ graphs – scatterplot, bar, column, line, histogram</li> <li>▪ tables – summary, frequency</li> </ul> </li> <li>• calculate and interpret the mean and median as measures of central tendency</li> <li>• interpret Pearson’s correlation coefficient as a measure of strength and direction of linear relationships</li> </ul> <p><b>Drawing conclusions</b></p> <ul style="list-style-type: none"> <li>• evidence-based conclusions consistent with psychological evidence and relevance to the research question</li> </ul> <p><b>Evaluation of research</b></p> <ul style="list-style-type: none"> <li>• application and use of the concept of validity as a measure of evaluating research</li> <li>• application and use of the concept of reliability as a measure of evaluating research</li> <li>• generalisability of sample to the population</li> <li>• suggest relevant improvements to address limitations of research</li> <li>• ethical implications</li> <li>• critical evaluation of information from a range of scientific sources</li> </ul> <p><b>Submit Task 7: Science inquiry (practical) – Application of psychology to health – Sleep hygiene</b></p>
15	<b>Unit 3 and Unit 4 Revision</b>
16	<b>Task 8: Semester 2 examination – Unit 3 and Unit 4 content (3 hours)</b>