



SAMPLE COURSE OUTLINE

PSYCHOLOGY GENERAL YEAR 11

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 SCSA 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

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Psychology – General Year 11

Unit 1 and Unit 2

Semester 1

Week	Key teaching points
1	Introduction to psychology <ul style="list-style-type: none"> course structure school assessment policy Research methods <ul style="list-style-type: none"> psychology as a scientific endeavour to describe and explain how we think, feel and act terminology – psychologist and psychiatrist ethics in psychology research: <ul style="list-style-type: none"> informed consent confidentiality voluntary participation
2–4	Personality <ul style="list-style-type: none"> introduction to personality theories <ul style="list-style-type: none"> Psychodynamic – Freud Trait theories – Eysenck Humanistic theories – Maslow’s Hierarchy of Needs Type theory – Meyer-Friedman nature of personality <ul style="list-style-type: none"> continuity over time consistency across situations Task 1: Response – Topic test – Personality
5–7	Research methods <ul style="list-style-type: none"> psychological research <ul style="list-style-type: none"> cross-sectional and longitudinal research designs – uses and limitations data collection <ul style="list-style-type: none"> qualitative methods quantitative methods displaying quantitative data – tables, graphs, diagrams data interpretation <ul style="list-style-type: none"> 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
8–11	Cognition <ul style="list-style-type: none"> introduction to theories of intelligence <ul style="list-style-type: none"> 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 3: Poster – Cognition (Intelligence)

Week	Key teaching points
12–13	<p>Relational influences</p> <ul style="list-style-type: none"> agents of socialisation <ul style="list-style-type: none"> family – attachment and parenting styles peers media cultural differences in child rearing <p>Task 4: Response – Research task (Relational influences)</p>
14–15	<p>Communication</p> <ul style="list-style-type: none"> types of non-verbal communication <ul style="list-style-type: none"> body language gestures physical distance facial expressions touch and smell effective communication <ul style="list-style-type: none"> listener/receiver attributes role of language in initiating, maintaining and regulating interpersonal relationships – peer, family, work

Semester 2

Week	Key teaching points
1–4	<p>Biological influences/bases of behaviour</p> <ul style="list-style-type: none"> • identify major parts of the brain <ul style="list-style-type: none"> ▪ hindbrain ▪ midbrain ▪ forebrain ▪ left and right hemispheres and their influence on behaviour ▪ corpus callosum • factors that affect behaviour, emotion and thought <ul style="list-style-type: none"> ▪ 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 <p>Task 5: Response – Topic test – Communication, Biological influences</p>
5–8	<p>Developmental psychology</p> <ul style="list-style-type: none"> • types of development – cognitive, physical, social, emotional • changes with age • role of nature and nurture • Erikson’s stages of psychosocial development <p>Task 6: Response – Review – <i>Seven Up</i> series</p>
9–11	<p>Social psychology</p> <ul style="list-style-type: none"> • definition of a group • group behaviour <ul style="list-style-type: none"> ▪ cooperation ▪ competition ▪ impact of group size • diffusion of responsibility
12–13	<p>Research methods</p> <p>Revise content from Unit 1 with a focus on:</p> <ul style="list-style-type: none"> • ethics in psychology research <ul style="list-style-type: none"> ▪ informed consent ▪ confidentiality ▪ voluntary participation • data collection <ul style="list-style-type: none"> ▪ qualitative methods ▪ quantitative methods • displaying quantitative data – tables, graphs, diagrams • data interpretation <ul style="list-style-type: none"> ▪ mode ▪ mean ▪ median ▪ range • conclusions related to patterns in the data. <p>Task 7: Investigation – Examining group influences on behaviour OR The influence of the group on joke telling</p>

Week	Key teaching points
14–15	<p>Culture and values</p> <ul style="list-style-type: none">• definition of attitudes• social categorisation<ul style="list-style-type: none">▪ formation of stereotypes and consequences• ways to reduce stereotypes• cultural differences in attitudes towards<ul style="list-style-type: none">▪ disability▪ ageing▪ mental illness <p>Task 8: Project – Publication – Culture and values</p>