

ATPSY Psychology (Year 12) – Student Outline

Transition

Wk	Unit	Learning objectives	Textbook	Assessment
0-6	Unit 3: Self	Structure and function of the nervous system – central nervous system, brain and spinal cord, peripheral nervous system, somatic nervous system, autonomic nervous system – sympathetic, parasympathetic	Textbook: Ch.12	
0-7		Process of neural transmission – role of synapses, role of neurotransmitters – serotonin, dopamine Role of the four lobes of the cerebral cortex – frontal lobe – Broca’s area, primary motor cortex; parietal lobe – primary sensory cortex; occipital lobe – primary visual cortex; temporal lobe – Wernicke’s area, primary auditory cortex	Textbook: Ch.12	
0-8		Factors that affect behaviour, emotion and thought: – heredity – the role of genetics; hormones – the effects of adrenaline and noradrenaline; psychoactive drugs – the effects of depressants, stimulants and hallucinogens	Textbook: Ch.12	
0-9		Review Week		Test 1

Term 1

Wk	Unit	Learning objectives	Textbook	Assessment
1-1	Research Methods	Research terminology – experimental, non-experimental; scientific, non-scientific; sample, population; difference between sample and population data Practical issues associated with planning and conducting research (the 7 steps of research) Ethics in psychological research – role of the experimenter; participants rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights; informed consent procedures; deception in research; professional conduct	Textbook: Ch.20	
1-2		Features of experimental research methods – independent and dependent variables; operational hypotheses; controlled and uncontrolled variables; experiment and control groups; placebo and experimenter effects; reliability and validity; longitudinal and cross-sectional designs	Textbook: Ch.20	Investigation 1 issued

1-3		<p>Features of non-experimental (descriptive) research methods</p> <ul style="list-style-type: none"> - case studies, surveys, correlational studies and archival research - behavioural variables (not dependent and independent variables) in correlational studies <p>Qualitative methods of data collection; objective quantitative measures in research – physiological measures; subjective quantitative measures in research – checklists and rating scales, such as Likert scales</p>	Textbook: Ch.20	
1-4	Unit 3: Self	<p>Psychological concepts and processes associated with memory and their relationship to behaviour</p> <ul style="list-style-type: none"> - multi store model of memory – Atkinson and Shiffrin, 1968 - sensory register: duration, capacity, encoding - short-term memory (working memory): duration, capacity and encoding; working memory model – Baddeley and Hitch, 1974 - long-term memory: duration, capacity and encoding; procedural memory, declarative memory – semantic and episodic 	Textbook: Ch.13	
1-5		<p>Theories and processes of learning</p> <ul style="list-style-type: none"> - classical conditioning; operant conditioning; observational learning 	Textbook: Ch.13	Investigation 1: validation
1-6		<p>Techniques for modifying behaviour</p> <ul style="list-style-type: none"> - token economies; systematic desensitisation; Cognitive Behaviour Therapy (CBT); positive and negative reinforcement, including rewards and punishments 	Textbook: Ch.13	
1-7		Review Week		Test 2
1-8	Unit 3: Others	<p>Socialisation processes observed within families</p> <ul style="list-style-type: none"> - attachment – Harlow, Bowlby, Ainsworth; features of different parenting styles – authoritative, authoritarian and permissive 	Textbook: Ch.14	
1-9		<p>Types of solutions to resolve conflict</p> <ul style="list-style-type: none"> - imposed, distributive, integrative <p>Techniques for resolving conflict</p> <ul style="list-style-type: none"> - mediation, negotiation, counselling 	Textbook: Ch.14	Essay 1 issued
1-10		<p>Communication styles</p> <ul style="list-style-type: none"> - impact of social background – Bernstein, Labov; examples of gender differences – Tannen 	Textbook: Ch.15	

Term 2

Wk	Unit	Learning objectives	Textbook	Assessments
2-1	Unit 3: Others	<p>Features of persuasive communication</p> <ul style="list-style-type: none"> - source of the message; nature of the communication; characteristics of the audience 	Textbook: Ch.15	Essay 1: in-class
2-2		<p>Features and limitations of theories of language development</p> <ul style="list-style-type: none"> - innate and learned behaviours – Chomsky, Bruner 	Textbook: Ch.15	

2-3		Review Week		Test 3
2-4		Exam Revision Week		
2-5		Exam Week		Semester 1 Exam
2-6	Research Methods	Methods of displaying quantitative data – tables, graphs and diagrams Data interpretation - measures of central tendency – mode, mean, median and range; measures of dispersion – normal curve, variance and standard deviation; role of probability	Textbook: Ch.21	Investigation 2 issued
2-7		Use of correlation to establish association between variables; sources of error in data and ways of reducing these; the concept of statistical significance; evaluation of and ways of improving research	Textbook: Ch.21	
2-8	Unit 4: Self	Stages and characteristics of developmental theories - Piaget’s theory of cognitive development; Kohlberg’s theory of moral development; Erikson’s stage theory of identity	Textbook: Ch.16	
2-9		Features of Bandura’s Social Learning Theory - the role of observational learning and modelling	Textbook: Ch.16	Investigation 2: validation
2-10		Country Week		

Term 3

Wk	Unit	Learning objectives	Textbook	Assessments
3-1	Unit 4: Self	Features and limitations of contemporary personality theories - trait theories – McCrae and Costa; humanistic theories – Rogers and Maslow; social-cognitive theory – Mischel and Bandura	Textbook: Ch.17	
3-2		Features and limitations of contemporary personality theories - trait theories – McCrae and Costa; humanistic theories – Rogers and Maslow; social-cognitive theory – Mischel and Bandura	Textbook: Ch.17	
3-3		Review week		Test 4
3-4	Unit 4: Others	The influence of groups on behaviour - group polarisation; conformity and obedience – Asch, Milgram and Zimbardo; impact of the presence of others on individual behaviour – social facilitation and inhibition	Textbook: Ch.18	
3-5		Theories of social psychology - attribution theory – Heider, Kelley; cognitive dissonance theory – Festinger	Textbook: Ch.18	
3-6		Sense of community as defined by McMillan and Chavis - membership; influence; integration and fulfilment of needs; shared emotional connection	Textbook: Ch.19	Essay 2 issued

3-7		Impact of significant events on individuals and communities - positive responses – resilience and post traumatic growth; negative responses – post traumatic stress disorder; event characteristics contributing to stress – predictability; controllability; experience of threat or loss	Textbook: Ch.19	Essay 2: in-class
3-8		Review Week		Test 5
3-9		Exam revision		
3-10		Exam revision		

ATPSY Psychology (Year 12) – Assessment Outline

Task	Description	Type	Weighting
1	Test 1 – Self (Unit 3, Biological influences only)	Response	2
2	Investigation 1	Investigation	7.5
3	Test 2 – Self (Unit 3)	Response	4
4	Research Essay 1	Project	7.5
5	Test 3 – Others (Unit 3)	Response	8
6	Semester 1 Exam	Examination	15
7	Test 4 – Self (Unit 4)	Response	8
8	Investigation 2	Investigation	7.5
9	Test 5 – Others (Unit 4)	Response	8
10	Research Essay 2	Project	7.5
11	Semester 2 Exam	Examination	25

Summary

Investigation: 15%
Response: 30%
Project: 15%
Examination: 40%