



## **STAWA DEPTH and BREADTH of CONTENT Teacher Support Documents**

### **Senior Secondary Science WACE 2015 - 2016 Psychology: Unit 2**

The STAWA Depth & Breadth of Content documents have been developed through the collaboration of teachers working in Department of Education, Catholic Education and Independent Schools.

#### **Purpose**

The STAWA Depth & Breadth of Content documents are intended to promote a shared understanding of the course content that improves moderation across schools, regions and systems/sectors.

#### **Caution**

**The Depth and Breadth points of elaboration are interpretations. The ATAR syllabus content statements are the only parts of these documents that are mandated. Examiners are required to address the mandated statements only.**

*The STAWA Depth & Breadth of Content documents are a great example of teachers helping teachers for the benefit of all students.*

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**Leadership in Science Education**

# PSYCHOLOGY

## ATAR Year 11

### Unit 2

#### Unit description

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

#### Research methods

##### **Planning and conducting psychological research**

- research terminology
  - experimental, non-experimental
  - scientific, non-scientific
  - sample
  - population
- ethics in psychology research
  - informed consent
  - confidentiality
  - voluntary participation and withdrawal rights
  - deception in research
- steps in the scientific method
- differences between sample and population data
- experimental research methods
  - independent and dependent variables

- operational hypotheses
- controlled and uncontrolled variables
- experimental and control groups
- reliability and validity
- non-experimental (descriptive) research methods
  - case studies, surveys, correlational studies and archival research
  - behavioural variables (not dependent and independent variables) in correlational studies
- qualitative methods of data collection
- quantitative methods of data collection – fixed response, rating scales

### **Processing and evaluating psychological research**

- methods of displaying quantitative data – tables, graphs and diagrams
- interpretation of the following forms of data:
  - mode
  - mean
  - median
  - range
- 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

## Unit content

Syllabus Statement	Elaboration	Activities	Assessment opportunities
<b>Self</b>			
<b>Developmental psychology</b>		Text pages: Fletcher & Garten	
<ul style="list-style-type: none"> <li>• aspects of human development across the life span               <ul style="list-style-type: none"> <li>▪ cognitive</li> <li>▪ physical</li> <li>▪ social</li> <li>▪ emotional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Outline the stages in 'life span'</li> <li>• Define cognitive development</li> <li>• Defining the stages of cognitive development according to Piaget (no discussion of key features of each stage – outline only)</li> <li>• Define physical development</li> <li>• Describe skill development in infancy and early childhood</li> <li>• Define social development</li> <li>• Define emotional development</li> <li>• Describe the effect of early and late puberty on cognitive, emotional and social development in females</li> <li>• Describe the effect of early and late puberty on cognitive, emotional and social development in males</li> <li>• Compare the effect of physical development on "Body Image" in males and females</li> <li>• Describe gradual physical changes in adulthood and old age, eg vision, hearing, reproductive systems</li> </ul>	<p>P26-29 189-192</p> <p>Make your own time line of development (walking age, talking age etc) by asking parents to demonstrate roughly equal progression on timeline for motor, cognitive, social skills.</p> <p>Visiting a nursery / daycare centre/ lower school class to observe the cognitive skills and play types evident in different age groups</p> <p>Mimic old age and changes to the nervous system using nose clip, sponges on feet, ear plugs, vision impairing glasses</p>	

<ul style="list-style-type: none"> <li>nature/nurture debate <ul style="list-style-type: none"> <li>twin studies</li> <li>adoption studies</li> <li>intelligence as measured by intelligence quotient (IQ)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define nature and nurture</li> <li>Explain how twin studies support genetic explanations in general</li> <li>Explain how adoption studies support both nature and nurture explanations in general</li> <li>Evidence of nature and nurture explanations using twin and adoption studies (e.g Plomin and Petrill, 1997 for IQ and genetics; Kearins, 1975 for environment and IQ including culture)</li> </ul>	P30-32 422-428 Analyse twin studies Mock debate for nature vs nurture as a cause of a given trait	
<ul style="list-style-type: none"> <li>role of play in physical, cognitive, emotional and social readiness and skill development</li> </ul>	<ul style="list-style-type: none"> <li>Define social readiness</li> <li><a href="#">Motor skills: gross and fine motor skills</a></li> <li>Define skill development</li> <li>Describe the importance of “Unorganised Play” and “Organised Play” in terms of physical, cognitive, emotional and skill development</li> <li>Explain the role of play in developing social readiness</li> </ul>	268-271 Montessori Philosophy <a href="#">Piagetian developmental observation in primary school</a>	
<b>Personality</b>	<ul style="list-style-type: none"> <li></li> </ul>		
<ul style="list-style-type: none"> <li>definition of personality</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">how a person develops</a></li> <li><a href="#">how personality influences one’s behaviour</a></li> <li><a href="#">how can we measure personality</a></li> </ul>	32-35 113-115 197-199 353-356  431-432 434-435	
<ul style="list-style-type: none"> <li>historical perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Freud’s theory of personality</li> </ul>	Online personality quizzes relevant for each theory	

<ul style="list-style-type: none"> <li>▪ psychodynamic – Freud</li> <li>▪ trait – Eysenck, Allport</li> <li>▪ humanistic – Maslow’s Hierarchy of Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions and limitations of psychodynamic explanation of personality</li> <li>• Describe psycho-sexual stages of development in relation to personality</li> <li>• Explain the interaction between id, ego and super ego in relation to personality</li> <li>• Characteristics of trait theories of personality</li> <li>• Describe Eysenck’s theory of personality</li> <li>• Describe Allport’s theory of personality (only in reference to cardinal traits, central traits and secondary traits)</li> <li>• Contributions and limitations of trait theories</li> <li>• Describe Maslow’s humanistic theory of personality</li> <li>• Contributions and limitations of humanistic perspective in relation to personality.</li> </ul>	<p><a href="#">Pros/cons for each theorist</a></p> <p><a href="#">Mock on Maslow’s Hierarchy of needs</a></p>	
<ul style="list-style-type: none"> <li>• approaches to measuring personality <ul style="list-style-type: none"> <li>▪ projective – Rorschach, thematic apperception test (TAT)</li> <li>▪ non-projective – self-reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define projective testing techniques</li> <li>• Describe the procedure for Rorschach test</li> <li>• Define non-projective testing techniques</li> <li>• Describe the procedure for self-report</li> <li>• Strengths and limitations of both testing methods, in reference to the specific examples studied</li> <li>• <a href="#">Reliability and validity of personality tests</a></li> </ul>	<p>115-118</p> <p>View ink blot images</p> <p><a href="#">Take and compare/criticise online personality tests</a></p> <p><a href="#">Create personality test?</a></p> <p><a href="#">Pg 358-359</a></p>	
<b>Others</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Social psychology</b>	<ul style="list-style-type: none"> <li>•</li> </ul>		

<ul style="list-style-type: none"> <li>definition of a group and its purposes</li> </ul>	<ul style="list-style-type: none"> <li>Define group</li> <li>compare the purpose of socially dependent and task dependent groups</li> <li><a href="#">group behaviour</a></li> <li><a href="#">the influence of others on behaviour</a></li> <li><a href="#">presence of others</a></li> </ul>	<p>44-50 122-127</p>	
<ul style="list-style-type: none"> <li>individuals and groups <ul style="list-style-type: none"> <li>self-concept and group membership</li> <li>social identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define self-concept</li> <li>Define social identity</li> <li>Describe how self-concept and group membership interact</li> <li>Outline social identity theory</li> <li><a href="#">Social facilitation and inhibition</a></li> </ul>	<p>363-367</p>	
<ul style="list-style-type: none"> <li>behaviour within groups <ul style="list-style-type: none"> <li>cooperation</li> <li>competition</li> <li>deindividuation</li> <li>social loafing</li> <li>brainstorming</li> <li>impact of group size</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define : <ul style="list-style-type: none"> <li>cooperation</li> <li>competition</li> <li>deindividuation</li> <li>social loafing</li> <li>brainstorming</li> <li>impact of group size</li> </ul> </li> <li>Discuss the impact of group size on deindividuation, social loafing and brainstorming</li> <li>Describe factors which reduce social loafing and deindividuation</li> </ul>	<p>363-367</p> <p>Group tasks / simple games requiring cooperation vs competition</p> <p>Compare outcomes of a small group vs large group brainstorming on a task</p> <p><a href="#">Zimbardo questions and notes from website</a></p> <p><a href="#">Kitty Genovese case study</a></p>	

	<ul style="list-style-type: none"> <li>Theorists/Theories which could be covered include: <ul style="list-style-type: none"> <li>Sheriff</li> <li>Realistic Conflict Theory</li> <li>Zimbardo</li> <li>Ingram</li> <li>Diehl and Stroebe</li> <li><a href="#">Asch</a></li> <li><a href="#">Milgram</a></li> <li></li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>social categorisation <ul style="list-style-type: none"> <li>stereotypes</li> <li>social values and behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Define social categorisation</li> <li>Explain why Social Categorisation is necessary</li> <li>Define stereotypes</li> <li>Describe how we form stereotypes</li> <li>Define social values</li> <li>Explain how social values influence behaviour</li> <li></li> </ul>	237-244	Stereotypes in the Media investigation
<b>Culture and values</b>	<ul style="list-style-type: none"> <li></li> </ul>		
<ul style="list-style-type: none"> <li>attitude formation – Tripartite model</li> </ul>	<ul style="list-style-type: none"> <li>Define attitude</li> <li>Describe the three components of attitudes</li> </ul>	230-236	
<ul style="list-style-type: none"> <li>tools for measuring attitudes <ul style="list-style-type: none"> <li>observational methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe observational methods</li> </ul>	230-236	



<ul style="list-style-type: none"> <li>▪ qualitative self-report methods – interviews and focus groups</li> <li>▪ quantitative self-report measures – rating scales</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of observational methods</li> <li>• Strengths and limitations of observational methods</li> <li>• Describe qualitative interviews and focus groups</li> <li>• Strengths and limitations of interviews and focus groups</li> <li>• Describe use and construction of rating scales for self-report, e.g Likert scale</li> <li>• Strengths and limitations of rating scales</li> </ul>	<p>Design an interview / procedure for observation / rating scale.  <a href="#">Likert scale</a> Evaluate existing examples.</p>	
<ul style="list-style-type: none"> <li>• racism <ul style="list-style-type: none"> <li>▪ causes of prejudice</li> <li>▪ reducing prejudice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define racism</li> <li>• Define prejudice <a href="#">causes and ways to reduce it</a></li> <li>• Describe in-group bias and realistic conflict theory</li> <li>• Describe what is meant by a “Self-fulfilling Prophecy”</li> <li>• Describe the negative impacts of stereotypes including “Self-fulfilling Prophecy” and “Just World” phenomenon</li> <li>• Define “Haves and Have nots”</li> <li>• Describe intergroup competition and explain how it can lead to prejudice</li> <li>• Explain how the following can be used as methods for reducing prejudice: <ul style="list-style-type: none"> <li>▪ Superordinate goals</li> <li>▪ Contact hypothesis</li> <li>▪ Cognitive interventions</li> </ul> </li> </ul>	<p>66-73  Essay on Remember the Titans</p>	
<ul style="list-style-type: none"> <li>• cultural influences on attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Define culture</li> </ul>	<p>311-314  <a href="#">Individualist vs collectivist</a></p>	

<ul style="list-style-type: none"><li>▪ individualistic cultures</li><li>▪ collectivist cultures</li></ul>	<ul style="list-style-type: none"><li>• Describe the key features of individualistic cultures</li><li>• Describe the key features of collectivist cultures</li><li>• Compare individualistic and collectivist cultures</li><li>• Explain how attitudes are likely to be influenced by these cultural environments</li></ul>	<p><a href="#">cultures</a> <a href="#">Cultural differences in mental health</a> <a href="#">Visit form mental health nurse</a></p>	
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