



STAWA DEPTH and BREADTH of CONTENT: Teacher Support Documents

Senior Secondary Science WACE 2015 - 2016 Psychology Unit 4

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.

www.stawa.net

Leadership in Science Education

PSYCHOLOGY

ATAR Year 12

Unit 4

Unit description

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

Research methods

Planning and conducting psychological research

- research terminology
 - experimental, non-experimental
 - scientific, non-scientific
 - sample
 - population
- ethics in psychology research
 - role of the experimenter
 - participants' rights – privacy, anonymity, confidentiality, voluntary participation and withdrawal rights
 - informed consent procedures
 - deception in research
 - professional conduct
- practical issues associated with planning and conducting research
- difference between sample and population data

- features of experimental research methods
 - independent and dependent variables
 - operational hypotheses
 - controlled and uncontrolled variables
 - experimental and control groups
 - placebo and experimenter effects
 - reliability and validity
 - longitudinal and cross-sectional designs
- features of 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
- objective quantitative measures in research – physiological measures
- subjective quantitative measures in research – checklists and rating scales, such as Likert scales

Processing and evaluating psychological research

- 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
- 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

Unit content

Syllabus Statement	Elaboration	Activities	Assessment opportunities
Self			
Developmental psychology			
<ul style="list-style-type: none"> stages and characteristics of developmental theories <ul style="list-style-type: none"> Piaget’s theory of cognitive development Kohlberg’s theory of moral development Erikson’s stage theory of identity 	<ul style="list-style-type: none"> 4 stages of Piaget’s theory, key concepts of each stage. Contributions and limitations of Piaget’s theory 6 stages of Kohlberg’s theory, conflict and virtue of each stage. Heinz/Joe’s dilemma to distinguish between Kohlberg’s stages Contributions and limitations of Kohlberg’s theory 8 stages of Erikson’s theory, crisis and outcome of crisis of each stage Contributions and limitations of Erikson’s theory 	<p>Pg 345-350, 109-111 (Self Others and Society Stage1-3)</p> <p>Page 224-229 Page 229-232 Page 232-233 (Self and Others Atar Unit1-4)</p> <p>You tube clips Visit primary schools to look at Piaget’s conservation Do Piaget’s experiments in groups</p>	
<ul style="list-style-type: none"> features of Bandura’s Social Learning Theory <ul style="list-style-type: none"> the role of observational learning and modelling 	<ul style="list-style-type: none"> Revisit bobo doll and observational learning Differences in gender on the bobo doll experiment Modification of observational learning (refer to page 234 Self and Others ATAR Unit 1-4) 	<p>Page 195-196 (Self Others and Society Stage1-3) Page 233-234 (Self and Others Atar Unit1-4)</p> <p>Simply Psychology- bobo doll You tube clips</p>	
Personality			
<ul style="list-style-type: none"> features and limitations of contemporary personality theories 	<ul style="list-style-type: none"> OCEAN 	<p>Page 353-356, 35-36, 275-276 Page 197-199, 431-432, 433-434, 357 (Self Others and Society Stage1-3)</p>	Investigation: Examining the relationship

<ul style="list-style-type: none"> ▪ trait theories – McCrae and Costa ▪ humanistic theories – Rogers and Maslow ▪ social-cognitive theory – Mischel and Bandura 	<ul style="list-style-type: none"> • Features of trait theories (genetic component etc) • Limitations of trait theories (limited scope, not independent theories etc) • Features of humanistic theories • Limitations of humanistic theories • Rogers theory- unconditional positive regard, concept of self, actualizing tendency • Revisit Maslow’s Hierarchy of needs from Unit 2 • Features of social-cognitive theory • Limitations of social-cognitive theory • Bandura- self efficacy and reciprocal determinism • Mischel- consistency across situations, five factors of predicting how someone will behave 	<p>page 237 page 238-240 page 243-244 (Self and Others Atar Unit1-4)</p> <p>https://explorable.com/social-cognitive-theories-of-personality</p>	<p>between personality and sport</p>
<p>Others</p>			
<p>Social psychology</p>			
<ul style="list-style-type: none"> • the influence of groups on behaviour <ul style="list-style-type: none"> ▪ group polarisation ▪ conformity and obedience – Asch, Milgram and Zimbardo ▪ impact of the presence of others on individual behaviour – social facilitation and inhibition 	<ul style="list-style-type: none"> • Define group polarisation • Explain group polarisation, using Myers and Bishop • Define conformity • Explain Asch’s line study • Give examples of conformity • Define Obedience • Give examples of obedience 	<p>Page 207-208 , 134-137, 208-213 (Self Others and Society Stage1-3) Page 250 Page 251-256 (Self and Others Atar Unit1-4)</p> <p>Cronulla Riots documentary http://www.sbs.com.au/cronullariots/ *Check with schools re rating of documentary- RATED M on clickview 12 Angry Men</p>	<p>Investigation- Influence of Group on Joke Telling</p>

	<ul style="list-style-type: none"> • Explain Milgram’s shock study- identify purpose of study • Explain Zimbardo’s prison study • Ethical principles (deception) could be discussed here with Milgram and Zimbardo studies. 	<p>Youtube clips http://www.zimbardo.com/ simply psychology- Stanford Prison experiment</p>	
<ul style="list-style-type: none"> • theories of social psychology <ul style="list-style-type: none"> ▪ attribution theory – Heider, Kelley ▪ cognitive dissonance theory – Festinger 	<ul style="list-style-type: none"> • Define attribution theory • Explain internal or dispositional attribution and external or situational attribution, give examples • Explain Heider’s theory- fundamental attribution error • Explain Kelley’s Covariation model • Define Cognitive dissonance • Festinger 1959- cognitive consequences of forced compliance • Explain cognitive dissonance theory, give examples 	<p>Page 442-443 (Self Others and Society Stage1-3)</p> <p>Simple psychology – attribution theory</p> <p>Page 257-259 Page 259-260 (Self and Others Atar Unit1-4)</p> <p>Simple psychology – cognitive dissonance</p>	
Culture and values	<ul style="list-style-type: none"> • 		
<ul style="list-style-type: none"> • sense of community as defined by McMillan and Chavis <ul style="list-style-type: none"> ▪ membership ▪ influence ▪ integration and the fulfilment of needs ▪ shared emotional connection 	<ul style="list-style-type: none"> • Define sense of community • Define and give examples of Membership and the 5 attributes of membership • Define and give examples of influence • Define and give examples of integration and the fulfilment of needs • Define and give examples of shared emotional connection and the 8 attributes of shared emotional 	<p>Sense of Community Curriculum Council 2011 presentation Cohen and Harman</p> <p>Page 263-264 (Self and Others Atar Unit1-4)</p> <p>http://www.wright-house.com/psychology/sense-of-community.html</p>	

	connection		
<ul style="list-style-type: none"> • impact of significant events on individuals and communities <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> • Ensure discussion of both individual and community impacts • Explain the difference between a positive and negative response within an example of significant events (e.g 9/11, great depression) • Explain resilience • Explain Post traumatic growth • Explain Post traumatic stress disorder (symptoms and consequences) • Explain predictability and the impact on stress • Explain controllability and the impact on stress • Explain experience of threat or loss and the impact on stress 	<p>Page 244-250 (Self Others and Society Stage1-3)</p> <p>Page 265-271 (Self and Others Atar Unit1-4)</p> <p>I was only 19- Hilltop Hoods (originally by Redgum) Gulf War syndrome (check student circumstances)</p>	