



## Unit Outline - Semester 1 – 2019

<b>Course:</b>	<b>Psychology</b>	
	A	T
<b>Code:</b>	6448	6447
<b>Unit: 1</b>	<b>Individual differences</b>	
<b>Code:</b>	63649	63937
<b>Value 1.0</b>		

### Unit Description

This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

### Specific Unit Goals

This unit should enable students to:

A course	T course
understand psychological models, theories and concepts	understand psychological models, theories and concepts
explain observations and ideas related to human thoughts, emotions and behaviour	analyse observations and ideas related to human thoughts, emotions and behaviour

### Content Summary

#### Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives. Three electives have been chosen for this unit and are as follows.

#### Personality

Theories/significant contributors and concepts relating to *Personality* such as, Psychoanalytic (Freud), Neo-Freudian (Jung, Horney, Adler), Behaviourist (Skinner), Social-Learning (Bandura), Humanistic (Maslow, Rogers), Trait and Type theories (Hypocrites, Sheldon, Myers-Briggs, Eysenck, Allport, Cattell, Costa & McCrae); nature vs nurture, concepts of self, and definitions of personality.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Personality* such as, the historical development of concepts of self and personality, and personality measurement.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Personality* such as, biopsychosocial factors.

Research methodology, approaches to data and communication conventions relating to *Personality* such as, research ethics, design, reliability and validity of evidence, and referencing.

## **Mental Abilities & Intelligence**

Theories/significant contributors and concepts relating to *Mental Abilities & Intelligence* such as, Binet, Tolman, Goldman, Gardner, Sternberg, Galton, Spearman, Weschler and Cattell; nature vs nurture, types of intelligence and types of thinking.

Assumptions, limitations and applications of psychological research and literature (with a focus on contemporary studies) relating to *Mental Abilities & Intelligence*, such as, concept and measurement of intelligence and related biases.

The impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to *Mental Abilities & Intelligence*, such as, biopsychosocial factors, cognitive styles and specific disabilities/abilities.

Research methodology, approaches to data and communication conventions relating to *Mental Abilities & Intelligence*, such as, research ethics, design, reliability and validity of evidence, and referencing.

323222222222222222222222222222























































Research methodology, approaches to data and communication conventions relating to *Learning* such as, research ethics, design, reliability and validity of evidence, and referencing.

\*Note: This course may not include **all** of the specific theories or approaches as listed above.

## ASSESSMENT

TASK	DUE DATE	WEIGHTING
Essay	(Week 6)	30%
Oral Presentation	(Week 13)	30%
Test	(Week 18)	40%

### BSSS GUIDELINES FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- Knowledge and Understanding
- Skills

### LATE SUBMISSION OF WORK

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

### ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar

day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

### **CHEATING AND DISHONEST PRACTICE**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

### **MODERATION**

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

### **UNIT SCORES (only included for Tertiary Courses)**

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or backscaling.

### **RIGHT TO APPEAL**

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on 'appeal processes.

**Executive Teacher: Debbie O'Brien (SLC)** \_\_\_\_\_

**Class Teacher: Fiona Nicholson** \_\_\_\_\_

**Date: 01/02/2019** \_\_\_\_\_

## Achievement Standards for Psychology T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>critically analyses principles, methodology, approaches to data and procedures in psychology and evaluates their validity and reliability</li> <li>critically analyses the nature and purpose of psychology and evaluates the impact of factors on individuals, groups and society across a range of contexts</li> <li>critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour</li> <li>synthesises a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>analyses principles, methodology, approaches to data and procedures in psychology and analyses their validity and reliability</li> <li>analyses the nature and purpose of psychology and analyses its impact of factors on individuals, groups and society across a range of contexts</li> <li>analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour</li> <li>compares and analyses perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>explains principles, methodology, approaches to data and procedures in psychology and describes their validity and reliability</li> <li>explains the nature and purpose of psychology and describes the impact of factors on individuals, groups and society across a range of contexts</li> <li>explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour</li> <li>compares and explains perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>describes principles, methodology, approaches to data and procedures in psychology with some reference to validity and reliability</li> <li>describes the nature and purpose of psychology with some reference to the impact of factors on individuals, groups and society across a range of contexts</li> <li>describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour</li> <li>describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level</li> <li>identifies principles, methodology, approaches to data and procedures in psychology with little or no reference to validity and reliability</li> <li>identifies the nature and purpose of psychology with little or no reference to the impact of factors on individuals, groups and society across a range of contexts</li> <li>identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour</li> <li>identifies perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour</li> <li>critically analyses <u>complex</u> problems, and makes <u>reasoned</u>, plausible predictions in <u>unfamiliar</u> contexts</li> <li><u>communicates</u> effectively and accurately in a range of modes, styles and genres for specific audiences and purposes</li> <li>analyses and reflects with insight on how concepts and theories have developed over time</li> <li>plans and undertakes independent inquiries and <u>analyses</u> relevant data and information based on a critical evaluation of valid and reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour</li> <li><u>analyse complex</u> problems, and make <u>reasoned</u>, plausible predictions in <u>unfamiliar</u> contexts</li> <li><u>communicates</u> clearly and accurately in a range of modes, styles and genres for specific audiences and purposes</li> <li>analyses and reflects how concepts and theories have developed over time</li> <li>plans and undertakes independent inquiries and <u>analyses</u> relevant data and information based on an assessment of valid and reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour</li> <li>interprets <u>complex</u> problems, and make <u>reasoned</u>, plausible predictions in <u>familiar</u> contexts</li> <li><u>communicates</u> clearly in a range of modes, styles and genres for specific purposes</li> <li>explains how concepts and theories have developed over time</li> <li>undertakes guided inquiries and <u>analyses</u> data and information based on a range of appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>describes theories, concepts and models from a personal perspective</li> <li>interprets <u>complex</u> problems, and makes some predictions in <u>familiar</u> contexts</li> <li><u>communicates</u> in a range of modes and genres</li> <li>describes how concepts and theories have developed over time</li> <li>undertakes guided inquiries using limited sources</li> </ul>	<ul style="list-style-type: none"> <li>considers claims from a personal perspective</li> <li>describes <u>complex</u> problems, and makes some predictions in <u>familiar</u> contexts</li> <li><u>communicates</u> in a range of modes</li> <li>identifies how concepts and theories have developed over time</li> <li>undertakes simple research on a topic</li> </ul>

## Achievement Standards for Psychology A Course Year 12

<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<ul style="list-style-type: none"> <li>• analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>• analyses the nature and purpose of psychology and explains the impact of external factors on individuals, groups and society across a range of contexts</li> <li>• compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>• discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>• discuss the nature and purpose of psychology and describes the impact of external factors on individuals, groups and society across a range of contexts</li> <li>• discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>• interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>• interprets the nature and purpose of psychology and describes the impact of external factors on individuals, groups and society across contexts</li> <li>• describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>• describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level</li> <li>• describes the nature and purpose of psychology with some reference to the impact of external factors on individuals, groups and society across contexts</li> <li>• identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level</li> </ul>	<ul style="list-style-type: none"> <li>• identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level</li> <li>• identifies the nature and purpose of psychology with little or no reference to the impact of external factors on individuals, groups and society across contexts</li> <li>• identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level</li> </ul>
<ul style="list-style-type: none"> <li>• analyses theories, concepts and models to provide an evidence-based critique and discussion for alternative ways of thinking about behaviour</li> <li>• <u>communicates</u> effectively and accurately in a range of modes, styles and genres for specific audiences and purposes</li> <li>• plans and undertakes independent inquiries and <u>analyses</u> relevant data and information based on an evaluation of valid and reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>• explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour</li> <li>• <u>communicates</u> clearly and accurately in a range of modes, styles and genres for specific audiences and purposes</li> <li>• plans and undertakes independent inquiries and <u>analyses</u> relevant data and information based on an assessment of valid and reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>• describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternative ways of thinking about behaviour</li> <li>• <u>communicates</u> in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes</li> <li>• undertakes guided inquiries and <u>analyses</u> data and information based on a range of appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>• describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour</li> <li>• <u>communicates</u> in some modes and genres for specific audiences and purposes</li> <li>• undertakes guided inquiries using limited sources</li> </ul>	<ul style="list-style-type: none"> <li>• considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour</li> <li>• <u>communicates</u> with little or no reference to audiences and purposes</li> <li>• undertakes simple research on a topic with little or no reference to sources</li> </ul>