



Highfields State
Secondary College

Course Overview

Faculty: Science
Subject: Psychology
Year level: 11

Course Outline

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

Psychology aims to develop students’:

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres

Semester 1	
Unit 1: Individual development	Unit 2: Individual behaviour
<p>In Unit 1, students explore the scientific method as the process for producing contemporary research in psychology. An understanding of the original philosophical debates to inform psychology — including free will versus determinism, and nature versus nurture — provides an essential lens for examining all perspectives within psychology. Students investigate the structure and function of the human brain and how this affects individual development and behaviour. They examine factors within cognitive development, and explore changes that occur over the lifespan. Lastly, they explore different forms of consciousness and theories for the function of sleep. Contexts that could be investigated in this unit include the impact of orphanages on childhood development, the influence of technology on 21st century lives, and the effect of sleep deprivation on cognition.</p> <p>Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of the variables that affect the quality and quantity of sleep.</p> <p>Throughout the unit, students develop skills in: planning, conducting and interpreting the results of investigations; synthesising evidence to support conclusions; recognising and defining the realm of validity of psychological theories</p>	<p>In Unit 2, students explore the ways Psychology explains the development of individual behaviour. They will review the concepts underpinning psychological science. An understanding of theories of intelligence is essential to appreciate the role of nature and nurture in the development of self. Students examine diagnosis of psychological disorder, and investigate the effectiveness of various treatment interventions available to support individuals, families and the community. They develop scientific skills and conceptual understanding of the role that emotion plays in regulating and directing behaviour, and motivation in directing action.</p> <p>Contexts that could be investigated in this unit include the extremes of intelligence, the use of intelligence tests by business in selecting and profiling employees, the importance of peer review in assessing journal articles and the importance of selecting the most appropriate support interventions for individuals, families and communities where psychological disorder is prevalent. Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of theories about the effect of emotion on behaviour.</p>

<p>and models; and communicating these conclusions to others in a range of formats.</p>	<p>Throughout the unit, students develop skills in: planning, conducting and interpreting the results of investigations; synthesising evidence to support conclusions; recognising and defining the realm of validity of psychological theories and models; and communicating these conclusions to others in a range of formats</p>
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Assessment

<p>Formative assessment: Data test This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.</p> <p>Formative assessment: Student experiment This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data.</p>	<p>Formative Assessment: Research Investigation (Disseminated and due in semester two)</p>
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