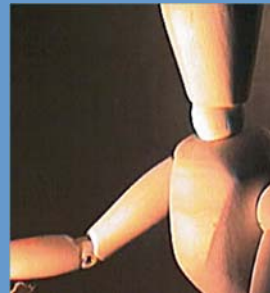
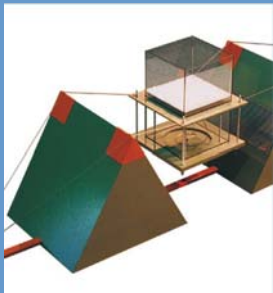


# VCE Psychology Units 1 & 2

Implementation Workshops 2009



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# Workshop aims

## Purpose of the workshops:

- Acquaint teachers with the changes to the study design
- Provide advice on course planning and assessment

# Review process

**Review of VCE Psychology follows VCAA published guidelines:**  
(*Principles and guidelines for the review of VCE studies* published March 2009 VCAA Bulletin supplement)

1. National and international curriculum benchmarking report
2. Review Panel formation
  - balanced in panel membership (sector/ gender/ teacher/ academic/ professional)
3. Consultation draft published online Sept 2008-Oct 2008
4. Focus groups held – considered consultation feedback and provided advice to the Review Panel
5. Consultation report prepared including all consultation and focus group feedback
6. Final draft presented by Review Panel to VCAA for approval
7. Staged implementation for VCE Psychology

## Staged implementation:

**Units 1 and 2: 2010-2014**

**Units 3 and 4: 2011-2014**

Implementation workshops for Units 3 and 4 will be held in 2010

**VCE Psychology Units 1 and 2 is located at:**  
**<http://www.vcaa.vic.edu.au/vcaa/vce/studies/futuresd.html>**

# Overview of changes (1 of 2...)

- **Safety and wellbeing:**
  - section of introduction expanded (page 9)
  - *Advice for teachers* – dealing with sensitive issues (page 23)
- **A set of key skills for units 1-4 now apply across the study** (page 12)
- **Research methodologies and ethical principles are specified for each unit** (pages 13 & 17)
- **Relationship between theory and practical work** (page 22)
- **Broadening of assessment tasks**
  - list of tasks for each unit (pages 16 & 20)
  - nature of assessment tasks (page 22)
  - relationship between assessment tasks and employability skills (pages 25-26)
- **Resources section published on-line**

# Overview of changes (...2 of 2)

- **set of stimulus questions introduce each *Area of study***
- **expanded *Unit* and *Area of study* introductions**
- **two *Areas of study* for each unit:**
- ***Unit 1: Introduction to psychology***
  - Area of study 1: What is psychology?**
  - Area of study 2: Lifespan psychology**
- ***Unit 2: Self and others***
  - Area of study 1: Interpersonal and group behaviour**
  - Area of study 2: Intelligence and personality**

# What is different? Safety and wellbeing

<b>Now...</b>	<b>From 2010...</b>
<p><b>Safety</b></p> <p>“It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.”</p> <p>(from page 9)</p>	<p><b>Safety and wellbeing</b> now refers to</p> <ul style="list-style-type: none"><li>-dealing with sensitive topics and privacy</li><li>-dealing with mental health matters</li><li>-access to psychological tests</li></ul> <p>(page 9 and <i>Advice for Teachers</i> page 23)</p>
	<p><b>Ethical conduct of experimental investigations</b> (page 9)</p> <ul style="list-style-type: none"><li>-legal and moral responsibility when undertaking investigations</li><li>-references to code of ethics documents</li></ul>

# What is different? Unit 1-4 key skills

<b>Now...</b>	<b>From 2010...</b>
<p>A set of key skills appear at the end of each set of key knowledge for each <i>Area of study</i></p> <p>(from pages 13,15, 17 and 19)</p> <p>These key skills have generally been linked to specific key knowledge</p>	<p>A set of key skills, considered essential to Psychology, apply across all Units 1 to 4 (page 12)</p>
	<p>These skills include the ability to:</p> <ul style="list-style-type: none"><li>• Investigate and inquire scientifically</li><li>• Apply psychological understandings</li><li>• Communicate psychological information and understandings</li></ul>
	<p>This generic key skills structure is the same for all revised VCE Science studies</p>

# What is different? Ethical principles and research methodologies

<b>Now...</b>	<b>From 2010...</b>
<p>Specific research methodologies are included within specific key knowledge in <i>Areas of study</i></p> <p>e.g. “qualitative and quantitative data, scales of measurement (nominal, ordinal, interval, ratio)” (from <i>Social relationships</i> page 14)</p>	<p>Research methodologies and ethical principles may be applied as appropriate across the entire Unit (pages 13 &amp; 17)</p> <p><b>Knowledge and skills specified under general headings:</b></p> <ul style="list-style-type: none"><li>•experimental research</li><li>•sampling procedures in selection and allocation of participants</li><li>•techniques of qualitative and quantitative data collection</li><li>•statistics</li><li>•ethical principles and professional conduct</li></ul>

# What is different? Broadening of assessment tasks

## Now...

Assessment tasks for Units 1 and 2 are:

- **essay**
- **annotated poster**
- **multimedia presentation**
- **empirical research activity**
- **test – short answer and extended response**
- **summary of research findings in at least two related studies**

## From 2010...

Assessment tasks for Units 1 and 2 are:

- **research investigation**
- annotated folio of practical activities
- media response
- oral **presentation** using two or more data types, for example still or moving images, written text, sound
- visual presentation, for example, concept map, graphic organiser, **poster**
- **test**
- **essay**
- debate
- data analysis
- **evaluation of research**

# What is different? Unit structure

<b>Now...</b>	<b>From 2010...</b>
<p>Unit 1</p> <ul style="list-style-type: none"><li>• AoS 1: <i>Introduction to psychology</i></li><li>• AoS 2: <i>Social relationships</i></li><li>• AoS 3: <i>Development of individual behaviour</i></li></ul>	<p>Unit 1: Introduction to Psychology</p> <ul style="list-style-type: none"><li>• AoS 1: <i>What is psychology?</i></li><li>• AoS 2: <i>Lifespan psychology</i></li></ul>
<p>Unit 2</p> <ul style="list-style-type: none"><li>• AoS 1: <i>Introduction to neurons and nervous system</i></li><li>• AoS 2: <i>Individual differences</i></li><li>• AoS 3: <i>Social attitudes</i></li></ul>	<p>Unit 2: Self and others</p> <ul style="list-style-type: none"><li>• AoS 1: <i>Interpersonal and group behaviour</i></li><li>• AoS 2: <i>Intelligence and personality</i></li></ul>

# What is different? Unit 1 Area of Study 1

## What is Psychology?

- current *Unit 1, Area of study 1 (Introduction to psychology)* has been modified, expanded and re-named
- development of psychology, the nature of psychology as a science, the scope of psychology and research methods in psychology continue to be studied
- psychological principles and applications are analysed specifically from biological, behavioural, cognitive and socio-cultural perspectives
- an in-depth study of visual perception is now included in *Unit 1* (moved and modified from current *Unit 3, Area of study 2*) to illustrate how biological, behavioural, cognitive and socio-cultural perspectives may be applied to explain psychological principles and applications

# What is different? Unit 1 Area of Study 2

## Lifespan psychology

- the current *Unit 1, Area of study 3 (Development of individual behaviour)* has become *Area of study 2* and has been modified, expanded and re-named to include stages across the entire lifespan
- the work of Gibson (infant perception), Bowlby and Ainsworth (attachment theory), Harlow (attachment in monkeys), Erikson (eight-stage theory of psycho-social development), Kohlberg (six-stage theory of moral development) and Baltes (successful aging) have been specified in addition to the work of Piaget
- *Outcome 2* specifies that students conduct an investigation into one stage in the lifespan of an individual
- mental illness **with respect to its nature and incidence in the population across the lifespan** is considered in this *Area of study*; this is a change of focus from the current study design where it appears as an optional topic in *Unit 2, Area of study 2 (Individual differences)*, in the context of approaches to assessing and classifying mental health, and definitions of normality and abnormality

# What is different? Unit 2 Area of Study 1

## Interpersonal and group behaviour

- aspects of the current *Unit 1, Area of study 2 (Social relationships)* and *Unit 2, Area of study 3 (Social attitudes)* have been combined and modified so that this forms a more cohesive topic
- the **tri-component model of attitudes** is specified:
  - **cognitive component** (I think/know/believe)
  - **affective component** (I feel)
  - **conative component** (I do/intend to do)

# What is different? Unit 2 Area of Study 2

## Intelligence and personality

- aspects of the current *Area of study 2 (Individual differences)* relating to intelligence and personality have been included and expanded
- there is a focus on **evaluation of strengths and limitations of approaches to describing and measuring intelligence**
- **contemporary intelligence and personality tests** are specified: Salovey and Mayer's ability-based model of emotional intelligence; Costa and McCrae's NEO-PI/Five Factor model of personality
- students will **evaluate the strengths and limitations of methodologies used to describe and classify personality**, including the use of projective tests
- **vocational testing** applications are included: Myers-Briggs Type Indicator (MBTI) and Holland's Self-Directed Search

# What is different? Ethical principles and research methodologies (2 of 2)

Teachers should plan learning and assessment programs **across an entire unit** that cover the research methodologies and ethical principles outlined in the introduction to each unit.

Teachers may decide how these methodologies and principles may be integrated in both learning and assessment tasks.

## **Example 1 Unit 1: Area of Study 1. Topic: visual perception**

Teacher A's class : evaluates data from a contemporary psychological study (e.g. "Good Golf Players See the Hole as Larger Than Poor Players" from *ScienceDaily*) to assess students' understanding of research methods (hypothesis construction, sampling techniques, development of follow-up hypothesis for student investigation)

Teacher B's class: collates data from student experiments (table) on visual perception; students present a report of the findings using appropriate graphical means (students determine whether to present data as bar charts, pie charts, line graphs etc)

## **Example 2 Unit 1: Area of study 2. Topic: investigation of an aspect of lifespan psychology**

Teacher A's class: ethical conduct in performing research (including informed consent procedures) is practised when students collect (interview) and present (tables) data related to Piaget's four-stage theory

Teacher B: uses data (line graphs) from the *Bureau of Statistics* to look at the nature and incidence of mental illness: students then explore this area further by considering a case study and by conducting their own investigations into public perceptions of mental illness (random stratified sample, using a survey) and report their results (table and bar chart)

# What is different? Perspectives of psychology (1 of 5)

Every topic in psychology can be looked at in a number of different ways or **perspectives**

Students of VCE Psychology will consider four major perspectives

Perspective	Aggression: sample questions
<i>biological</i>	How does the brain and the nervous system impact on aggressive behaviour?
<i>behavioural</i>	How are aggressive actions reinforced by environmental variables?
<i>cognitive</i>	How is aggression affected by mental processes such as memory, thinking, problem solving, language and decision-making?
<i>socio-cultural</i>	How do cultural and social influences contribute to aggressive behaviours?

## Biological perspectives of psychology

- the study of physiology played a major role in the development of psychology as a separate science: this biological perspective is also referred to as **biological psychology, biopsychology**
  - emphasises the **physical** and **biological** bases of behaviour
  - this perspective has grown significantly over the last few decades, especially with advances in our ability to explore and understand the human brain and nervous system through tools such as **MRI scans** and **PET scans**
  - research psychologists can now look at the **effects of brain damage, drugs, and disease** in ways that were not possible in the past
  - informed by the work of researchers including **Paul Broca, Roger Sperry** and **Eric Kandel**

## Behavioural perspectives of psychology

- behavioural psychology is a perspective that focuses on **learned behaviours**
- behaviourism dominated psychology early in the twentieth century
- today, the behavioural perspective of psychology is still concerned with how behaviours are **learned** and **reinforced**
- techniques based on behavioural principles are often **applied in mental health settings**: psychologists and counsellors use these techniques to treat a variety of illnesses
- informed by the work of researchers including **Ivan Pavlov, J. B. Watson** and **B. F. Skinner**

## Cognitive perspectives of psychology

- during the 1960s, a new perspective known as cognitive psychology emerged
- this area of psychology focuses on **mental processes such as memory, thinking, problem solving, language and decision-making**
- this perspective has grown significantly in recent decades
- informed by the work of researchers such as **Jean Piaget, Albert Bandura, Hermann Ebbinghaus and Paul Gardner**

## Socio-cultural perspectives of psychology

- socio-cultural psychology is a relatively new perspective that has grown significantly in recent years
- this perspective involves looking at **human behaviour across different cultures and in different social settings**: by looking at these differences, we can learn more about how social and cultural factors influence our thinking and behaviour
- informed by the work of researchers such as **Stanley Milgram** and **Philip Zimbardo**

# Implementation workshop: Activity 1

## ***Explaining visual perception through four psychological perspectives:***

1. Refer to handout sheet *Visual perception*
2. Work in pairs to complete the fishbone diagram for the key knowledge point:  
*“application of psychological perspectives to explain visual perception”*
3. Compare fishbone diagrams with other groups

# Implementation workshop: Activity 2

## ***Incorporation of research methodologies and ethical principles across Units 1 and 2:***

1. Refer to handout sheet *Research methodologies and ethical principles*
2. In groups, choose a unit to discuss
3. Discuss and decide where the methodologies and principles may best be incorporated into the key knowledge for the unit
4. Nominate a leader to report ideas to the group
5. Responses will be collected

# Implementation workshop: Activity 3

## ***Incorporation of key skills across Units 1 and 2:***

1. Refer to handout sheet *Units 1-4 Key Skills*
2. In groups, choose an *Area of study* to discuss
3. Discuss and decide where the key skills may best be incorporated across the *Area of study*
4. Nominate a leader to report ideas to the group

# Implementation workshop: Activity 4

## ***Mapping of assessment tasks and key skills:***

1. Refer to handout sheet *Mapping Assessment Tasks and Key Skills*
2. In pairs, consider each assessment task and identify which key skills would be utilised in completing the task
3. Discuss how tasks may require modification to provide for different learning styles of students

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