







Learning Outcomes	Key knowledge	Teaching/Learning Activity	Duration	Potential Assessment	Resources
<p><b>Outcome 2 – Intelligence and personality</b></p> <p>Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.</p>	<p>The concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors;</p> <p>Classic and contemporary approaches to describing intelligence, including:</p> <ul style="list-style-type: none"> <li>– Howard Gardner's theory of multiple intelligences</li> <li>– Robert Sternberg's triarchic theory of intelligence</li> <li>– Cattell-Horn-Carroll model of psychometric abilities</li> <li>– Salovey and Mayer's ability-based model of emotional intelligence;</li> </ul> <p>Strengths and limitations of scientific methodologies used to measure intelligence, including:</p> <ul style="list-style-type: none"> <li>– Intelligence Quotient (IQ)</li> <li>– Stanford-Binet test</li> <li>– Wechsler's Intelligence Scales</li> </ul>	<p>debate the interaction of genetic and environmental factors</p> <p>view 'Good Will Hunting' (1997, 126 min, Miramax Films); analyse the main characters from the viewpoint of Gardner's multiple intelligences model</p> <p>create a poster comparing the strengths and limitations of different approaches to describing intelligence</p> <p>individually (or in small groups) collect information on customs and cultures from different societies; discuss how this may influence the validity of intelligence tests search online for intelligence tests and evaluate their approach to measuring intelligence including their validity and reliability</p> <p>construct and evaluate your own intelligence test, incorporating an age or cultural bias; discuss the implications of administering the test</p>	<p><b>Week 8</b></p> <p><b>Week 9</b></p> <p><b>Week 10</b></p> <p><b>Week 11</b></p>	<p>Debate</p> <p>Media Response</p> <p>Visual Presentation</p> <p>Evaluation of Research</p> <p>ERA</p>	<p><b>Textbook Readings</b></p> <p><b>Textbook Activities</b></p> <p><b>Worksheets</b></p> <p><b>Internet Resources</b></p> <p><a href="http://www.apa.org/">http://www.apa.org/</a></p> <p><a href="http://www.psychology.org.au/">http://www.psychology.org.au/</a></p> <p><a href="http://www.abc.net.au/science/">http://www.abc.net.au/science/</a></p> <p><a href="http://www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml">http://www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml</a></p> <p><b>Video Resources</b></p> <p><a href="http://www.youtube.com/">http://www.youtube.com/</a></p> <p><i>Discovering Psychology Series</i></p> <p><i>VEA Psychology Series</i></p> <p><i>Human Experience Series</i></p> <p><b>Multimedia Resources</b></p> <p>PsychNow! CD-ROM</p> <p>PsycTrek CD-ROM</p>

	<p>The concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual, and the influence of genetic and environment factors;</p> <p>Classic and contemporary theories of describing and classifying personality:</p> <ul style="list-style-type: none"> <li>– psychodynamic including the work of Sigmund Freud</li> <li>– trait theories including the work of Gordon Allport, Raymond Cattell (16 personality factor model), Hans Eysenck, Costa and McCrae (NEO-PI/ Five Factor model)</li> <li>– humanistic including the person-centred theory of Carl Rogers;</li> </ul> <p>The use of personality and aptitude inventories in vocational selections and workplace settings:</p> <ul style="list-style-type: none"> <li>– Myers-Briggs Type Indicator (MBTI)</li> <li>– Holland’s Self Directed Search;</li> </ul> <p>Strengths and limitations of methodologies used to describe and classify personality including the use of projective tests</p>	<p>debate genetic and environmental factors affecting intelligence and/or personality</p> <p>create a pretend social networking profile outlining the life and work of Sigmund Freud (archived footage is available from media sources such as YouTube)</p> <p>compare your own personality traits with those of different movie characters</p> <p>invite the careers counsellor or school psychologist to give a presentation on testing in vocational selection and workplace settings</p> <p><b>ICT</b> investigate the Holland Self Directed Search and the Myers Briggs Type Indicator by accessing their respective internet homepages</p> <p>take a vocational careers test: comment on the results, including a consideration of the conditions which may affect the results of the test</p> <p><b>ICT</b> take a personality test such as the ‘<i>Colours Test</i>’ from the Internet; evaluate the results in terms of validity and reliability</p> <p>debate the ethical issues associated with using intelligence and personality tests in vocational selections and workplace settings</p>	<p><b>Week 12</b></p> <p><b>Week 13</b></p> <p><b>Week 14</b></p> <p><b>Week 15</b></p>	<p>debate</p> <p>Visual presentation</p> <p>Worksheets</p> <p>Research investigation</p>	
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	<p>Research methods and ethics associated with investigations into intelligence and personality.</p>	<p><b>ICT</b> use a spreadsheet package to create a frequency distribution for a given data series (such as class height) which can be compared to the normal curve for variation, skew and range</p> <p>conduct a survey of preferred television viewing habits to investigate personality type</p>		<p>Data analysis</p> <p>Research investigation</p>	
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