



VCE TRANSITION BOOKLET 2021 - 2022

UNITS 1 AND 2



PSYCHOLOGY

Name: _____

Welcome to Psychology Units 1 and 2

Dear Psychology Students,

Welcome to Psychology – the scientific study of the mind and behaviour. We look forward to exploring issues surrounding this with you.

We hope you can develop an understanding of yourself, your relationships with others and your society through the study of Psychology.

Please don't hesitate to come and see us if you have any questions or concerns.

Best wishes for 2022 – let's hope it's better than last year!

POLICIES:

Students are expected to check their Teams messages regularly.

Students need to be aware that to obtain an S for each unit students are to:

- Attend a minimum of 90% of classes
- Complete the coursework (set classwork and homework)
- Obtain at least 40% on all outcomes.
- No phones – phone policy.
- Keep a Logbook – a binder book kept in the classroom

Devices ONLY used for textbook or research. All class notes must be handwritten.

MATERIALS REQUIRED

Text book – Psychology Units 1 and 2, 7th or 8th Ed. GRIVAS

Stationery – Folder for handouts and 2 x exercise books (one for your logbook- kept in the classroom).

COURSE CONTENT

Unit 2: How do external factors influence behaviour and mental processes?

Area of Study 1

How are people influenced to behave in particular ways?

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Key knowledge

Social cognition

- the role of person perception, attributions, attitudes and stereotypes in interpreting, analysing, remembering and using information about the social world
- the applications and limitations of the tri-component model of attitudes
- attitudes and stereotypes that may lead to prejudice and discrimination.

Social influences on behaviour

- the influence of status and social power within groups, and obedience and conformity on individual behaviour, with reference to theorists including Asch, Milgram and Zimbardo
- the influences on helping behaviour (or reluctance to help) including personal, situational and social factors

Area of Study 2

What influences a person's perception of the world?

On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Key knowledge

Sensation and perception

- sensation and perception as two complementary but distinct roles in the reception, processing and interpretation of sensory information
- taste and vision as two examples of human sensory systems, including the roles of sensory receptors and receptive fields, transmission of sensory information to the brain, and representation of sensory information in the cerebral cortex
- the influence of biological, psychological and social factors on visual perception, including depth cues, visual perception principles and perceptual set
- the influence of biological, psychological and social factors on gustatory perception, including age, genetics, perceptual set (including food packaging and appearance) and culture.

Distortions of perception

- the fallibility of visual and gustatory perception systems, demonstrated by visual illusions and the judgment of flavours (influence of perceptual set, colour intensity and texture)
- distortions of perception of taste and vision in healthy, intact brains as providing insight into brain function related to perception, illustrated by synaesthesia.

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1

How does the brain function?

On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Key knowledge

Role of the brain in mental processes and behaviour

- the influence of different approaches over time to understanding the role of the brain, including the brain vs heart debate, mind-body problem, phrenology, first brain experiments and neuroimaging techniques
- the basic structure and function of the central and peripheral nervous systems as communication systems between the body's internal cells and organs and the external world
- the role of the neuron (dendrites, axon, myelin and axon terminals) as the primary functional unit of the nervous system, including the role of glial cells in supporting neuronal function
- the basic structure and function of the hindbrain (cerebellum, medulla), midbrain (reticular formation) and forebrain (hypothalamus, thalamus, cerebrum)
- the role of the cerebral cortex in the processing of complex sensory information, the initiation of voluntary movements, language, symbolic thinking and the regulation of emotion, including localisation of function.

Brain plasticity and brain damage

- infancy and adolescence as periods of rapid development and changes in brain structure and function, including development of myelin, synaptic pruning and frontal lobe development
- the impact of injury to the cerebral cortex on a person's biological, psychological and social functioning and the ability of the brain to undergo adaptive plasticity, illustrated by rehabilitation of people with brain injuries
- the use of animal studies and neuroimaging techniques to develop understanding of human neurological disorders including Parkinson's disease.

Area of Study 2

What influences psychological development?

On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Key knowledge

The complexity of psychological development

- the interactive nature of hereditary and environmental factors on a person's psychological development, illustrated through twin and adoption studies
- the development of cognitive abilities from concrete to symbolic thinking (with reference to the work of Piaget)

Atypical psychological development

- the conceptualisation of normality including typical and atypical behaviours; adaptive and maladaptive behaviours; and mental health and mental disorder as a continuum
- mental health as a product of internal and external factors which assist individuals to cope with change and challenge
- major categories of psychological disorder: addiction disorders; anxiety disorders; mood disorders; personality disorders; and psychotic disorders
- the 'two-hit' hypothesis as an explanation for the development of particular psychological disorders, illustrated by schizophrenia.

Area of Study 3

Student-directed research investigation

On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research technique.

PSYCHOLOGY VCE UNITS 2 - ASSESSMENT SCHEDULE

UNIT 2

Outcome	Date
OUTCOME 1: a) Social cognition test (Chapter 9) b) Social influences on behaviour test (Chapter 10)	a) Chapter 9 test Term 1 b) Chapter 10 test Term 1
OUTCOME 2: Visual Perception SAC	Term 2
OUTCOME 3: Student directed practical investigation	Term 1 – planning Term 2 – write up

Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+
%	0 – 39 %	44 – 40 %	45 – 49 %	50 – 54 %	55 – 59 %	60 – 69 %	70 – 74 %	75 – 79 %	80 – 84 %	85 – 89 %	90– 100 %
Meets Criteria	Below minimum standard	To a minimal standard		To a low standard		To a medium standard / the expected standard			To a high standard		Very high standard

HOLIDAY HOMEWORK

SOCIAL COGNITION HOLIDAY TRANSITION & HW TASK

Media Response: *The Help*

Dot Point: *Social cognition*

- the role of person perception, attributions, attitudes and stereotypes in interpreting, analysing, remembering and using information about the social world
- the applications and limitations of the tri-component model of attitudes
- attitudes and stereotypes that may lead to prejudice and discrimination.

Instructions:

Respond to a set of questions related to the film *The Help*. This is your first logbook requirement for Psychology. You will need to fill in the questions relating to the film by reading Chapter 9 of your text book (these pages can be found at the back of this booklet). This will be handed on the first day of term 1.

Background information:

Watch “Ted talk- Looks aren’t everything, believe me I am a model (Cameron Russel)”

1. Why did Cameron change her clothes?
2. Out of 677 runway models, how many are non-white?
3. According to Cameron, why can’t an underwear model not become president?
4. Why does Cameron get “free stuff”?

THE HELP

1. When you first saw *Charlotte* (Skeeter’s mum) what was your impression of her? (1 mark)

2. What are first impressions based on? Why can they often be wrong? (1 mark) p. 354/443

3. When we socialise and communicate with other people we are continually engaged in the process of forming opinions of others. The mental processes we use to form impressions and draw conclusions about the personal characteristics of other people is known as _____

_____. (1 mark) p. 354/443

4. A personal attribution explains behaviour with the characteristics of the person involved for example personality, mood, motivation or ability. We might say that someone failed their exam because they

didn't study enough or they are not very smart. A situational attribution explains behaviour with external factors outside of the control of the person involved for example the task, another person, luck or fate. We might say that someone failed their exam because the teacher didn't teach them properly.

During *The Help* we learn that Celia is treated as a social outcast.

- a. Give an example of a PERSONAL and a SITUATIONAL attribution Celia may use to explain the lack of social invitations she has received. (4 marks)
p. 360/450

- b. What is the purpose of an attribution? (1 mark) p. 360/450

- 5. In the film we observe a scene where Hilly refuses to use Elizabeth's guest bathroom while playing cards. Identify below the three components of the tri-component model of attitudes and demonstrate each by explaining Hilly's attitude in this scene. p. 365/455

_____ component (feelings)

_____ component (actions)

(2 marks)

_____ component (beliefs)

(2 marks)

6. Attitudes can be formed and changed through simply being exposed to ideas/issues and having contact with people again and again. This is called repeated exposure. Aibileen was initially reluctant to contribute to Skeeter's book. How did Aibileen's attitude towards Skeeter and the book change over the course of the film? (1 mark)

7. Define *prejudice*. (1 mark) p. 380/471

8. Distinguish between *prejudice* and *discrimination*. Provide an example from *The Help* that highlights the difference. (4 marks) p. 382/474

9. What is a stereotype? With reference to an example from the film explain how stereotyping can lead to prejudice (and social stigma). (3 marks) p. 376/467

10. What is the difference between an ingroup and an outgroup? From Hilly's perspective, who belongs to the ingroup and who belongs to the outgroup? (2 marks) p. 377/467

Total Marks:

/25