

VCE Psychology Unit 1

Contents

Week	Topic	Submission Date
	Introduction	
1	What is psychology?	Friday 13 February
2	Psychology as a science	Friday 20 February
3	Ethical issues in psychological research and data collection	Friday 27 February
4	Data analysis and interpretation	Friday 6 March
5	Writing an ERA report	Friday 13 March
6	Social relationships – types of behaviour	Friday 20 March
7	Pro-social behaviour and reluctance to help – Graded Task 1	Friday 27 March
8	Group influence on behaviour	Friday 3 April
FIRST TERM VACATION – SATURDAY 4 APRIL TO SUNDAY 19 APRIL		
9	Obedience – Graded Task 2	Friday 24 April
10	Development of individual behaviour	Friday 1 May
11	Cognitive development	Friday 8 May
12	Testing Piaget’s theory of cognitive development – Graded Task 3	Friday 15 May
13	Development of self-esteem	Friday 22 May
14	Relationships between different types of developments	Friday 29 May
15	Test preparation and submission of outstanding work	Friday 5 June
16	End of unit test	Friday 12 June

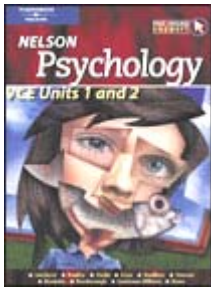
END OF SEMESTER 1

SEMESTER 2 COMMENCES MONDAY JUNE 15

Introduction

Welcome to VCE Psychology Unit 1. Psychology is a science that will provide you with a framework for thinking about human behaviour. It is a great way to learn more about yourself and others. In Unit 1 we'll focus on introducing psychology as the scientific study of behaviour. We'll also examine human behaviour in social situations and the individual development of cognitive and perceptual abilities.

The first thing you must do to study this Unit at the Distance Education Centre is to purchase the following text:



Title: Nelson Psychology: VCE Units 1 & 2

Authors: Helene van Iersel, Kenna Bradley, Valerie Clarke, Dennis Coon, Jody Koerner, Susan Montalto, Andrew Rossborough, Maria Spackman-Williams, Amanda Stone.

Publication Year: 2005

Publisher: Nelson

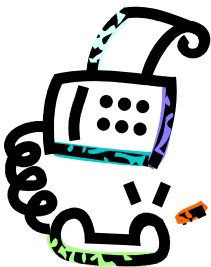
Please purchase this text as soon as possible. It's not possible to complete this course at the DECV without this particular book.

Accompanying these course notes is a **copy** of the scientific research methods section and Chapter 1: Introduction to psychology from the text. This is only to help you get started so you do not get behind the timetable.

There is also an online site for the textbook which has additional information and student resources.

The website address is www.nelsonpsychology.com.au/

Contacting Me



Studying by distance can feel lonely and isolating at times. Don't feel this way! Remember you can always contact me if you need help, are unsure of what you are doing, having problems, or even if you just want to touch base and chat.

Early in the semester I'll email or post my contact details. In the meantime, you can contact me by telephone 8480 0000, or freecall (1800) 133 511, if you are calling from outside the Melbourne metropolitan area but within Victoria. Ask for the Unit 1 or Year 11 psychology teacher and you'll be put through to me. You can also contact me by fax, writing or email. These and other contact details are at the back of these course notes.

Assessment and Requirements

Getting an “S”

In order to get a satisfactory result for VCE Unit 1 Psychology, you must show that you have satisfactorily achieved the following three outcomes for this unit.

- Outcome 1.** Explain how the field of psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.
- Outcome 2.** Identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them.
- Outcome 3.** Outline the key developmental stages in perception, cognition and understanding of self, and describe the main developmental theories in these areas.

Achievement of these outcomes can be demonstrated through weekly work, including graded tasks and the Unit test.

It is essential that you submit the required work on time each week. Where other schools have attendance requirements, the DECV requirement is the weekly submission of work. If you have a problem completing the necessary work within the weekly deadline, you must contact me as soon as possible.

Graded Tasks

For this unit I will also be grading three activities to give you an indication of the standard you have achieved. Note that satisfactorily completing only these activities will not allow you to demonstrate achievement of all this unit’s outcomes.

Graded tasks received more than one week after the due date will be assessed to determine achievement of the related outcomes but will not be given a grade. Please ensure you submit this work on time or contact me prior to the due date to apply for an extension.

How to use this course book

As you’ll have noticed, this course book is divided into ‘Weeks’ of work. It’s assumed that you will commence a week’s work on Monday, work on it during that week and then post, fax, email or deliver it in person to the DECV on the Friday. This means I’ll receive your work in the week following the submission date in the timetable on page 0.1. Work received in the week following its submission date is considered to have been submitted on time.

I've used many symbols in the weekly work. Here's what they mean:



The course materials provided here are to be used together with the text. You'll be required to read the relevant sections of the chapter that relate to the topics being studied for the week. Where you are required to read the text I'll use the symbol to the left and give the page numbers to be read. I'll also use this symbol when asking you to read parts of this course book.

You'll also notice that the following symbol and title is used throughout this course book. This identifies tasks that you need to complete and send to me.

SEND

WORK FOR SUBMISSION



Discussion in the DECV online learning environment is outlined on page 0.5. Where topics are put in this course book they have been identified with the symbol to the left.



Where you see the pencil symbol, I want you to jot down your ideas about a concept or topic in the space provided in this course book. You may be referred back to your ideas at a later stage.

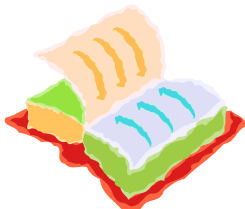
Key terms

Each week you'll be introduced to terms which are essential to your understanding of psychology. At the end of each week I've listed the most important terms introduced for the first time that week. You need to understand and be able to use these terms appropriately.

Checklist

At the end of each week is a checklist of work to be submitted. Collate this and attach to the weekly cover sheet (the last two pages of each week). Fill in your details on the cover sheet and send.

Getting the most out of your text



I thought it would be a good idea if I highlighted some features of your text so that you can use it more effectively as you're studying the topics in Unit 1.

Lists of Key Knowledge and Key Skills are provided at the beginning of each chapter. These directly relate to the Psychology study design. Also, an overview of the chapter is provided to give you an indication of what you'll be reading.

When going through the chapter you'll see boxes containing key terms that are used on the immediate pages. These are very useful to refer to when you're reading. In psychology some terms have specific definitions that are not necessarily those contained in the Oxford dictionary. I've listed many of these terms at the end of each week

because they are essential for you to know, understand and be able to use in appropriate ways.

Another great feature of the book is the Chapter review at the end of each chapter. It's a brief summary, in point form, and a valuable tool for revision.

Response Sheets

The work you send each week will usually be returned with a *Response* attached. This discusses common problems found in the week's work and may also include **directions for future work**, including advice on how to approach research activities (Empirical Research Activities or ERAs). Class data for particular ERAs may also be included. It is therefore **important** to read these thoroughly and to store them where they will be easy to find when they are needed.

DECV Online Learning Environment

I encourage you to regularly visit the online learning environment. During the semester I'll post announcements and discussion topics in the Forum. This is also a place where you can start your own discussions or ask advice from classmates studying Unit 1 Psychology. Teachers will also be posting information online *so please notify your teachers if you do not have internet access*.



To automatically receive announcements you need to provide the DECV with an email address. If you haven't already done so, but have an email address, please send me an email so that I can add this to your student records. If you change your address during the semester then please send an email asking me to change your records so that you'll continue to get the announcements.

You're most welcome to email work via the online learning environment – using the **Assignment Submission** button – or directly to me.

You should have received the following with your course materials –



A CD entitled '**Launch Pad**'. Viewing this is a good place to start your studies with the DECV. This includes information on Study Skills, Contacts and Software.

A Student Guide to Distance VCE which is a booklet explaining the VCE and DECV rules and regulations, how to manage your time and essential VCE and DECV dates.

If you haven't received either of these please contact the DECV.

If you don't access the Forum in the Week a topic is set, you can still participate. We'll leave the messages on the site for a few weeks. If you post your ideas, go in at a later date and see what others have posted. Do you agree with their ideas? If not, post your ideas – the more students who participate, the more others are likely to join in and the more valuable it will become. Remember that some-one has to be the first person to post ideas and 'break the ice' in all the topics or to start a new 'thread'.

Information and Communication Technology

Having access to a computer and the Internet may help you complete the requirements of this course, but it is **not** essential. Although there are references to the use of internet resources and activities in these course notes, you'll find that you'll **always** be given the option to do a similar activity that doesn't require computer or internet access.

That being said, I do encourage you to use computers as much as you can during this course, even (and especially) if you're unsure of your computer skills. Becoming a confident and competent user of information technology is a skill that will assist you not only in your studies, but also most likely in your professional working life as well.

You can use information technologies in the following ways:

- ✧ **Word processing** such as MS Word may be used to create your submissions each week
- ✧ **Graphing programs** such as Excel and MS Graph may be used whenever you are asked to present a graph
- ✧ **Multi-media** such as PowerPoint may be used to present work in some weeks. If this medium is appropriate it will be indicated in the activity
- ✧ **The World Wide Web** is a useful tool. You can also gain information about the DECV from our web site:
www.distance.vic.edu.au
- ✧ **Email** can be used to contact me and to send in your weekly work by attaching word documents to a message
- ✧ **Launch Pad CD** contains useful information relating to study skills, contacts and software.

I'll give you my email address in the first response sheet. If you'd like information regarding submitting work by email, or any other information technology questions, please contact me.

If you want to use graphics, it's best to use the JPEG format in collecting and displaying images to reduce file sizes in emails or if you're sending work on disk.

Also, when emailing a large file, you are encouraged to 'Zip' these files using the free software WinZip. This is a very easy program to master and is used to increase storage capacity of disks. You'll find this on the LaunchPad CD.

Useful Websites

Area of study 1: Introduction to psychology

American Psychological Association

<http://www.apa.org/ed>

Australian Psychological Society

<http://www.psychology.org.au/>

The Age Newspaper: Science links

<http://www.theage.com.au>

The Go Science site

<http://www.goscience.com>

Area of Study 2: Social relationships

Zimbardo's prison experiment

<http://www.prisonexp.org>

Area of Study 3: Development of individual behaviour

Piaget sites

<http://www.crystalinks.com/piaget.html>

Other sites

Encyclopaedia of Psychology

<http://www.psychology.org/>

Contains resources, people and history, careers and organisations, etc.

Current Topics in Psychology

<http://www.fenichel.com/Current.shtml>

Links to articles, websites, and research tools.

Current Topics in Psychology

<http://www.vanguard.edu/faculty/ddegelman/amoebaweb/>

Contains topics such as memory, personality, intelligence, learning, sensation and perception, etc.

Resource File

<http://psychology.about.com/homework/psychology/mbody.htm>

Great resource site about all different types of psychology.

Psych Web

<http://www.psywww.com/>

Good site that contains lots of psychology-related resources.

The Virtual Psychology Classroom

<http://allpsych.com>

This site was started in 1992 when Dr. Chris Heffner, as a graduate student in psychology, started a small website to assist with data collection for research purposes and distribution of academic material.

The Harvard System of Referencing

<http://www.lc.unsw.edu.au/onlib/ref.html>

If you want to know more about the system of referencing that we use in psychology, get onto this web site.

Answerws.com

<http://www.answers.com>

A useful desktop tool to use for finding definitions, etc.

Search Engines

Google

<http://www.google.com>

AltaVista

<http://au.altavista.com>

Webcrawler

<http://www.webcrawler.com/>

Metacrawler

<http://www.metacrawler.com/index.html>

Yahoo

<http://www.yahoo.com/>

Dogpile

<http://www.dogpile.com>

Excite

<http://www.excite.com/>

Websites in this course book were accessible October 7 2008

If you find any great sites please let me know so I can enjoy them and also tell your classmates about them. Alternatively, put details of the websites in our online learning environment.

References

The following publications were used to prepare these course notes:

- Ball, C. and Hartley, M. (1999) *Zero Tolerance to Bullying*, The Chalkface Project Ltd, Milton Keynes, UK.
- Cribb, B., Gridley, H., McKersie, C., Rice, J. and Anin, N. (2004). *Essential VCE Psychology Units 1 & 2*. Melbourne: Cambridge University Press.
- Dusek, J. (1996). *Adolescent development and behaviour*. New Jersey: Prentice Hall.
- Grivas, J. (2000), *Oxford Psychology Study Dictionary*. (2nd Edition) Melbourne: Oxford University Press.
- Grivas, J. and Carter, L. (2004). *Psychology for the VCE Student*. (4th Edition). Melbourne: John Wiley & Sons Australia.
- Grivas, J. and Lawrie, P., (1991). *Psychology: experiments and activities*. Marrickville: Harcourt Brace Jovanovich Group.
- Skouteris, H., Rawlings, M., Platow, M., Rawlings, D. and Barry, C. (2004). *Heinemann Psychology*. (2nd Edition) Melbourne: Heinemann Harcourt Education
- van Iersel, H., Bradley, K., Clarke, V., Coon, D., Koerner, J., Montalto, S., Rossborough, A., Spackman-Williams, M., Stone, A. (2004). *Nelson Psychology VCE Units 1 and 2*. Melbourne: Nelson Australia.
- Vaughan, G. and Hogg, M. (2002). *Introduction to Social Psychology*. (3rd Edition). Frenchs Forest: Pearson Education Australia.
- Victorian Curriculum and Assessment Authority. (2004) *Psychology Victorian Certificate of Education Study Design*. Melbourne: VCAA

Importance of referencing in Psychology

The American Psychological Association has outlined a specific citation and referencing style that needs to be used while studying psychology. This is known as the APA style of referencing.

When do you need to reference?

Referencing is a way of acknowledging the words or ideas of another author. You should reference these words or ideas whenever you:

- Include information that has been taken word for word from a text, article or website
- Include ideas in your work that are not your own. That is you have not quoted word for word but you have closely paraphrased the work of another author.
- You should provide a **citation** in your work and a **reference** at the end of your work in a reference list.

Some examples of the APA style of referencing have been presented in the table below.

<i>Material</i>	<i>Citation</i>	<i>Referencing</i>
Book- Single Author	(Comfort, 1997, p.28) or Comfort (1997, p.28)	Comfort, A. (1997). <i>A good age</i> . London: Mitchell Beasley
Book- 6+ Authors	(Rogers et al., 1996, p.35)	Rogers, P., Smith, K., Williams, D., Conway, L., Robinson, W., Frank, L. et al.(2002) <i>A way forward for Australian libraries</i> . Perth: Wombat Press.
Article or chapter in a book	As discussed by Blaxter (1976)...	Blaxter, M. (1976). Social class and health inequalities. In C. Carter & J. Peel (Eds.), <i>Equalities and inequalities in health</i> (pp. 120-135). London: Academic Press.
Newspaper Article	(Towers, 2000)	Towers, K. (2000, January 18). Doctor not at fault: Coroner. <i>The Australian</i> . p.3
Document on www	(Dawson, Smith, Deubert & Grey-Smith, 2002)	Dawson, J., Smith, L., Deubert, K. & Grey-Smith, S. (2002). 'S' <i>Trek 6: Referencing not plagiarism</i> . Retrieved October 31, 2002, from http://studytrekk.lis.curtin.edu.au/
Document on www- No Author	(<i>Leafy Seadragons</i> , 2001)	<i>Leafy seadragons and weedy seadragons</i> . (2001).Retrieved November 13, 2002, from http://www.windspeed.net.au/~jenny/seadragons/

Key words used in Psychology

The wording of the question is very important. You must consider the words used in the question which indicate the kind of answer that is wanted. **Do not** just write all you know about a topic. Your answer must include what is stated in the words of the question.

<i>Key Words</i>	<i>Meaning</i>
Define	Give the exact meaning; State concise, clear and authoritative meanings.
Analyse/Examine	Look closely and give the essential features
Compare/Contrast	Give the main similarities and differences of things, events, problems or qualities.
Criticize	Express your judgement about the merit or truth of the factors or views. Draw conclusions, discussing their limitations and good points.
Illustrate	Explain by giving concrete examples to clarify differences or problems
Describe/Discuss/Explain	Give a detailed account of the main features or principles; Recount, outline or relate in sequence. Elaborate on the material presented.
Evaluate	Carefully appraise the problems, referring to advantages, limitations, costs and benefits as appropriate.
Justify	Prove or give reasons for conclusions or decisions.
Outline	Give the main features of principles
Review/Summarise	Give a general account of main features of principles, critically analysing and commenting on the important statements.
State	Present the main points in brief, clear sequence, usually omitting details or examples.
Trace	Give a step by step account of the development
List	Give a catalogue of what was in the text

END OF INTRODUCTION