



# DICKSON COLLEGE

excellence opportunity community

## **UNIT OUTLINE** **SEMESTER 1 2014**

**COURSE: PSYCHOLOGY (T)**

**UNIT: SOCIAL INFLUENCES, ATTITUDES AND PREJUDICE**

DICKSON COLLEGE  
A PUBLIC SENIOR SECONDARY SCHOOL  
PHILLIP AVENUE, DICKSON  
AUSTRALIAN CAPITAL TERRITORY

<b>COURSE TITLE</b>	Psychology (T)	<b>COURSE CODE</b>	6166	<b>ACCREDITATION</b>	T
<b>UNIT TITLE</b>	Social Influences, Attitudes and Prejudice	<b>UNIT CODE</b>	61809	<b>UNIT VALUE</b>	1.0

<b>CLASS CODE</b>	2HPSS1	5HPSS1	6HPSS1	7HPSS2	
<b>TEACHER / ROOM</b>	Chau/N48	Chau/N48	McKerihan/N48	McKerihan/N48	

**GOALS |** From the accredited course document:

- Analyse human behaviour as an outcome of influences and interactions.
- Critically evaluate the assumptions, applications and limitations of psychological research and literature.
- Develop and apply investigative skills, knowledge and insights into psychological concepts and research methodology, with reference to real life situations.
- Analyse the processes involved in the formation and change of attitudes and how attitudes influence behaviour.
- Critically analyse and evaluate the nature of and strategies to deal with prejudice.
- Analyse individual behaviour and how it is influenced in a social context particularly with respect to conformity and obedience.
- Critically analyse and evaluate the processes involved in pro and anti-social behaviour.

**CONTENT |** From the accredited course document:

Below is a summary of the content:

- Attitudes
- Communication of attitudes
- Attitude formation
- Behaviours, Values and Beliefs
- Changing attitudes
- Prejudice
- Theoretical Approaches
- Counteracting prejudice and discrimination
- Social influence
- Groups and individual
- Group behaviour and decision making
- Prosocial behaviour and altruism
- Anti-social behaviour and aggression

**ASSESSMENT CRITERIA |** From the accredited course document:

Assessment Criteria for Assessment and Reporting of student achievement:

The following assessment criteria, as outlined in the Behavioural Science are the focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- Investigation of knowledge
- Understanding and application
- Interpretation and evaluation
- Communication

Students will be assessed according to the table below:

Task	Task Criteria	Due Date	Weighting
Research Essay	1, 2, 3, 4	Tuesday, Week 6	25%
Q1 test	1, 2, 3, 4	Thursday/Friday, Week 9	25%
Oral Seminar	1, 2, 3, 4	Monday, Week 14	25%
Q2 test	1, 2, 3, 4	Cross line testing Week 18	25%

**UNIT CONTENT AND ASSESSMENT SCHEDULE**

WEEK	DATES	CONTENT	COLLEGE INFORMATION	ASSESSMENT	WEIGHTING	
1	Feb 3 - Feb 7	Attitudes (definition, communication)	Mon Feb 3: New students Tue Feb 4: All students			TEACHING PERIOD: Q1
2	Feb 10 - Feb 14	Attitude Formation				
3	Feb 17 - Feb 21	Interpersonal Communication	Mon Feb 17: Meet The Teacher Evening			
4	Feb 24 - Feb 28	Persuasion	Tue Feb 25: Newsletter			
5	Mar 3 - Mar 7	Cognitive Dissonance	Tue Mar 4: Moderation Day (No classes on Tuesday)			
6	Mar 10 - Mar 14	Theoretical Approaches to Prejudice	Mon Mar 10: Canberra Day Thu Mar 13: Science Symposium	Research Essay DUE – Tues Mar 11	25%	
7	Mar 17 - Mar 21	Theoretical Approaches to Prejudice				
8	Mar 24 - Mar 28	Counteracting Prejudice and Discrimination	Mon Mar 24: Maths Tests Day Tue Mar 25: Newsletter Tue Mar 25: Reports Posted			
9	Mar 31 - Apr 4	Revision for Q1 test	Mon Mar 31: P/T Night	Q1 TEST	25%	
10	Apr 7 - Apr 11	Social Influence, Groups and Individuals	Sat Apr 5: Euro Trip Departs			TEACHING PERIOD: Q2
CLASS FREE PERIOD			(EURO TRIP RETURNS THU 24 APRIL)			
11	Apr 28 - May 2	Conformity	Fri May 2: Year 12 AST Trial 1			
12	May 5 - May 9	Compliance, Obedience and Group Roles				
13	May 12 - May 16	Leadership and Prosocial behaviour				
14	May 19 - May 23	ORALS	Tue May 20: Newsletter	ORAL SEMINAR DUE – Mon May 19	25%	
15	May 26 - May 30	ORALS	Mon May 26: Open Night			
16	Jun 2 - Jun 6	ORALS				
17	Jun 9 - Jun 13	ORALS/REVISION	Mon Jun 9: Queen’s Birthday			
18	Jun 16 - Jun 20	REVISION Cross-line testing: Thur & Fri	Excursion Free Week Jun 18-23: Testing	Q2 TEST	25%	
19	Jun 23 - Jun 27	Cross-line testing: Mon & Tues Assessment and Reporting	Tue Jun 24: Newsletter Wed Jun 25: Handback Day Assessment			
20	Jun 30 - Jul 4	Assessment and Reporting	Assessment and Reporting Work Experience Week			

NOTE: THE DATES IN THIS OUTLINE MAY BE SUBJECT TO CHANGE. TEACHERS WILL NOTIFY STUDENTS OF CHANGES WHERE NECESSARY.

CLASSROOM TEACHER:		EXECUTIVE TEACHER:		DATED:	03 FEB 2014
-----------------------	--	-----------------------	--	--------	-------------

## UNIT GRADES FOR COURSES

GRADE	Investigation of Knowledge	Understanding and Application	Interpretation and Evaluation	Communication
A STUDENT WHO ACHIEVES THE GRADE <b>A</b> TYPICALLY	<ul style="list-style-type: none"> <li>Displays confidence, flexibility, and initiative in locating, selecting and recording and acknowledging relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an insightful understanding of a wide variety of concepts, theories and issues.</li> <li>Applies relevant research/ideas consistently in responses</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates initiative, originality and discernment in comparing and contrasting relevant theories and ideas</li> <li>Interprets information and ideas critically drawing insightful conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Communicates ideas persuasively, with sophistication, clarity and imagination</li> <li>Uses relevant terminology confidently</li> <li>Demonstrates high levels of organisation and application of style and structure</li> <li>Uses appropriate modes of presentation skilfully</li> </ul>
A STUDENT WHO ACHIEVES THE GRADE <b>B</b> TYPICALLY	<ul style="list-style-type: none"> <li>Is accurate and attentive to detail in locating, selecting, recording and acknowledging relevant sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents a clear argument that demonstrates a sound understanding of specific concepts, theories and issues.</li> <li>Applies relevant research/ideas in responses.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates sound reasoning in comparing and contrasting relevant theories and ideas</li> <li>Interprets information and ideas successfully drawing logical conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Communicates ideas with clarity and imagination</li> <li>Uses relevant terminology</li> <li>Achieves effective organisation of ideas showing skilful grasp of style and structure</li> <li>Uses appropriate modes of presentation competently</li> </ul>
A STUDENT WHO ACHIEVES THE GRADE <b>C</b> TYPICALLY	<ul style="list-style-type: none"> <li>Uses appropriate and obvious information when locating, selecting, recording and acknowledging sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents an argument that demonstrates a satisfactory understanding of some concepts, theories and issues.</li> <li>Applies relevant research/ideas generally in responses</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts relevant theories and ideas</li> <li>Interprets information and ideas satisfactorily drawing satisfactory conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Communicates ideas with clarity</li> <li>Uses some relevant terminology</li> <li>Writes purposefully and with a sense of appropriate style and structure</li> <li>Uses satisfactory modes of presentation</li> </ul>
A STUDENT WHO ACHIEVES THE GRADE <b>D</b> TYPICALLY	<ul style="list-style-type: none"> <li>Locates and records obvious information and has limited acknowledgement of sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents a limited argument, and demonstrates some understanding of concepts, theories and issues.</li> <li>Applies some research/ideas in responses</li> </ul>	<ul style="list-style-type: none"> <li>Presents theories and ideas</li> <li>Interprets information and ideas drawing unsupported conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Communicates ideas simply</li> <li>Uses limited relevant terminology</li> <li>Achieves partial organisation of ideas</li> <li>Uses unsuccessful modes of presentation</li> </ul>
A STUDENT WHO ACHIEVES THE GRADE <b>E</b> TYPICALLY	<ul style="list-style-type: none"> <li>Relies on assistance to locate and record obvious information and lacks acknowledgement of sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents basic facts and little understanding of any, concepts, theories and issues.</li> <li>Applies little or no research/ideas in responses</li> </ul>	<ul style="list-style-type: none"> <li>Presents few theories and ideas</li> <li>Interprets information and ideas in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>Communicates few ideas</li> <li>Uses little or no relevant terminology</li> <li>Shows little organisation of ideas</li> <li>Uses inappropriate modes of presentation</li> </ul>

### IMPORTANT ASSESSMENT INFORMATION

THE FOLLOWING ARE IMPORTANT FACTORS COMMON TO ALL UNITS OF STUDY AT DICKSON COLLEGE:

- **ATTENDANCE AND PARTICIPATION**
- **LATE SUBMISSION OF WORK**
- **NOTIONAL ZEROS**
- **SPECIAL CONSIDERATION (ILLNESS AND MISADVENTURE)**
- **CHEATING AND DISHONEST PRACTICE**

- **PLAGIARISM and ACADEMIC HONESTY**
- **DECLARATION OF ORIGINAL WORK**
- **MODERATION PROCEDURES**
- **UNIT SCORE CALCULATION (where applicable)**
- **RIGHTS TO APPEAL**

STUDENTS, PARENTS, CARERS AND FAMILIES ARE DIRECTED TO THE **ACT BOARD OF SENIOR SECONDARY STUDIES (BSSS) POLICIES AND PROCEDURES MANUAL 2014** FOR FURTHER DETAILS. THE **BSSS POLICIES AND PROCEDURES MANUAL** IS AVAILABLE FROM THE EXECUTIVE TEACHER, ASSESSMENT AND CERTIFICATION; FACULTY EXECUTIVE TEACHERS; AND DEPUTY PRINCIPALS. BSSS PUBLICATIONS ARE ALSO AVAILABLE TO DOWNLOAD FROM THE BSSS WEBSITE ([www.bsss.act.edu.au](http://www.bsss.act.edu.au)).