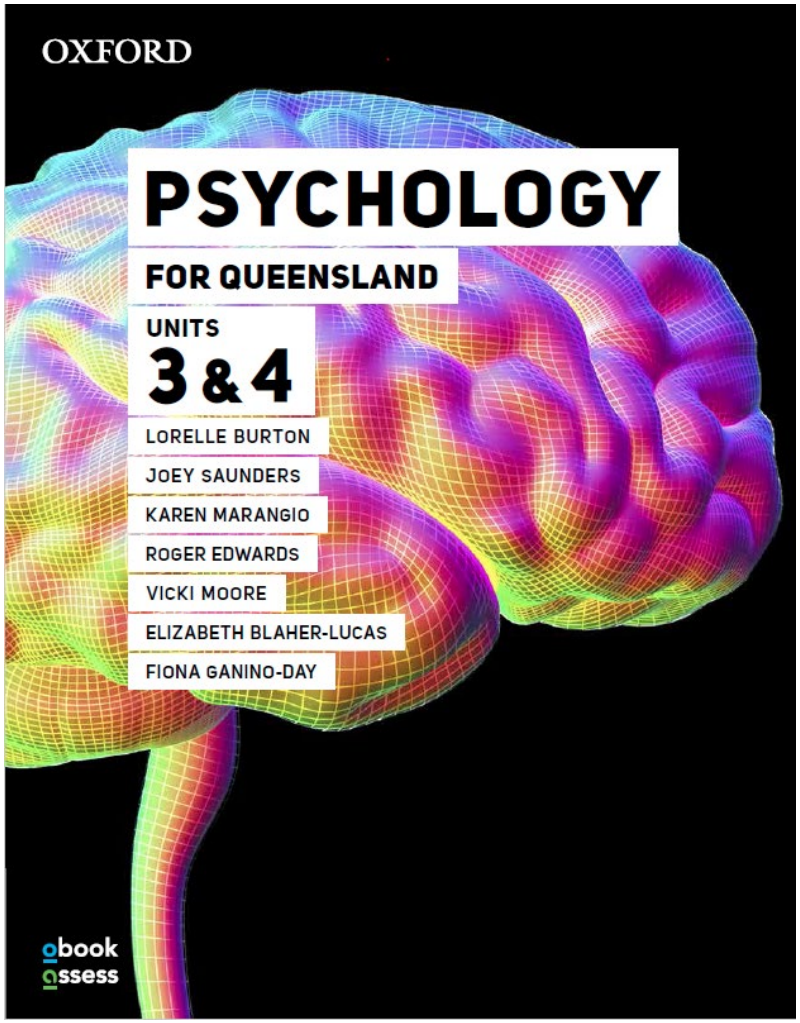

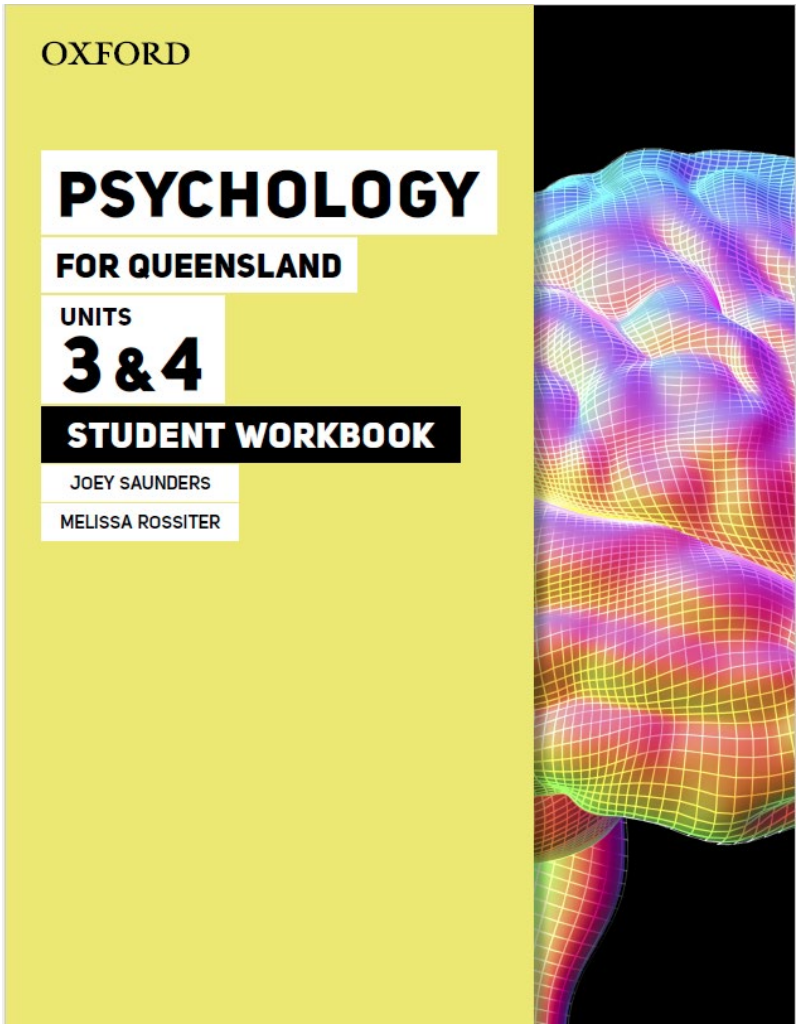

QCE PSYCHOLOGY WORKSHOP SERIES

Are you ready for the new QCAA assessments?

May 2019

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Welcome to today's workshop

PART A Brief overview of Psychology General Senior Syllabus Units 3 & 4

PART B An introduction to Oxford's Psychology for Queensland series

PART C Overview of internal assessment and how Oxford is supporting you

PART D Questions and comments

Meet our authors

Lorelle Burton

- Lorelle Burton is a Professor of Psychology in the School of Psychology and Counselling at the University of Southern Queensland. She has received the 2016 Australian Psychological Society's Distinguished Contribution to Psychological Education Award. Lorelle has also been involved in providing feedback to the new QCAA Psychology syllabus.

Joey Saunders

- Joey Saunders has taught Psychology across VCE and IB extensively and was an expert writing team member in the QCAA Psychology syllabus development. Joey is currently Senior Science Psychology Teacher and Acting head of house at Ipswich Girls Grammar School.

Melissa Rossiter

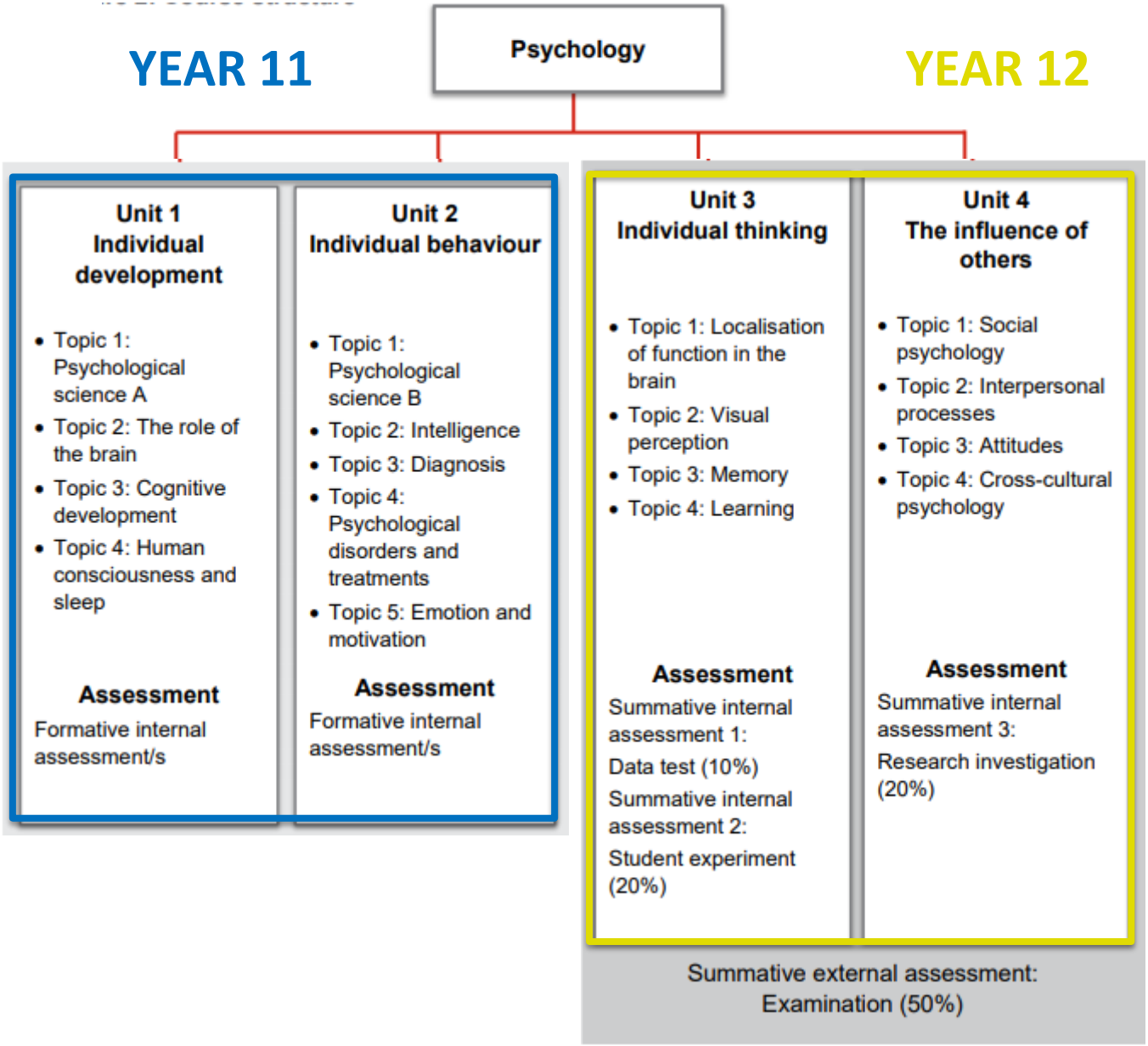
- Melissa Rossiter has taught Psychology for the past 20 years. She is a senior examiner for the IB and was an expert writing team member in the QCAA Psychology syllabus development. Melissa is currently teaching at St Peters Lutheran college where she is the coordinator of Psychology and the extended essay.

PART A

Key dates for *Psychology for Queensland*

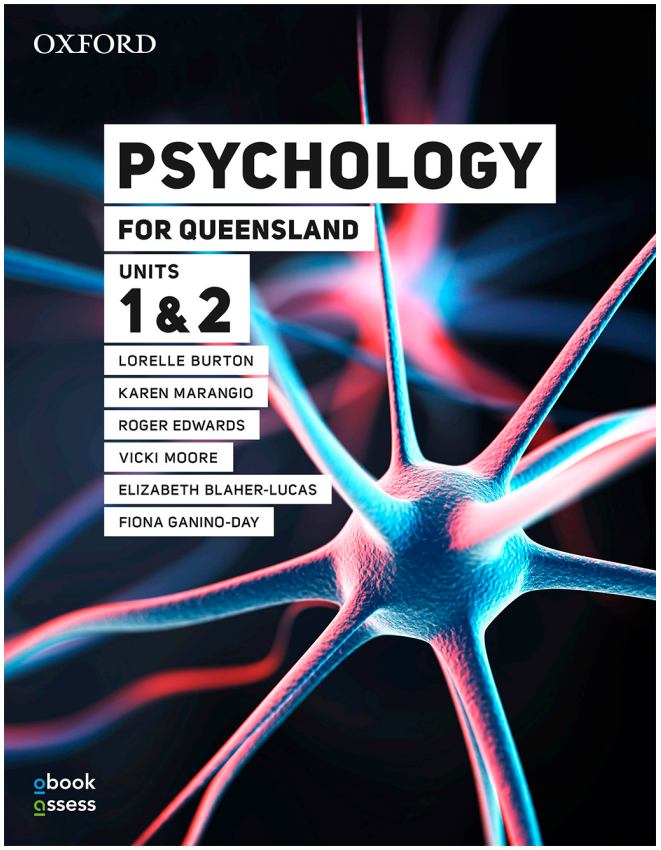
Units 1 & 2 – 2019	Units 3 & 4 – 2020
TERM 1	T1 W2 Endorsement IA3
Units 1 & 2 FIA1 DATA TEST	Units 3 & 4IA1 Data test
TERM 2	T2 W1 Confirmation IA1
Units 1 & 2 W9 SUBMIT IA2 SE	Units 3 & 4 W9 IA2 SE
TERM 3	
T3 W6 Endorsement IA1, IA2	
T3 W8 Mock EA released	Units 3 & 4 W7 IA3 RI T3 W8 Confirmation IA2, IA3
TERM 4	
Units 1 & 2 FIA3 RI	T4 W4-7 External assessment
	T4 W4-7 External assessment
	T4 W4-7 External assessment
Units 1 & 2 Exam	

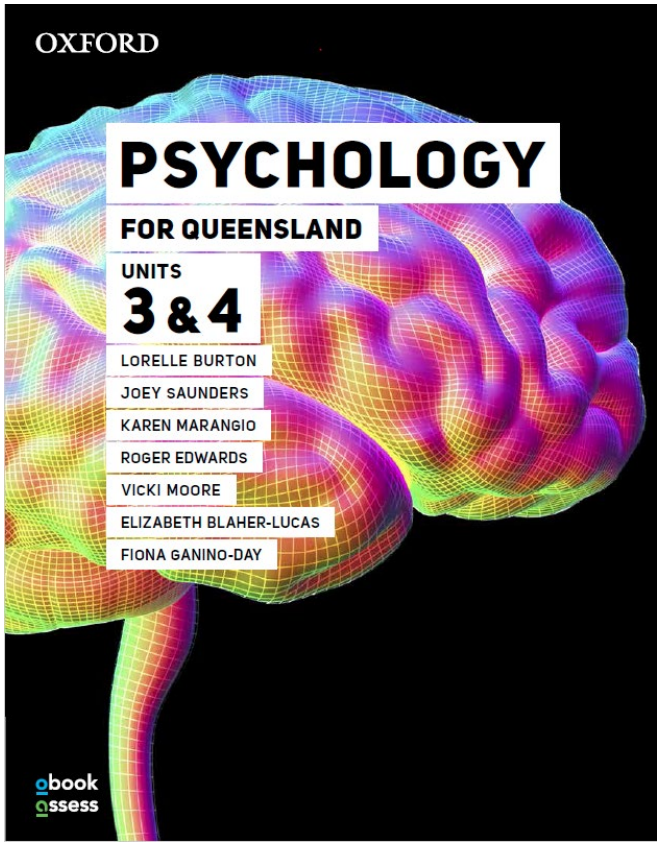
Course structure



PART B

An introduction to Oxford's new series *Psychology for Queensland*





Our goal for this series is to:

- **support** teachers and students through a massive period of change
- **provide** a set of resources that give students of all abilities the chance to experience real success in science
- offer the **best content** and the most valuable and **practical support materials for assessment**.

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Pain points in the Psychology syllabus

Unit 3 Individual thinking	Unit 4 The influence of others
Topic 1: Localisation of function in the brain	**Topic 1: Social psychology**
• Most of this should be completed in Unit 1 except for neurotransmitters and spinal reflex	• The Bystander effect can be a bit confronting, ensure students are warned. Same with Zimbardo and Milgram (Ethics)
Topic 2: Visual perception	**Topic 2: Interpersonal processes**
	• If you are doing RI in this section, students may look into cults or other traumatic phenomena • The Bystander effect can be a bit confronting, ensure students are warned (also Aggression)
Topic 3: Memory	**Topic 3: Attitudes**
• Student experiment falls in this category • Memory models are often a difficult and boring unit to teach	• Mandatory practical in this section. Note the study is an experiment but the syllabus asks for correlational design
Topic 4: Learning	**Topic 4: Cross-cultural psychology**
• Concentrate on Social learning theory, comes up a multiple times in the syllabus	• Cultural Sensitivity needed in this section

- Ethics
- Research methodology

Top 5 things to know about Oxford's new *Psychology for Queensland* series

1

We offer complete syllabus coverage

- All subject matter in the syllabus has been included and ordered **sequentially** to help scaffold learning.
- Every chapter opener clearly indicates which syllabus points are covered.
- If it's covered in the syllabus, it's covered in our book!

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Top 5 things to know about Oxford's new *Psychology for Queensland* series

2

We offer extensive support for the assessments

- Toolkits in both the student book and student workbook provide guidance for all assessments
- Complete syllabus coverage allows teachers and students to be prepared for the external exam
- **Student workbooks** provide students with engaging write-in activities that support the skills required for the internal and external assessments
- Practice Data tests, cumulative tests and exams are provided in your obook assess
- Science as a Human Endeavour (SHE) spreads in the student book provide context for starting the Research investigation

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Top 5 things to know about Oxford's new *Psychology for Queensland* series

3

Our resources are easier to use and more accessible than ever before

To make our resources simple and easy to use, we have:

- a **section-based approach** to ensure our Student books are easier to navigate
- used clear, concise, instructional language throughout
- reduced the amount of text on each page and added more **graphic organisers** (i.e. tables, dot points, flowcharts) and **images** to convey meaning
- built in opportunities for teachers to support and challenge students of all abilities
- added a bright, attractive and functional design.

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Top 5 things to know about Oxford's new *Psychology for Queensland* series

4

We offer full coverage of all syllabus practicals

- Videos for challenging concepts
- Editable worksheets for all practicals in the obook assess alongside mock data and answers
- Full ethical and risk assessments for all practicals
- Mandatory practicals are included in the Student book
- All practicals are included in the Student workbooks as worksheets

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Top 5 things to know about Oxford's new *Psychology for Queensland* series

5

We offer full support for teachers to encourage student success

- Teachers are provided with a range of **additional support materials** to help them successfully implement the new syllabus (i.e. **teaching notes**, **lesson plans**, **assessment tasks** and **answers** to all questions).
- Spread-based learning
- Obook content is assignable to students at the discretion of the teachers

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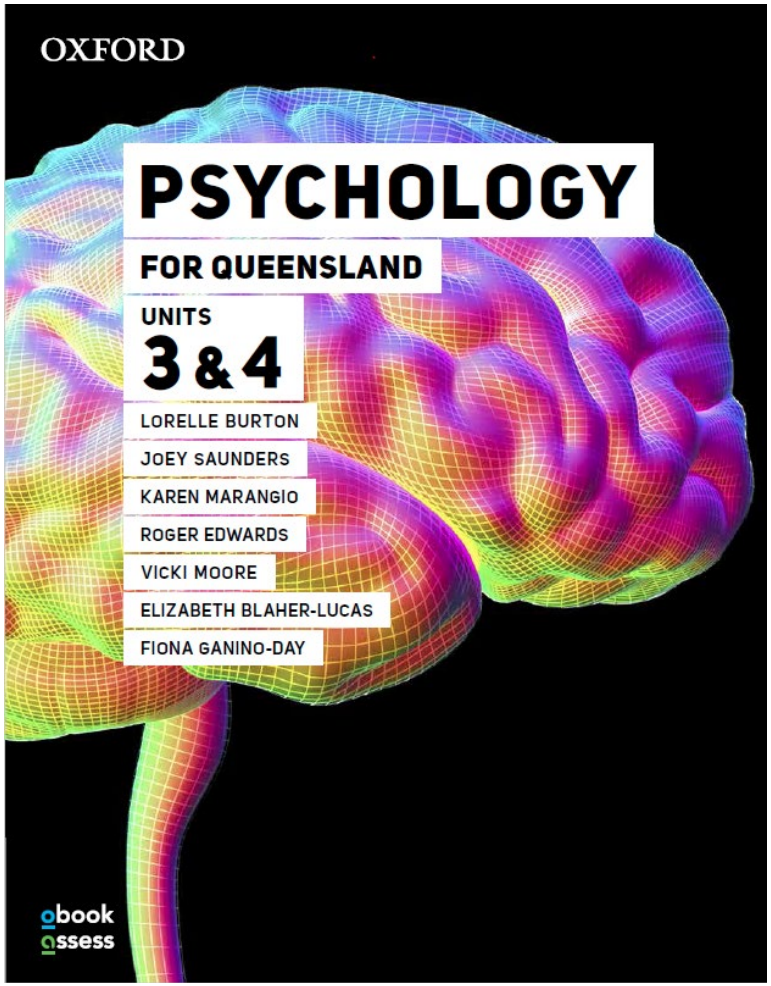
Psychology Toolkit

The Psychology toolkit is a **stand-alone reference chapter** that appears at the front of each Student book. It includes:

- an overview of the course for students
- advice and step-by-step instructions on how to master relevant skills
- information about relevant assessment tasks
- study tips.

A quick tour of our new Student books

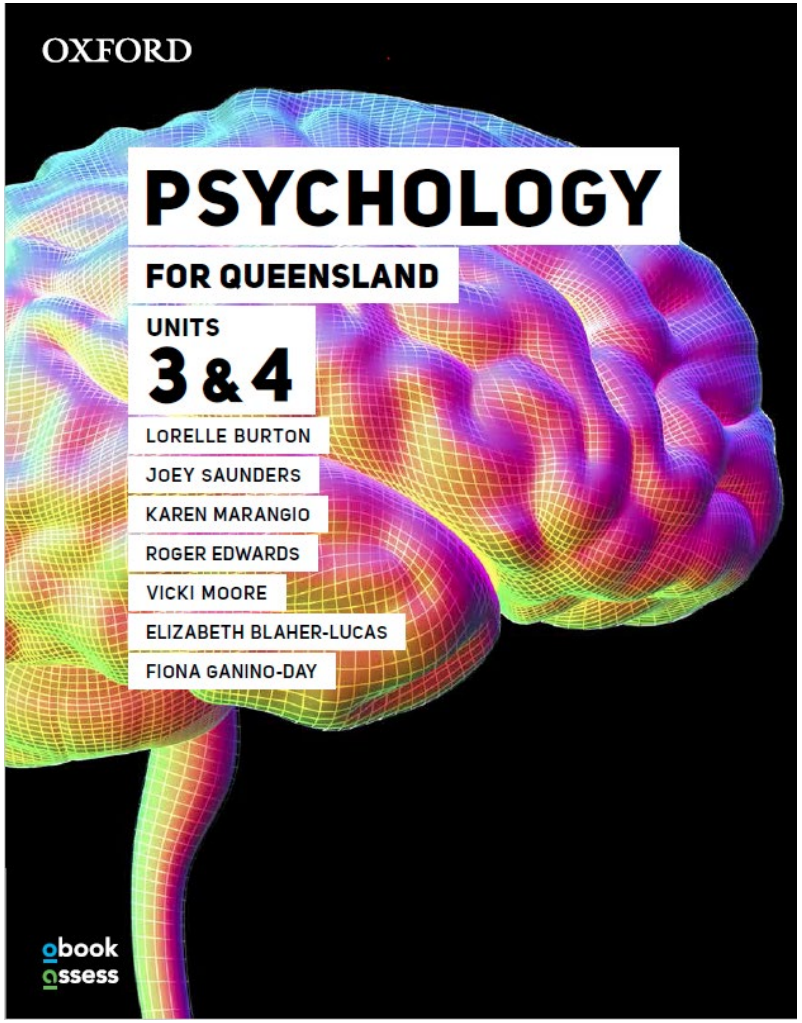


Join us on a quick walkthrough of Psychology for Queensland Units 3 & 4

A page proof is available in your welcome pack!

Key features

- Key ideas
- Case studies
- Challenge activities
- Study tips
- Margin glossary
- Check your learning questions
- Science as a human endeavour spreads
- Chapter review – includes revision questions and summary notes
- Unit practice exam questions
- **Psychology toolkit** (skills chapter)
- **Practical manual**



4.1 Our senses

KEY IDEA

In this section, you will learn about:

- the basics of the five human senses.

Each of our five senses has specialised sense organs containing receptor cells that respond to a particular stimulus energy. The QCAA syllabus focuses on vision.

FIGURE 1 A candle flame is relatively small in size, but your eyes can detect it from 50 kilometres away on a clear dark night.

absolute threshold the minimum level of energy required for a stimulus outside our body to be detected by our internal senses

CHALLENGE 4.1

Candle in the dark

Your eyes can detect a candle flame up to 50 kilometres away on a clear dark night. Consider how close you need to be to detect two other objects, one closer than 50 kilometres and one further. Propose reasons for the difference in distance and detection.

Reception and absolute threshold

In order for us to receive a sensation, the appropriate stimulus energy must reach the sense organ and this must be at a level sufficient to activate the sense receptors. This means that the strength of the stimulus must reach the absolute threshold for that sense. The **absolute threshold** is the minimum amount of stimulus energy needed for an observe… conditions, 50 per cent of the time.

One method psychologists use to measure absolute thresh… at different intensities to see what level of intensity is needed f… person detects it during the experiment, for about 50 per cent… intensity (the point at which they actually perceive it), then ab… reached.

Absolute threshold for the senses are outlined below:

- hearing: the ticking of a watch 6 kilometres away
- smell: one drop of perfume in a large house
- …tres of water
- …om a height …
- …ay on a dark…
- but they may…
- …ental factors (noise, amount of light) and

Challenge
Activities throughout each chapter that encourage students to think critically and apply concepts from each topic

Glossary definitions in the margin
Placed to reinforce concepts at the point of learning

psychological factors (fatigue, motivation, stress, expectations). For example, if a person has had someone break into their house, they will be more highly attuned to sounds at night, and this may affect their usual absolute threshold for sound.

Vision as a sense

Receiving and interpreting visual stimuli involves the following processes:

1. **reception:** Stimulus energy is collected by the eye.
2. **transduction:** Stimulus energy is converted by the receptor cells into electrochemical nerve impulses.
3. **transmission:** Receptor cells send the nerve impulses to the primary sensory cortex where specialised receptor cells respond as the process of perception begins.
4. **selection:** We can't pay attention to all the millions of stimuli that we receive at the same time, so we pick out the ones that are important to us and pay attention to those.
5. **organisation:** The information reaches the brain and is organised so that we are able to make sense of it.
6. **interpretation:** Our past experiences, motives, values and context (including stimulation) give the stimulus meaning.

These processes are considered to be adaptive process. From an evolutionary perspective, the ability to see, hear, touch, smell and taste has developed over thousands of years and through millions of changes – leaving our senses perfectly suited to our environment and helping us survive and reproduce (Tooby & Cosmides, 1992, cited in Westen *et al.*, 2009). Just as frogs have an inbuilt 'bug-detecting' function in their visual system, which is designed to activate when a tasty insect is in view, humans have specialised areas in the brain that allow the perception of faces and facial expression. This can be seen …ve an innate or inborn tendency to show greater interest in objects that …face (Adolphs *et al.*, 1996).

reception stimulus energy is collected by the sense organ

transduction stimulus energy is converted by the receptor cells into electrochemical nerve impulses

transmission the sending of neural signals to the primary sensory cortex where specialised receptor cells respond as the process of perception begins

selection the process of selecting the important sensory information on which to focus attention from the millions of stimuli we receive

organisation sensory information reaches the brain and is reorganised so we can make sense of it

interpretation stimulus is given meaning in the brain based on our past experiences, motives, values and context

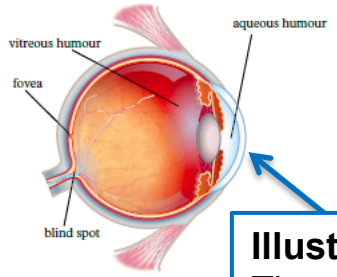


FIGURE 2 The eye.

Illustrated diagrams
Throughout the student book to illustrate key physiological structures

Science as a human endeavour
Engaging subject matter used to support the Research investigation

SCIENCE AS A HUMAN ENDEAVOUR

18.4 Why psychological research needs to consider other cult

KEY IDEA
In this section, you will learn about:
+ the international collaboration required when investigating cross-cultural phenomena.

Key ideas
Placed at the beginning of each section to signpost key learning outcomes and assist students to set learning goals

International communication is vital for successful cross-cultural
ent
an
h
ed in
s
tion
in conformity are found in different cultures. The same test was used to test conformity (Figure 1) where participants were deceived and asked to judge the length of the test line compared with the reference lines in the presence of confederates who gave the incorrect answer each time. If the participant agreed with the confederates, this suggested conformity, but if they did not agree with the confederates and chose the correct line instead, this indicated a lack of conformity from the participants.

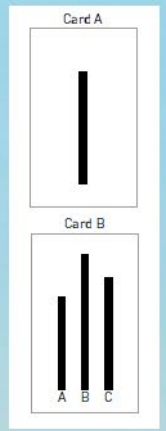


FIGURE 1 This is an example of Asch line test for conformity.

ting Americans (like in the original study), Berry chose participants from in Sierra Leone in Africa and Inuits of Baffin Island in Canada. The Temne ricultural people who are a collectivist society; they need cooperation from n their farming practices. In contrast, the Inuits of Baffin Island are solitary e from an individualist culture.

f this variation of the Asch test found that the Temne people were more when compared to the Inuit peoples. It is suggested that because of the need to work with others in the community, the Temne people trusted the judgments of the confederates or the 'community' consensus, and thus increased their conforming behaviour. The Inuits, however, depend on their own skill for survival and, therefore, value their individual judgment over those of the group, thus showing a decrease in conformity.

This cross-cultural difference in the social behaviour of conformity highlights the importance of understanding cultural differences and cultural values in conducting research in psychology and the need for international collaboration. Without such collaborations, research findings may not be able to be generalised to other cultures and may be misinterpreted, which can affect the understanding that is fundamental to psychology, the understanding of human behaviour.

CHECK YOUR LEARNING 18.4

Describe and explain

1 **Identify** the results found in the Berry's 1967 study and **explain** why the results may have differed from Asch's original study.

Investigate, evaluate and communicate

2 **Interpret** the results found in the Berry's 1967 study and apply the results to a group of Australian participants. **Predict** the results of the Asch study being applied to Australian culture by writing a discussion.

3 **Evaluate** the reliability and validity of Berry's 1967 study and prepare a short presentation to show your evaluation.

4 **Investigate** another phenomenon learnt so far in the QCAA Psychology syllabus and **assess** whether it can be generalised in cross-cultural investigations.

Check your learning
A variety of questions for students using the cognitive verbs

Check your obook assess for these additional resources and more:

» **Student book questions**
Check your learning 18.4

» **Weblink**
Cultural va
research

» **Weblink**

PART C

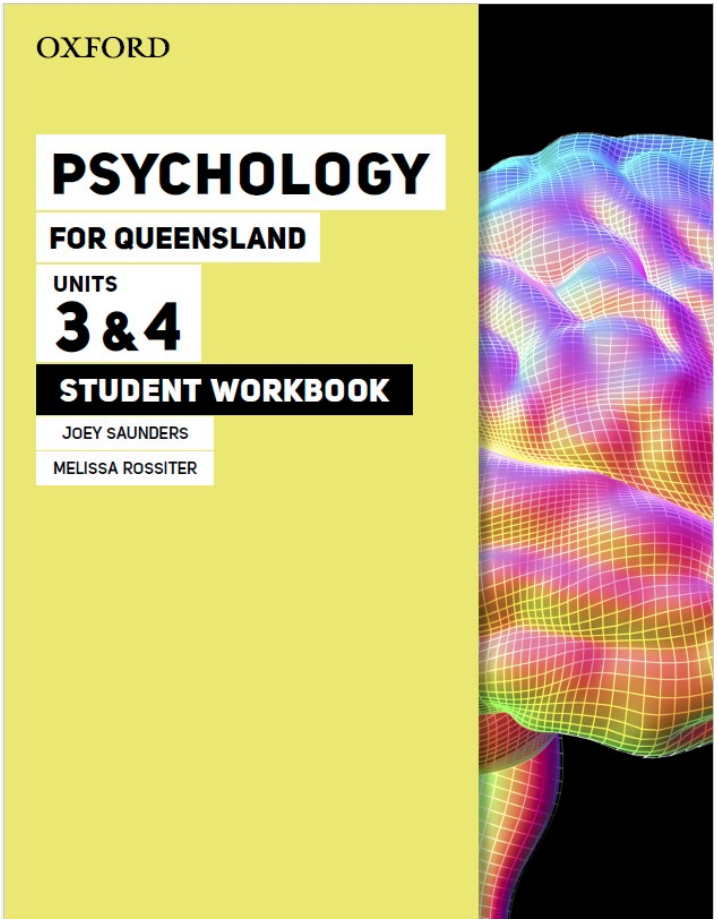
A quick tour of our new Student Workbooks

Join us on a quick walkthrough of the Student workbooks

A sample chapter is available in your workshop pack!

Key features

- Psychology toolkit – overview of internal assessments
- Chapter checklists – individual student self determination of key subject matter
- Data drill – interpretation and analysis skills for the Data test
- Experiment explorer – skills in modifying a practical
- Research review – evaluating a claim and conducting credible research
- Exam excellence – practice exam style questions
- Practice internal assessments
- Practical manual – all mandatory and suggested practicals
- Answers – to all questions and practice assessments



CHAPTER 5

Influences on visual perception

On a daily basis your brain is exposed to thousands of different stimuli through each of the senses. The eye can be thought of as a camera, but this is too simplistic. The human visual system extends beyond your eyes and relies on the interaction between sight organs and areas of your brain. This chapter focused on what influences an individual's visual perception of the world.

The biological structure of your eyes changes with aging; as you get older you may develop cataracts or other age related visual impairments. An individual's genetics also influences their vision; visual disorders, such as colour vision deficiency (colour blindness) can change an individual's perception of their environment. Visua
and Gestalt princip
stimuli with. Additi
for depending on w
(binocular). Monoc
that the environme
human vision is inf
exposed to, researc
is a different in the
All of these infl
them.

Chapter checklists
Individual self-determination of key subject matter for each chapter

CHAPTER CHECKLIST

Read this checklist before you complete this chapter's activities, then return to it and check your understanding before your assessments.

Once you have completed this chapter you can use the 'I can…' statements to assess your understanding and rate yourself by ticking the appropriate box in the 'rating' column.

I can…	Confidently	Partially	Not really
…summarise the biological influences on visual perception			
….explain psychological influences on visual perception			
…describe social influences on visual perception			

DATA DRILL 5

Visual impairment

A study conducted by Deregowski, Muldrow, and Muldrow (1972) investigated how the societal rules that govern our lives alter our visual perception of 2D and 3D pictures. They found that those living in a culture where photographs or pictures were uncommon were often unable to perceive 3D perspectives within a 2D photograph. A student decided to replicate this study in order to investigate whether this effect still holds today with the advancement of technology and use of mobile devices throughout the world. The researcher decided to show 10 participants from Uganda and 10 participants from Brisbane the same photograph shown in the Deregowski study to investigate whether participants were able to perceive 3D within the 2D image. The results are shown in Table 1.

TABLE 1 Number of participants able to see 3D perspective within a 2D image

Able to perceive 3D	
Australian participants	Ugandan participants
Yes	Yes
Yes	Yes
Yes	Yes
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	No
Yes	Yes

An appropriate inferential statistic was conducted, and the results were found to be $p = .15$.

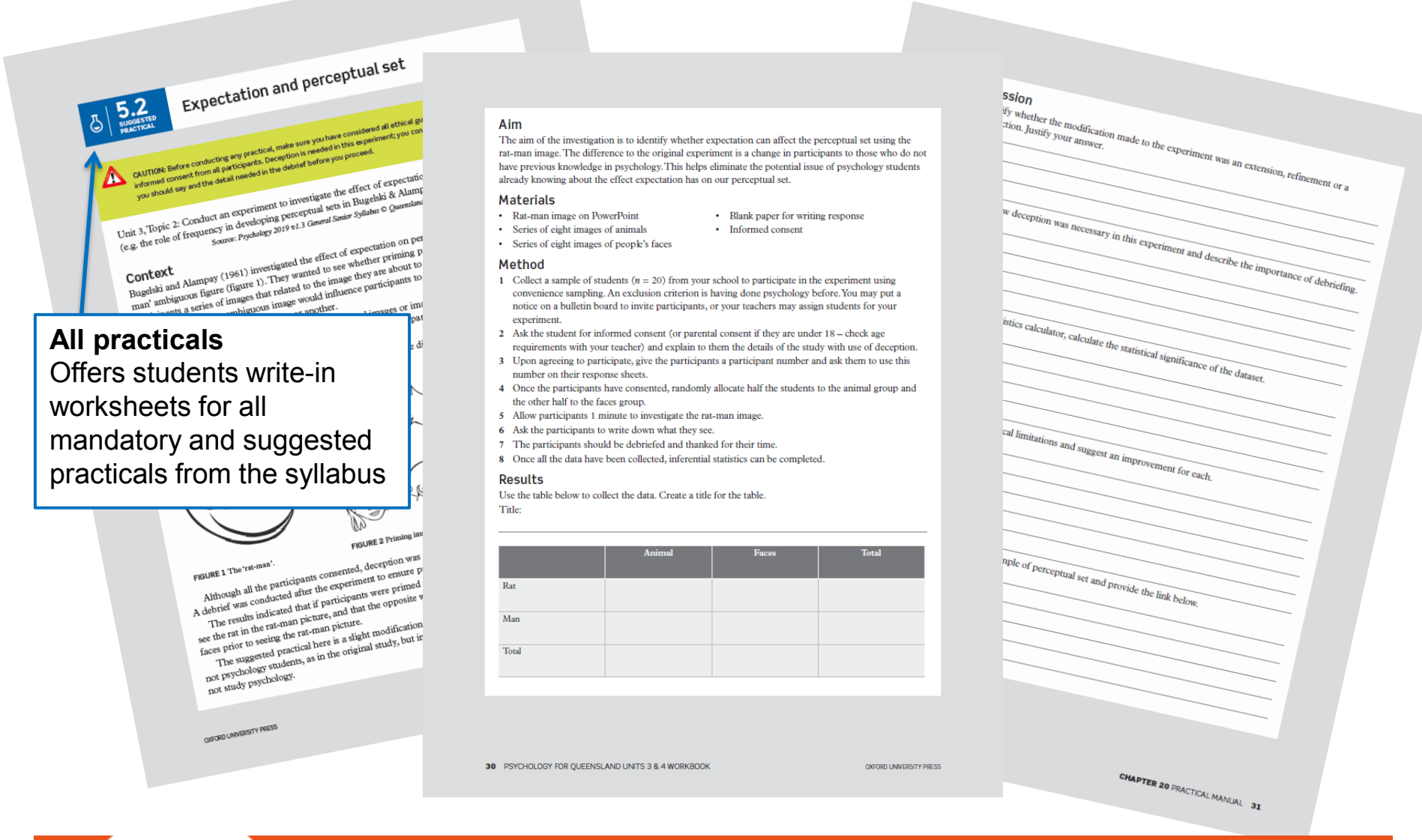
FIGURE 1 A similar image was used in the original 1972 study.

1 **Identify** the type of data collected in this study.

2 **Determine** the best type of inferential statistic

Data drills
Interpretation and analysis of data to practice skills required in the Data test (IA1)

All practicals
Offers students write-in worksheets for all mandatory and suggested practicals from the syllabus



5.2 SUGGESTED PRACTICAL

Expectation and perceptual set

CAUTION: Before conducting any practical, make sure you have considered all ethical gu... informed consent from all participants. Deception is needed in this experiment; you con... you should say and the detail needed in the debrief before you proceed.

Unit 3, Topic 2: Conduct an experiment to investigate the effect of expectatic... (e.g. the role of frequency in developing perceptual sets in Bugelski & Alamp...

Source: *Psychology 2019 v1.3 General Senior Syllabus © Queensland...*

Context

Bugelski and Alampay (1961) investigated the effect of expectation on per... man' ambiguous figure (figure 1). They wanted to see whether priming p... ...nts a series of images that related to the image they are about to ... ...ambiguous image would influence participants to ... ...another.

FIGURE 1 The 'rat-man'.

FIGURE 2 Priming im...

Although all the participants consented, deception was ... A debrief was conducted after the experiment to ensure p... The results indicated that if participants were primed ... see the rat in the rat-man picture, and that the opposite ... faces prior to seeing the rat-man picture.

The suggested practical here is a slight modification ... not psychology students, as in the original study, but ir... not study psychology.

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Aim

The aim of the investigation is to identify whether expectation can affect the perceptual set using the rat-man image. The difference to the original experiment is a change in participants to those who do not have previous knowledge in psychology. This helps eliminate the potential issue of psychology students already knowing about the effect expectation has on our perceptual set.

Materials

- Rat-man image on PowerPoint
- Series of eight images of animals
- Series of eight images of people's faces
- Blank paper for writing response
- Informed consent

Method

1. Collect a sample of students ($n = 20$) from your school to participate in the experiment using convenience sampling. An exclusion criterion is having done psychology before. You may put a notice on a bulletin board to invite participants, or your teachers may assign students for your experiment.
2. Ask the student for informed consent (or parental consent if they are under 18 – check age requirements with your teacher) and explain to them the details of the study with use of deception.
3. Upon agreeing to participate, give the participants a participant number and ask them to use this number on their response sheets.
4. Once the participants have consented, randomly allocate half the students to the animal group and the other half to the faces group.
5. Allow participants 1 minute to investigate the rat-man image.
6. Ask the participants to write down what they see.
7. The participants should be debriefed and thanked for their time.
8. Once all the data have been collected, inferential statistics can be completed.

Results

Use the table below to collect the data. Create a title for the table.
Title:

	Animal	Faces	Total
Rat			
Man			
Total			

ssion

...ify whether the modification made to the experiment was an extension, refinement or a ...xtion. Justify your answer.

...w deception was necessary in this experiment and describe the importance of debriefing.

...istics calculator, calculate the statistical significance of the dataset.

...cal limitations and suggest an improvement for each.

...mple of perceptual set and provide the link below.

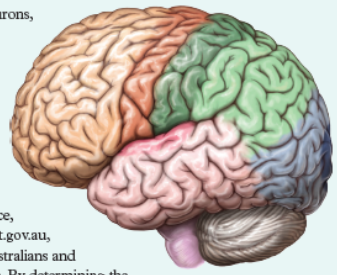
Unit 3 Research investigation

Note: The research investigation (IA3) is completed in Unit 4 and covers content from Unit 4. There is no assessable research investigation during Unit 3. This research investigation has been included so that you are able to practice skills required for the Unit 4 assessment.

CASE STUDY

An investigation into the aetiology of Parkinson's disease

Parkinson's disease is a degenerative disorder of the nervous system. It results from damage to dopaminergic neurons, which are dopamine-producing cells in the brain. Dopamine is a neurotransmitter that plays a critical role in the way our brain controls our movements and is thought to be a crucial part of the basal ganglia motor loop (Crane & Hannibal, 2009).



Symptoms of Parkinson's disease include tremors in the hands and limbs, whole-body fatigue and stiffness, cognitive issues, such as amnesia, confusion in the evening, dementia or difficultly thinking and understanding, impaired voice, anxiety, facial stiffness and nasal issues (Healthdirect.gov.au, 2018). Parkinson's disease affects 1 in every 350 Australians and 10 million people worldwide; there is no known cure. By determining the aetiology of Parkinson's disease, more effective treatments can be developed.

A considerable amount of our understanding about the biological cause of Parkinson's disease comes from animal research – typically focused on mice. These models suggest that Parkinson's disease may be caused by the death of brain cells that produce dopamine (a neurotransmitter). These cells are located in the substantia nigra, a structure in the midbrain. The lack of dopamine affects the control of nerves that are responsible for movement (Baker & Graham, 2004). Animal research also has its own set of ethical considerations and should be undertaken with consideration.

Research into the aetiology of Parkinson's disease is ongoing, and a definitive cause has not been determined. It is debated whether biological or environmental factors are more prevalent in the onset of Parkinson's disease. Environmental factors include exposure to pesticides and methamphetamine use, whereas biological factors may include interference in neu
– and genetics.

Your task is to conduct a research investigation about the follo
Parkinson's disease is caused

Research question

Practice internal assessments
Support the skills required in the internal assessments
**Note: these are not QCAA draft assessments and should only be used as practice for the internal assessments.*

Research

Note: this section provides space for you to investigate two sources; you will need to research further to complete the assessment.

Resource 1

- Title: _____
- Authors: _____
- Source and credibility: _____
- Publication date: _____
- Aim: _____
- Methodology
  - What data were collected?
  - How were the data collected?

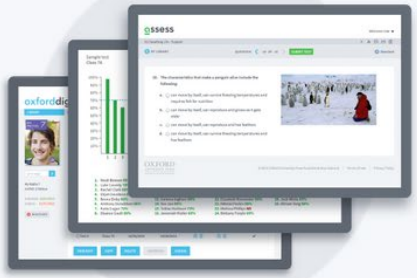
arch question?

stion support the provided claim?

Digital resources and purchasing options

obook

obook is a fully interactive digital version of every student book with note-taking, highlighting and dictionary support included. Every obook contains links to additional resources, such as videos, interactive modules and worksheets.



assess

assess is an online assessment platform that provides access to tens of thousands of additional auto-correcting questions designed to support student understanding and progression across all subjects.

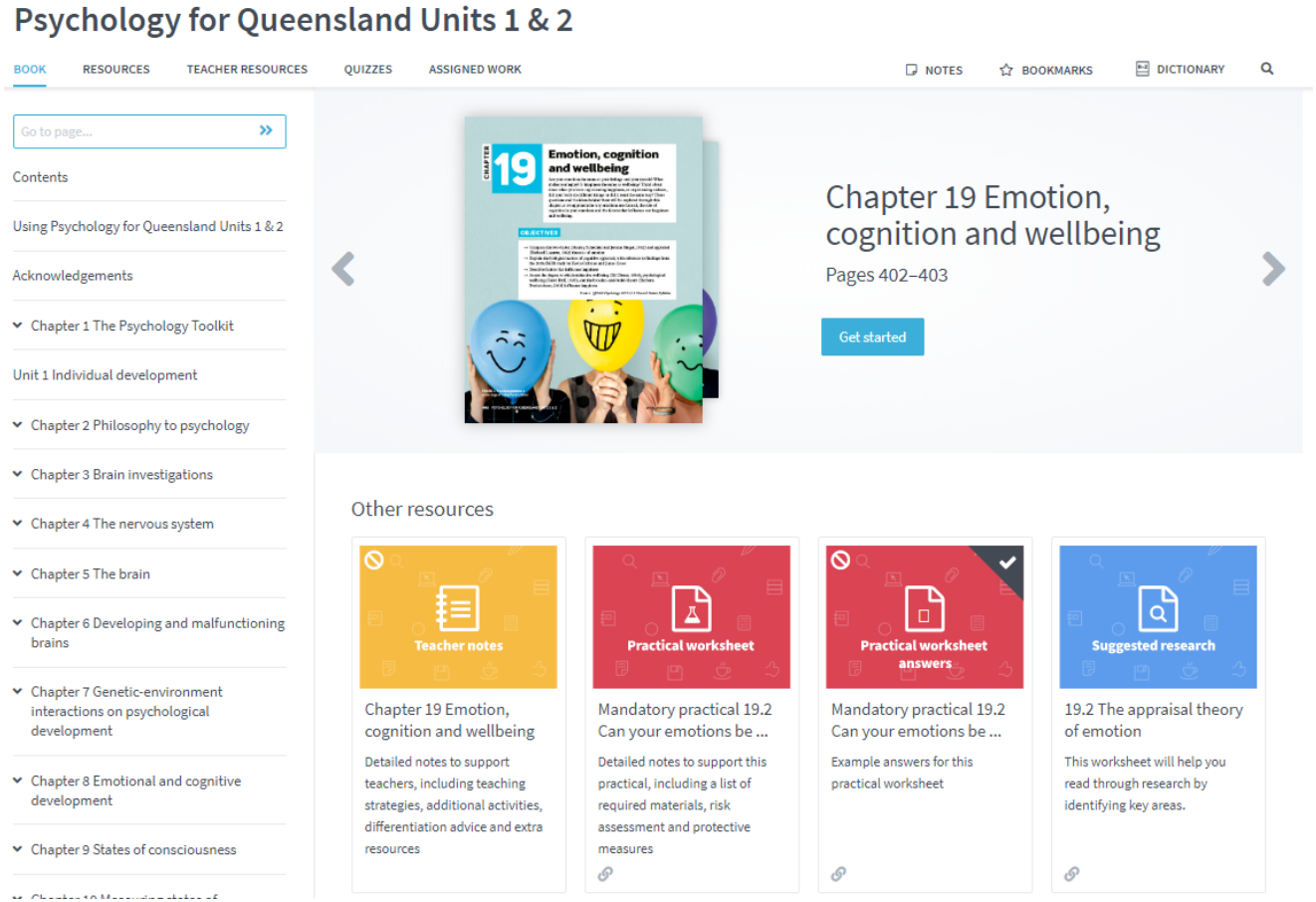
Teacher support

Additional teacher notes, answers, tests, and assessments and differentiated learning advice is all included for teachers. Teacher obook assess also allows teachers to assign work electronically, track progress, and manage results and assessment.

Psychology for Queensland is supported by a range of additional digital resources, including:

- **obook**
- **assess**
- **Teacher support**.

obook



obook:

- is visually integrated with the printed Student book, enabling students to move seamlessly between print and digital products
- provides a range of additional teacher and student resources.

obook

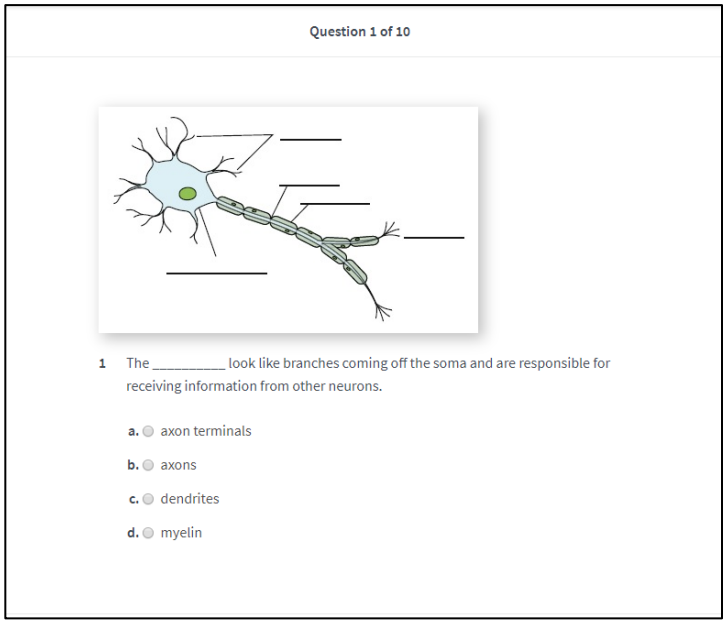
Additional student resources

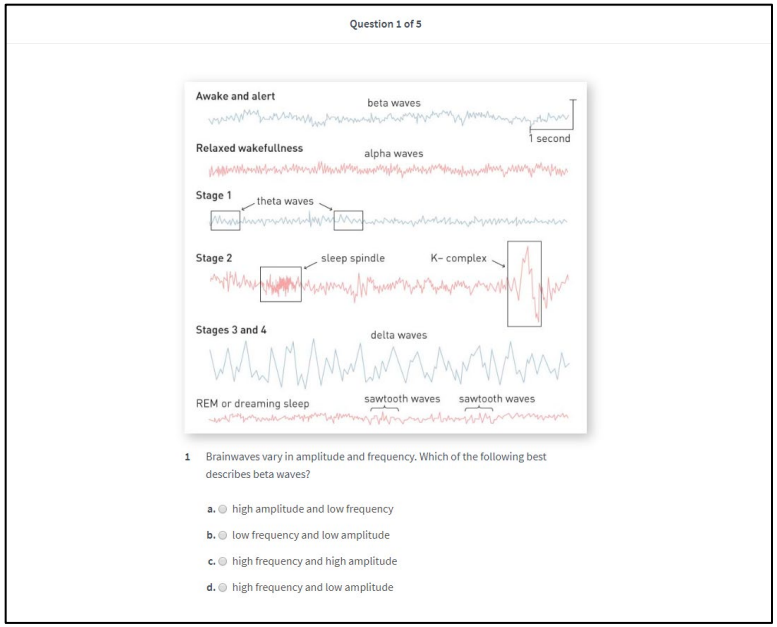
There is additional support available online, including:

- Teacher notes
- Answers
- Practice exams and cumulative tests
- Data tests
- Practical worksheets (for all mandatory and suggested practicals)
- Lab tech notes and risk assessments
- Video tutorials
- Revision notes for students
- Increase your knowledge (extra resources that consolidate and expand student understanding)

These are all designed to help you feel confident that your students will be prepared for their internal and external assessments.

assess





assess:

- provides hundreds of differentiated, auto-marked quiz questions, ideal for homework or in-class use
- questions are aligned to the syllabus and graded for different ability levels.

Teacher support

Teacher support includes:

- detailed **teaching notes** and **course planners**
- answers to **EVERY** question and activity in the Student book
- a range of **additional worksheets** (with answers)
- **editable data tests** (with suggested answers)
- **editable practice examinations** (with answers)

Students receive **digital access for 2 years** when purchasing print Student books – **ideal for revising Year 11 content in Year 12**.

Schools that purchase Oxford resources receive **FREE print Student Books for all teachers** and **ongoing access to all digital resources and teacher support**.

Psychology for Queensland Units 3 & 4	Format	Price
Student book + obook assess Print book with 2-years' digital access included	PRINT + DIGITAL	$69.95
Student obook assess Digital book with 2-years' digital access included	DIGITAL	$49.95
Student obook assess MULTI Digital book that includes 3 x 2-years' digital access	DIGITAL	$59.95
Teacher obook assess* Digital book that includes access to additional teacher only resources. Ongoing access.	DIGITAL	$299.95
Workbook 4 colour write in print book that provides assessment support	PRINT ONLY	$24.95

* FREE ongoing access to Teacher obook assess with booklist or class set purchase

Digital renewal fees	
Institution	$5 per student for an additional 15 months' access A service fee to support annual rollover of subscriptions

If your school has a different purchasing model, ask our team about options

Psychology for Queensland Units 3 & 4	**Samples**	**Final product**
Student book + obook assess (print + digital)	Full page proofs (print) **AVAILABLE NOW!**	**August 2019**
Student obook assess (digital only)	Full page proofs (digital) **AVAILABLE NOW!**	**January 2020**
Teacher obook assess (digital only)	Unit 3 – Topic 1 and 2 Chapters 1-6 • Teacher notes • Student book answers **08-10-2019**	**January 2020**
Student workbooks (print only)	Units 3 & 4 **Now!** Units 1 & 2 ***NA***	Units 3 & 4 **October 2019** Units 1 & 2 **January 2020**