

BEHAVIOURAL SCIENCE

COURSE FRAMEWORK

INTRODUCTION

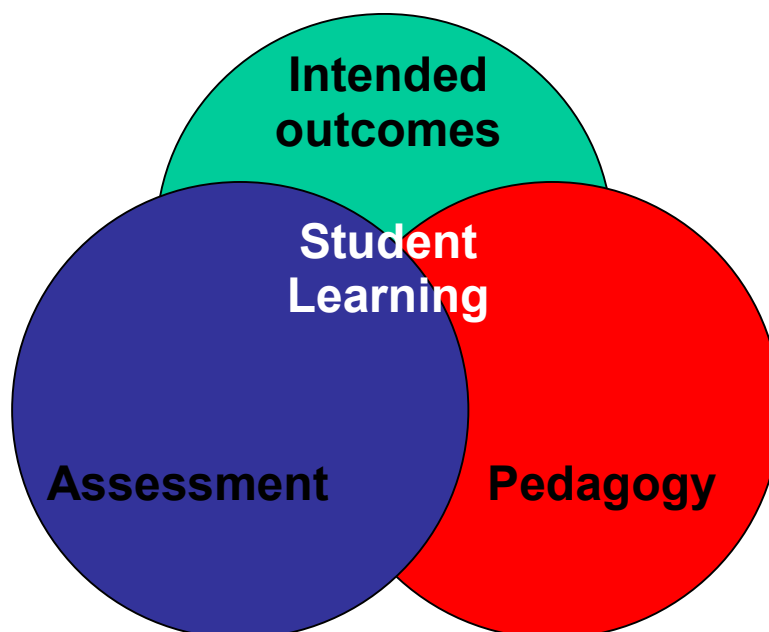
This Course Framework covers all courses in Behavioural Science such as:

- Psychology
- Sociology
- Community Services (including childcare, aged care, disability care etc)

This framework describes the components essential for the development and accreditation of courses in Behavioural Science and related disciplines at the senior secondary level. This framework provides a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

It is expected that individual schools and colleges will include content and assessment appropriate to their clientele, inclusive of all course classifications and the full range of learning styles and intelligences of students who may study a course written under this Course Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- all students are able to learn
- learning is a partnership between students and teachers
- teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affect learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

RATIONALE

“Each of us is, in some way, like all other people, like some other people, like no else,”
(Allport, G: 1955).

This paradox lies at the heart of Behavioural Science which aims to understand the universality of human experience, as well as individual and cultural differences. In so doing, Behavioural Science builds a bridge between scientific knowledge and vocational practice. The subject area promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour

Over the course of their study, students will learn to explain human behaviour through exploring and applying a variety of theoretical perspectives and practical strategies.

Through such explorations, students will consider the social and individual factors that contribute to human development.

Behavioural Science is relevant to all students, as they can directly relate and apply this knowledge to themselves and their worlds. In so doing, students develop useful skills in analytical and critical thinking, and learn to question and challenge assumptions about human behaviour. Such study also provides knowledge and skills central to living and working effectively in the community.

Behavioural Science opens the door to a range of possible futures, both personal and vocational. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- recall and apply the knowledge and inquiry skills of Behavioural Science to communicate ideas, theoretical perspectives and findings according to the conventions of the discipline.
- demonstrate that knowledge is a product of personal inquiry involving scientific processes with particular assumptions, applications and limitations.
- interpret human behaviour as an outcome of the interactions of many forces – including but not exclusively - biological, environmental, social, historical, personal and cultural.
- apply concepts, theories and perspectives in order to become creative, empowered and critical thinkers, capable of solving problems and constructively contributing to their world.
- evaluate the impact of concepts such as race, class, gender and culture as subjective constructs, which shape our world view and our social and individual identity and our actions.
- demonstrate respect for individual differences, social and cultural diversity through developing prosocial skills and values.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts

Dependent on the content of the course undertaken, core issues will be studied to varying degrees of depth. All courses should integrate these issues as appropriate.

Personality and Identity Formation

Within the universality of human experience, each human being is an individual, with a unique set of genes, beliefs, values and experiences, which shape their view of the world. These contribute to the formation of identity, personality and their own personal stories.

Cognition

Advances in brain based studies and understanding of learning and cognition offer insights into human behaviour and suggest ways of enhancing the abilities of all human beings, particularly in terms of making healthy psychological choices and developing resilient behaviour.

Interaction between the Individual and the Community

A wide range of human and community resources exist to assist in the development and transformation of human behaviour. Such resources facilitate the improvement of relationships, skills, workplaces and communities.

Development through the Lifespan

Each human being lives in a community with particular beliefs, values and traditions associated with race, class, gender and culture. While these traces may vary; theoretical perspectives offer insight and understanding of choices and behaviours.

Agents of Socialisation

Human beings are nurtured by social institutions to develop particular belief systems and behaviour patterns. Students will become familiar with these various agents of socialisation and their impact on personal and social development and relationships. In particular, students will critique the dominance of western thought and tradition and appreciate that a variety of multicultural perspectives exist to frame our understanding of society and behaviour.

Social Processes and Social Behaviour

A vast array of social processes impact us as individuals and shape the societies in which we live. Students will examine such social processes and aim to understand them and their profound impact. Students will also explore the influence that groups and other individuals exert on the thoughts, feelings and behaviours of individuals.

Cultural and Social Theories

A range of theoretical perspectives exist to provide insight into social and cultural behaviour. Through exposure to various theories, students will be enabled to challenge dominant ways of thinking about and perceiving the world in which they live, as well as dominant modes of behaviour within society.

Modes of Inquiry

A range of methods of inquiry exist in order to investigate and explore human and social behaviour. Students will become familiar with a range of methods, including the

scientific method, and apply them as appropriate to the course of study being undertaken.

Detailed Content

The content of these columns does overlap. Where concepts have been taught in a previous course, there is no need to repeat delivery of this content, although a review of the concepts and appropriate application and evaluation should be evident in the teaching/learning programme.

As regards to methodologies, some will be more appropriate to particular units than others. Teachers are encouraged to integrate one or more methodologies in each unit, ensuring that students are exposed a variety of research methodologies over a course, rather than confining their study to particular units. Teachers should also ensure that students understand the difference between quantitative and qualitative research and the validity of each.

When designing a unit of work around the essential concepts, the following detailed content serves as a guide only. Teachers are not expected to cover all of the content listed in a column, but rather to construct units of work around the areas they feel are most engaging and appropriate. Lists below are not exhaustive, and teachers are encouraged to include other relevant content where they deem it appropriate or necessary.

Detailed Content Continued

<p>Scope and Methods in the Behavioural Sciences</p> <ul style="list-style-type: none"> • Qualitative and quantitative methods • Ethics and research • Theoretical perspectives • Strengths and limitations of research methods • Gathering and interpretation of data • Appropriate use of the scientific method • Hypothetic deductive method 	<p>Human Development through the Lifespan</p> <ul style="list-style-type: none"> • Adolescence • Aging • Health and wellness • Factors affecting Risk and Resilience • Sex, Gender and Sexuality • Changes in family structure • Conflict and cooperation • Development from conception • Factors affecting development • Human growth and maturation and associated theories • Emotional, physical, cognitive, moral and ethical development • Self-awareness and personal development • Journey of the self • Theoretical perspectives • Piaget, Kohlberg, Gilligan Erikson, Bowlby 	<p>Personality and Identity Formation</p> <ul style="list-style-type: none"> • Nature/nurture • Mental abilities • Intelligences and learning styles • Gender development • Sexual development • Normality and abnormality • Mental illness • Conscious and subconscious behaviour • Family structures • Parenting styles • Educational experience • Barriers to personal development • Resilience and wellness • Models of personality • Roles • Theoretical perspectives <ul style="list-style-type: none"> – humanism – behaviourism – psychodynamic – cognitive – trait 	<p>Cognitive Processes</p> <ul style="list-style-type: none"> • Learning and memory • Emotion and motivation • Mental abilities and intelligence • Learning styles • Neuropsychology • Mental disorders • Behavioural disorders • Therapies • Sensation and perception • Decision-making and problem solving • Developing resilient behaviour • Cognitive dissonance • Consciousness • Intelligence theories • Psychometric assessment • Emotional intelligence • Attitude development
<p>Agents of Socialisation</p> <ul style="list-style-type: none"> • Media • Family • Ethnicity • Government • Religion • Economy • Education • Health and welfare • Science and technology 	<p>Social Processes and Social Behaviour</p> <ul style="list-style-type: none"> • Work and leisure • Stratification and culture • Conformity and deviance • Prejudice and discrimination • Pro social and anti social behaviour • Institutionalisation • Medicalisation • Social Policy and future trends • Resistance and change • Power and control • Religion 	<p>Cultural and Social Theories</p> <ul style="list-style-type: none"> • Critical theory • Feminist theory • Marxism • Conflict • Post modernism • Structuralism • Chicago school • Functionalism • Weberian analysis • Labelling theory • Symbolic Interactionism 	<p>Human and Community Resources</p> <ul style="list-style-type: none"> • Aged care • Child care • Disability services • Community services • Rehabilitation services • Support groups • Support services • Criminal justice system • Education • Community advocacy • Ergonomics • Industrial/organisational psychology • Industrial and workplace relationships • Occupational health and safety • Cooperative behaviour, team work and leadership • Negotiation skills and conflict resolution

Essential Skills

The essential skills of the Behavioural Sciences include:

Acquisition of Knowledge and Investigation

Through studying the Behavioural Sciences, students will learn to gather relevant data from appropriate sources and develop a deep knowledge about the field. Students will investigate human and social behaviour using a range of enquiry processes, dependent on the nature of the course undertaken. Through such investigations students will develop a range of critical and creative thinking and problem solving skills, enabling them to pose and suggest solutions to problems arising from the various studies of human and social behaviour.

Application and Analysis

Through investigations undertaken, students will apply a variety of theoretical perspectives to interpret human and social behaviour. Students will also analyse a variety of concepts, theories and perspectives as they may appear in a range of texts, including role plays, case studies, historical events, organisations, films and print texts. The level of application and analysis will be dependent on the nature of the course undertaken.

Synthesis and Evaluation

Students will synthesise information, draw conclusions and make independent judgements about the validity and reliability of various theoretical perspectives. Through exploring a variety of texts, students will debate the merits of various concepts, theories and perspectives used to investigate human and social behaviour. Students will also evaluate their application and usefulness in describing, explaining and modifying human behaviour.

Communication

Students will demonstrate competency in a variety of modes including written, oral, creative, technological and social. Communication should demonstrate clarity, cooperation, synthesis, and application of conventions appropriate to the task.

Recommended content

All courses should include reference to human and community resources as they apply to that particular course, in order to encourage students to access services relevant to their needs and interests.

VOCATIONAL COURSES

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

RELATIONSHIP TO KEY COMPETENCIES

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

It should be noted that the Key Competencies may be approached differently in future because of the development of the Employability Skills Framework. Course developers should check the latest Board policy in this area.

ACROSS CURRICULUM PERSPECTIVES

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Environment Education
- Information Access
- Multicultural Education
- Australian Education
- Work Education
- Gender Equity
- Language for Understanding
- Special Needs Education

Details about the Across Curriculum Perspectives and advice on how to use them are available at www.decs.act.gov.au/publicat/acpframeworks.htm.

It should be noted that Across Curriculum Perspectives will be approached differently in future, following the review of P-10 curriculum, *Every Chance to Learn*. Course developers should check the latest Board policy in this area.

PEDAGOGY

Teaching strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles. Examples of teaching strategies that are particularly relevant and effective in Behavioural Science include:

- Use and create timelines to understand historical, cultural and personal stages of development.
- Use a variety of modes of presentation to address different learning styles.

- Create posters, pamphlets, brochures and overheads to demonstrate understanding of particular texts and ideas.
- Create mind maps to understand conceptual connections.
- Brainstorm ideas to solve problems and make effective decisions.
- Role-play scenarios which demonstrate particular concepts as demonstrated in various behaviours and relationships.
- Design facilities with regard to human needs at various stages of development.
- Propose hypotheses that can be used to investigate aspects of human behaviour.
- Design surveys to measure various forms of human behaviour.
- Devise tests to measure various forms of human behaviour.
- Access online internet laboratories which demonstrate cognitive processes.
- Invite guest speakers to speak on topics being investigated (see Community Resources appendix at the end of this document for a list of community organisations).
- Visit various community facilities to observe behaviour in context and appreciate the range of human and community services available.
- Visit local universities and participate in a range of studies being undertaken.
- Visit museums relevant to the topics in the course being studied.
- Play celebrity heads to appreciate the contributions made by various psychological and sociological thinkers.
- Use selected scenes from various films and television in order to demonstrate particular concepts, theories and perspectives and interpret human behaviour.
- Use cartoons and photographs to generate discussion about human behaviour.
- Examine data bases available online and in print to investigate the incidence of particular behaviours.
- Use chapter reviews from textbooks to reinforce understanding of topics.
- Develop creative responses and thinking by engaging in a variety of creativity generating activities.
- Generate personality profiles of characters from literature.
- Examine case studies, journal articles and newspaper articles in order to investigate and apply theoretical understandings to particular situations.
- Develop observational skills by constructing surveys to monitor the frequency of particular behaviours in particular contexts to particular stimuli.
- Listen to and interpret the lyrics of popular songs according to particular theories and perspectives.
- Debate the relevance of particular theories.
- Compare and contrast theories and perspectives.
- Create a newspaper/magazine which explores contemporary theories and applications.
- Evaluate websites for their scientific credibility, validity and reliability of test items.
- Participate in experimental research activities outlined in the textbook used.
- Write journal entries in response to particular topics.
- Engage in collaborative investigations.

- Create opportunities for thinking and exploring through thinking, sharing and discussing ideas.
- Create crosswords and word sleuths to review vocabulary.
- Use multiple choice and review questions available online to check understanding of topics.

For further information see: www.myread.org/scaffolding.htm and <http://education.qld.gov.au/publicmedia/reports/curriculum-framework/productive-pedagogies/>

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

Assessment Task Types

The table below shows three task types (research assignment, test/exam and response to stimulus) and three modes of assessment (written, oral and product/performance). This encourages a variety of assessment tasks and promotes competence across a range of the communication modes students will need in their future studies and employment. Teachers should endeavour to cater for a range of intelligences and learning styles by offering choices that will allow all students to demonstrate higher order thinking skills. *The tasks listed in columns are not exhaustive, nor are they prescriptive.*

Over a minor course of study, 2 standard units of assessment should cover all three-assessment task types and students must complete a task from each mode. For a standard unit (1.0), the weighting assigned to any one-assessment task type must not exceed 50%.

For a half standard unit (0.5), students must complete a minimum of 2 and maximum of 3 items, including a written task.

Some assessment tasks may be designed to include more than one mode of presentation. For example, design a survey (product), conduct an experiment based on the survey, write an experimental report (written) and present a summary of main findings to class (oral).

Task Types			
Research Assignment	Test/Exam	Response to Stimulus	Mode of Assessment
<ul style="list-style-type: none"> • Experimental report • Literature review essay • Research Report 	<ul style="list-style-type: none"> • Multiple choice exam • Short answer responses • In Class essay • Interpretations of unseen stimuli (cartoons, film, graphs etc) 	<ul style="list-style-type: none"> • Essay interpretation of a case study • Comprehension exercise in response to newspaper or other article • In class response to essay question • Evaluation of excursion or guest speaker 	Written
<ul style="list-style-type: none"> • Seminar/ presentation on a researched topic 	<ul style="list-style-type: none"> • As above, presented verbally 	<ul style="list-style-type: none"> • Presentation detailing main points in journal article • Presentation exploring personal interpretation of case study etc • Debate • Presentation evaluating public campaign using relevant concepts • Film review 	Oral
<ul style="list-style-type: none"> • Poster • Pamphlet/ brochure • Fact sheet • Multimedia presentation • Webpage or Webquest • Design a survey • Research data and produce graphs/ tables 	<ul style="list-style-type: none"> • Construct a diagram illustrating a process • Develop a timeline mapping the development of a person, theory etc • Draw and analyse a sociogram • Devise an activity to test the cognitive abilities of child 	<ul style="list-style-type: none"> • Model • Role play • Diagram • Graph • Artwork • Diary entry 	Product/ Performance
Maximum 50%	Maximum 50%	Maximum 50%	

Teachers are encouraged to construct assessment tasks which minimise plagiarism through completing work in class, under the supervision of the teacher, ensuring that all students have equal opportunity to conference, research and word process their work.

Collaborative (team) tasks are encouraged but should not exceed 40% in any one unit.

When considering word length for written responses, the following guidelines are suggested:

350 – 500 words for in class essays without notes.

750 – 1000 words for research essays in first semester courses in Year 11.

1200 – 1500 words for courses after first semester Year 11.

When using media as stimulus material, all tasks should be worded carefully, so that students apply and evaluate specific concepts, theories and perspectives as they apply to particular media. This will minimise the tendency for students to provide plot summaries, reviews and media techniques of analysis instead of analytical works interpreting theories and perspectives and applying them to particular events and characters.

The BSSS provides further advice on constructing effective assessment tasks:
www.decs.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnAssessment.htm

Assessment Criteria

The following criteria for assessment and reporting of student achievement are a focus for assessment and reporting in all courses based on the Behavioural Science Course Framework. Criteria are the dimensions of quality that teachers look for in evaluating student work. Over a course of study they provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria 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:

- acquisition and investigation of knowledge
- application and analysis
- synthesis and evaluation
- communication.

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

Over a standard unit (1.0) or two half standard units (0.5) of work, the use of task types (written, oral, product/performance) addresses the goals of the course and the assessment criteria. Rubrics (to be developed) will clarify the relative importance of assessment criteria for specific task types.

Assessment Rubrics

Assessment rubrics are currently under development, building on current practices.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none">• Selects and uses a range of appropriate sources successfully without assistance.• Demonstrates a thorough understanding of the topic.• Is able to analyse information effectively.• Clearly identifies and explains theories and perspectives using relevant examples.• Logically argues cases and supports most claims using relevant evidence.• Can apply theories to significant real life situations.• Demonstrates the ability to solve problems and apply knowledge in a range of tasks.• Is able to make relevant links and identify relationships between key concepts.• Often considers the strengths and limitations of material.• Communicates knowledge and ideas clearly using a variety of techniques.• Successfully proofreads work to eliminate errors.
A student who achieves the grade B typically	<ul style="list-style-type: none">• Selects relevant information from obvious sources and uses them appropriately with some assistance.• Demonstrates a sound understanding of most key concepts.• Attempts to analyse information and ideas.• Identifies and explores theories and perspectives in a mostly unstructured manner.• Supports some claims using relevant evidence.• Demonstrates some ability to solve problems and apply knowledge in some situations.• Is able to make links between central concepts in some situations.• Attempts to identify relationships between key concepts.• Sometimes considers the strengths and weaknesses of material.• Communicates knowledge and ideas clearly most of the time.• Makes some effort to eliminate errors from work.
A student who achieves the grade C typically	<ul style="list-style-type: none">• Relies heavily on given sources and rarely goes beyond one or two sources when researching independently.• Demonstrates a basic grasp of some key concepts.• Communication is usually descriptive rather than analytical.

	<ul style="list-style-type: none"> • Attempts to support some claims using evidence which is not always relevant. • With assistance is able to solve basic problems and apply basic knowledge and skills in some situations. • With assistance, identifies relationships between key concepts. • Attempts to evaluate material, is not always successful. • Communicates in a basic fashion. • Proofreading is sporadic and work frequently contains errors.
A student who achieves the grade D typically	<ul style="list-style-type: none"> • Rarely researches independently. • Relies heavily on information obtained from class. • Demonstrates limited understanding of the topic. • Repeats given information, showing limited comprehension of key concepts and perspectives. • Rarely uses relevant evidence to support claims. • With assistance, struggles to use knowledge appropriately. • With assistance, struggles to see the links between key concepts. • Rarely attempts to evaluate material appropriately. • Struggles to communicate ideas and information clearly. • Little attention paid to presentation of work.
A student who achieves the grade E typically	<ul style="list-style-type: none"> • Accesses relevant sources when assisted. • Mostly relies on material gathered in class. • Does not demonstrate an understanding of key concepts. • Does not use relevant evidence to support claims. • Does not demonstrate an ability to use knowledge or solve problems. • Does not demonstrate the ability to make connections between key concepts. • Does not attempt to evaluate material. • Significant problems with the communication of knowledge and ideas. • Work is frequently unstructured, messy and riddled with errors.

Unit Grade Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • Demonstrates a disciplined work ethic. • Fully utilizes appropriate research and documentation methods. • Demonstrates a thorough understanding of the topic using a wide variety of sources. • Presents a coherent argument that demonstrates an insightful understanding of a wide variety of key issues. • Consistently uses relevant research materials to support logical arguments and derive objective conclusions. • Demonstrates initiative, flair and discernment in comparing and contrasting relevant theories and ideas. • Makes insightful judgments about the application and validity of a variety of theoretical concepts. • Communicates ideas persuasively, with clarity and imagination. • Consistently uses relevant terminology and structures work appropriately. • Skilfully uses appropriate modes of presentation.
A student who achieves the grade B typically	<ul style="list-style-type: none"> • Demonstrates a highly competent work ethic. • Mainly utilizes appropriate research and documentation methods. • Demonstrates a sound understanding of the topic using an appropriate number of sources.

	<ul style="list-style-type: none"> • Presents a structured argument that demonstrates a sound understanding of specific key issues. • Consistently uses relevant research materials to support logical arguments, but does not always draw objective conclusions. • Demonstrates initiative and sound reasoning in comparing and contrasting relevant theories and ideas. • Makes logical judgments about the application or validity of some theoretical concepts. • Communicates ideas with clarity and imagination. • Uses some relevant terminology and structures work appropriately. • Competently uses appropriate modes of presentation.
A student who achieves the grade C typically	<ul style="list-style-type: none"> • Demonstrates a competent work ethic. • Partially utilizes appropriate research and documentation methods. • Demonstrates a satisfactory understanding of the topic using a number of sources. • Presents an unstructured argument that demonstrates a satisfactory understanding of general key issues. • Uses relevant research materials inconsistently to support arguments and/or does not draw conclusions. • Compares and contrasts relevant theories and ideas. • Makes sound judgments about the validity of particular theoretical concepts. • Communicates ideas with clarity. • Uses relevant terminology intermittently and/or structures work inappropriately. • Uses appropriate modes of presentation.
A student who achieves the grade D typically	<ul style="list-style-type: none"> • Demonstrates a developing work ethic. • Utilizes inappropriate research and/or documentation methods. • Demonstrates a basic understanding of the topic using a limited number of sources. • Does not present an argument, but demonstrates understanding of a key issue. • Does not support arguments with research and/or draw objective conclusions. • Compares theories and ideas, but in an irrelevant way. • Makes unsupported judgments about some theoretical concepts. • Communicates ideas without clarity or imagination. • Does not use relevant terminology but structures work. • Uses ineffectual modes of presentation.
A student who achieves the grade E typically	<ul style="list-style-type: none"> • Demonstrates no consistent work ethic. • Research and/or documentation not evident. • Demonstrates no understanding of the topic or use of appropriate resources. • Does not present an argument or demonstrate understanding of any key issues. • Does not support arguments or draw conclusions. • Does not compare different and/or relevant theories or ideas. • Presents theoretical concepts but makes no judgments. • Communicates no coherent ideas. • Does not use relevant terminology or structure work. • Uses inappropriate modes of presentation.

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Towards the end of each year, for each A, T and M course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students which, after the ordinary application of criteria, is each typical of a required Unit Grade Descriptor, are sent to the ACT BSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.

- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

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Brym R & Lie J, *Sociology - Your Compass for a New World (with CD-ROM and InfoTrac)* 2nd ed, Wadsworth, 2005

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Instructional Videos - Psychology

A New Life, Video Education Australasia

The Alzheimer Mystery, Video Education Australasia

The Abnormal Psychology Series (13 programs), Video Education Australasia, Bendigo

Baby It's You, A Wall to Wall TV Production for Channel 4. Director Leanne Klein, Executive Producer Alex Graham, Series Producer David Hickman.

Barriers of the Mind, (5 TV programs on mental illness), ABC TV Program Sales, Sydney

Brain Story Online, <http://shop.abc.net.au/browse/product.asp?productid=711788>

Development of the Human Brain, Video Education Australasia

Discovering Psychology, (26 programs) Video Education Australasia

Loving Smacks, Video Education Australasia, Bendigo

Memory: The Past Imperfect, Video Education Australasia, Bendigo

Too Much, Mental Health Issues in Adolescence Video Education Australasia, Bendigo

Problem Solving, Video Education Australasia, Bendigo

Psychology: The Study of Human Behaviour, (26 programs), Didasko Learning Resources Educational Media Australia, South Melbourne

Resilient Kids

The Family Series, (4 parts) Video Education Australasia, Bendigo

The Human Body, online <http://shop.abc.net.au/browse/product.asp?productid=711788>

The Miracle of Life, Video Education Australasia, Bendigo

The Miracle of Love, Video Education Australasia, Bendigo

Seven Up, Video Education Australasia, Bendigo

Sport and Psychology, Video Education Australasia Pty Ltd, Bendigo

To Hell and Back: Schizophrenia, ABC TV Program Sales, Sydney

The Development of the Human Brain, Video Education Australasia, Bendigo

The Human Brain (7 programs), ABC TV Program Sales: Sydney

The Psychology of Sleep, Video Education Australasia: Bendigo

Worlds of Childhood (24 programs), Video Education Australasia

Why Men Don't Iron (Gender and Abilities) (4 parts), Video Education Australasia, Bendigo

Instructional Videos – Sociology

A Class Divided, Marcom Projects Australia
After Mabo, Ronin Films, Canberra
Always a Visitor (Ethnicity), Ronin Films, Canberra
Australian Story, ABC, Sydney
Benny and the Dreamers (race, identity), Ronin Films, Canberra
Blue Eyed, Marcom Projects Australia
Bonhoeffer (Deviance/Control/Institutionalisation), Ronin Films, Canberra
Cambodia: The Prince and the Prophecy (ethnicity/colonialisation/socialisation), Ronin Films, Canberra
Children of Tibet(Culture/Identity/Refugees), Ronin Films, Canberra
The Coolbaroo Club, Study Guide Ronin Films, Canberra
Dying to Leave (Refugees), Ronin Films, Canberra
A Dying Shame (Race, Health), Ronin Films, Canberra
Diablo is Done For (Deviance/Sexual Abuse), Ronin Films, Canberra (+ Study Guide)
Enough Rope (Various interviews with Andrew Denton), ABC, Sydney
Facing the Demons(Deviance/Identity), Ronin Films, Canberra
The Finished People (Homelessness, Poverty, Deviance), Ronin Films, Canberra
The Forsyte Saga (Family, Deviance, Gender, Power, Work), ABC, Sydney
In This World (Refugees), Ronin Films, Canberra
Koories and Cops (Race/Crime/Deviance) Ronin Films, Canberra
Lousy Little Sixpence (Race), Ronin Films, Canberra
Long Way to the Top (Media, Popular Culture), ABC, Sydney
Marking Time (Socialisation, Gender, Religion, Deviance, Refugees), ABC, Sydney
Molly and Mubarak (Refugees), Ronin Films, Canberra
Morning Sun (Cultural Change/Socialisation/Institutionalisation)
Nobody's Children Marcom Projects Australia
Philosophy: A Guide to Happiness, ABC, Sydney
Promises (Culture/Ethnicity Israel/Palestine), Ronin Films, Canberra
Rainbow Bird and Monster Man (Deviance/Identity/Mental Illness), Ronin Films, Canberra
Remembering Country (Race, Aboriginality), Ronin Films, Canberra
Selling Sickness (Health/Medicine/Corporations/Media), Ronin Films, Canberra
Shine (Mental Illness, Normality, Conformity) Ronin Films, Canberra
Stolen Generations, Ronin Films, Canberra
Was that Really Me? (Mental Illness/Child Development), Ronin Films, Canberra
The World at War, Genocide, Auschwitz: The Final Solution, ABC, Sydney
Ways of Thinking (Race/Mental Abilities/Identity/Language), Ronin Films, Canberra
A Wedding at Ramallah, (Ethnicity/Terrorism/Culture/Socialisation/Family) Ronin Films, Canberra

Film and Television Resources

Television	Australian Story Compass Four Corners Insight Foreign Correspondent
Attitudes and Prejudice	Remember the Titans (attitudes and prejudice) Time to Kill (attitudes and prejudice) Bowling For Columbine (Observational Learning) The Swing Kids
Socialisation/ Language	Nell (socialisation/language) Private Benjamin (institutional behaviour/resocialisation) The Diary of Anne Frank The Killing Fields (genocide/social change)
Deviance	Blackrock

	<p>The Magdalene Sisters (sexual deviance/institutional control of behaviour)</p> <p>Donnie Darko</p> <p>Frida</p> <p>Girl Interrupted</p> <p>The Bank</p> <p>Ned Kelly</p> <p>One Flew Over the Cuckoos Nest</p> <p>Oscar Wilde</p> <p>Philadelphia</p> <p>Song for Raggy Boy (deviance and institutional control of juvenile delinquents)</p> <p>Wall Street</p> <p>White Oleander</p>
Racism	<p>Australian Rules</p> <p>American History X</p> <p>Chant of Jimmie Blacksmith</p> <p>Fringe Dwellers</p> <p>Rabbit Proof Fence</p> <p>Romper Stomper</p> <p>Yolngu Boy</p>
Mental Illness	<p>A Beautiful Mind</p> <p>As Good as it Gets</p> <p>Cosi</p> <p>Frances (Mental Illness and Institutionalisation)</p> <p>Girl Interrupted</p> <p>Good Will Hunting</p> <p>I am Sam</p> <p>Liar Liar (conditioning)</p> <p>One Flew Over the Cuckoos Nest</p>
Development	<p>About Schmidt – Erikson’s Theory</p> <p>The Breakfast Club (adolescence and group therapy)</p> <p>Divine Secrets of the YaYa Sisterhood</p> <p>Cheaters (Kohlberg)</p> <p>Fried Green Tomatoes</p> <p>My Life</p> <p>On Golden Pond Development Through the Life Span</p> <p>Shine Trip to Bountiful (ageing)</p>

(Note: an additional annotated list of films, along with online resources, details of publishers and media outlets as well as community and public sector organisations, is available in Appendix 1)

COURSE FRAMEWORK DEVELOPERS

2004 Course Framework Development Group

Anne Armstrong
 Conor Bendle
 Nicole Downes
 Heather Stewart

St Francis Xavier College
 Narrabundah College
 Lake Tuggeranong College
 the Canberra College

The group gratefully acknowledges the work of previous groups who developed and revised the Behavioural Science Course Frameworks.

Appendix I – On Line Resources

Psychology

AmoebaWeb (Degelman, Douglas PhD)	www.vanguard.edu/faculty/ddegelman/amoebaweb/index.cfm?doc_id=853
American Psychology Association	www.apa.org
American Psychology Association Monitor	www.apa.org/monitor/
Cool Optical Illusions	www.coolopticalillusions.com/
Crow: Resources for the Teaching of Social Psychology	http://jonathan.mueller.faculty.noctrl.edu/crow/
Exploratorium: The Museum of Science, Art and Human Perception	www.exploratorium.com/
Mental Health Info Source	www.mhsource.com/
Psychiatric Times Disorder Index	www.psychiatrictimes.com/disorder.html
Psychiatry history	www.nurses.info/specialty_psychiatry_history.htm
Excellent website, originally for nurses, documenting the history, legal attitudes, medical treatment and community engagement with psychiatric illnesses.	
Psychology in the News	www.psycport.com/
Psychology Today Magazine	Sussex Publishers New York http://cms.psychologytoday.com/pto/home.php
Psych Web online	www.psywww.com/
Society for the Teaching of Psychology	http://teachpsych.lemoyne.edu/
Time Special Edition	www.prenhall.com/time/content/psyfull.html
Visual Cognition Lab	http://viscog.beckman.uiuc.edu/djs_lab/ (has downloadable movies)

Sociology

Online Dictionary	http://bitbucket.icaap.org/dict.pl
Online Dictionary from Athabasca University	

Survey Organisations

The Gallup Organisation	www.gallup.com
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Australian Sites

The Australian Bureau of Statistics	www.abs.gov.au
The Australian Institute of Criminology	www.aic.gov.au
Law Link NSW site	
Site with links to reports and data relating to crime in New South Wales	
Statistical Databases for the Behavioural Sciences from Monash University	www.lib.monash.edu.au/databases/behavioural_studies.html

International Databases

SocioSite Social Science Data Archives	www2.fmg.uva.nl/sociosite/databases.html
Statistical Resources on the Web	www.lib.umich.edu/govdocs/stsoc.html
Tests and Measures in the Social Sciences	http://libraries.uta.edu/helen/test&meas/testmainframe.htm
Social Research and Statistical Links.	www.lib.monash.edu.au/databases/behavioural_studies.html
Everything you ever wanted to know about statistics.	
CIA information site	www.cia.gov
United Nations Children's Education	www.unicef.org

Fund
Centre for Applied Social Surveys from www.socstats.soton.ac.uk/cass/
University of Northampton
White House Social Statistics Briefing www.whitehouse.gov/fsbr/ssbr.html
Room

Media

The Australian Broadcasting www.abc.net.au
Corporation Website
Has transcripts of every conceivable topic and show – Lateline, Encounter, George Negus Tonight etc
SBS www.sbs.com.au
Public Broadcasting America www.pbs.org
Transcripts and features
BBC <http://www.bbc.co.uk>
Transcripts and features

Newspapers and Magazines

Provide a current source of articles relating to all things sociological
News www.news.com.au
The Australian www.theaustralian.com.au
Time www.time.com
The Bulletin www.thebulletin.com.au

Teaching and Learning Resources

A sociological tour through cyberspace www.trinity.edu/~mkearl/
Allyn and Bacon's Mega Index www.abacon.com/sociology/soclinks/index.html
Academio Info's Gateway to Sociology www.academicinfo.net/soc.html
Crow <http://jonathan.mueller.faculty.noctrl.edu/crow/>
Resources for the Teaching of Social Psychology
Robert Keel on Line www.umsl.edu/%7Erkeel/200/socdev.html
Lectures on a variety of sociological topics
Popular Cultures www.popcultures.com/
Sociology Central www.sociology.org.uk
Sociological Research online www.socresonline.org.uk/index.html
The Sociolog Julian Dierks guide to www.sociolog.com/
Sociology
The Socio Guide www.socioweb.com/~markbl/socioweb
Sociosite www2.fmg.uva.nl/sociosite/
Sociological Resources on line from www.dartmouth.edu/~socy/resources.html
Dartmouth College
Sociology Resources from Education www.educationindex.com/sociology/
Index
Electronic Sociological Resources [www.library.upenn.edu/cgi-](http://www.library.upenn.edu/cgi-bin/res/sr.cgi?searchType=title&title=&community=65&resour&resourcetype=17)
Online from the University of [bin/res/sr.cgi?searchType=title&title=&community=65&resour&resou](http://www.library.upenn.edu/cgi-bin/res/sr.cgi?searchType=title&title=&community=65&resour&resourcetype=17)
Pennsylvania [rcetype=17](http://www.library.upenn.edu/cgi-bin/res/sr.cgi?searchType=title&title=&community=65&resour&resourcetype=17)

Appendix II - Publishers

The following publishers have interactive websites with suggested activities, Supplementary materials, CD ROMS, Revision and test items

Psychology

Allyn and Bacon/Longman	www.ablongman.com/
Bedford Freeman and Worth	www.bfwpub.com/browse.asp?disc=PSYCH&disc_name=Psychology
Harcourt College Publishers	www.harcourtcollege.com/menudirect/behavioral/psychologypage.html
Heinemann Australia	www.hi.com.au/psychology
Houghton Mifflin	http://college.hmco.com/psychology/instructors/
McGraw Hill	http://catalogs.mhhe.com/mhhe/viewProductList.do?cnt=16&descr=Introductory+Psychology&parid=134&mci=560&catid=537
Macmillan Publishers	www.macmillan.com.au
Thomas Nelson Higher Education Resource Centre Psychology	http://hed.nelson.com/products/rcMain.aspx?disID=8&obID=30
Prentice Hall	http://vig.prenhall.com/catalog/academic/discipline/1,4094,2973,00.html
Thomson Learning Australia	www.thomsonlearning.com.au/secondary/Psychology/book2/index.asp
Wadsworth Publishers	www.wadsworth.com/psychology_d/
Wiley Publishers	www.wiley.com/WileyCDA/Section/id-2539.html
Worth Publishers	www.worthpublishers.com/exploring5e/

Sociology

Bedford Freeman and Worth	www.bfwpub.com/browse.asp?disc=SOC&disc_name=Sociology
Harcourt College Publishers	www.harcourtcollege.com/menudirect/behavioral/sociologypage.html
McGraw Hill	http://catalogs.mhhe.com/mhhe/viewProductList.do?cnt=29&descr=Introductory+Sociology&parid=142&mci=608&catid=543
Prentice Hall	http://vig.prenhall.com/catalog/academic/discipline/0,1142,3079,00.html
Wadsworth Publishers	www.wadsworth.com/sociology_d/
Worth Publishers	www.worthpublishers.com/browse.asp?disc=SOC&disc_name=Sociology

Appendix III – Media Outlets

Name	Address	Telephone	Fax	Website	Email
The ABC Shop	Customer Order Centre GPO Box 9994 Sydney 2001	1300 360 111	1300 360 150	http://shop.abc.net.au	
Age Education Unit (provides press clippings on selected topics; \$14 for 20-30 articles)	250 Spencer Street Melbourne 3000	(03) 9601 2454	(03) 9601 2219	www.theage.com.au	mgustus@fairfax.com.au
Didasko Learning Resources (Formerly Education Media Aust P/L)	833 Dandenong Rd East Malvern VIC 3145 PO Box 312 East Malvern VIC 3145	(03) 9573 3900	(03) 9573 3901	www.ema.com.au/tertiary/frameset.asp	mydia.wang@didasko.com
Marcom Projects Australia	PO Box 4215 Loganholme QLD 4129	(07) 3801 5600	(07) 3801 5622	www.marcom.com.au	
Ronin Films	PO Box 1005 Civic Square Canberra ACT 2608	(02) 6248 0851	(02) 6249 1640		orders@roninfilms.com.au
Video Education Australasia (Videos for sale, including the Discovering Psychology series.)	111A Mitchell Street Bendigo 3550	1800 034 282	(03) 5441 1148	www.vea.com.au	vea@vea.com.au

Appendix IV – Community and Public Sector Organisations

Name	Address	Telephone	Fax	Website	Email
ACT Breastfeeding Association (Contact Person: Veronica Coombes)	PO Box 22 Mawson ACT 2607	6258 8928		www.breastfeeding.asn.au	veronaba@optusnet.com.au
ACT Corrective Services	GPO Box 158 Canberra ACT 2601 197 London Circuit, Eclipse House	6207 0888	6207 1574	www.cs.act.gov.au	
ACT Deafness Resource Centre	Grant Cameron Community Centre Level 2A 27 Mulley Street Holder ACT 2611 PO Box 3239 Weston ACT 2611		6287 4395	www.actdrc.org.au	actdrc@austarmetro.com.au
ACT Jewish Community	PO Box 3105 Manuka ACT 2603	6295 1052		www.actjewish.org.au	actjewish@actjewish.org.au
ACT Justice and Community Services				www.jcs.act.gov.au/dvpc	
ACT Magistrates' Courts	Ground Level ACT Magistrates Court Building Knowles Place Canberra City	6217 4444		www.courts.act.gov.au/magistrates	magistrates.court@act.gov.au
Federal Court of Australia	Childers St Canberra City ACT 2601	6267 0566		www.fmc.gov.au/html/contacts.html	actman@fedcourt.gov.au
AIDS Action Council ACT	Westlund House 16 Gordon Street Acton ACT 2601 GPO Box 229 Canberra ACT 2601	6257 2855		www.aidsaction.org.au	reception@aidaction.org.au
AIDS Council of NSW ACON Sydney	9 Commonwealth Street Surry Hills NSW 2010 (10am-6pm Mon-Fri) PO Box 350 Darlinghurst, 1300	9206 2000 1800 063 060	9206 2069	http://acon.org.au	acon@acon.org.au

Alcoholics Anonymous	Meetings: Grant Cameron Community Centre 27 Mulley St Holder ACT PO Box 3898 Weston ACT 2611	6287 3020 (24 hours)			pi@aacanberra.org
Alzheimer's Association of Australia. (Alzheimer's Australia ACT offers a range of education, training and information sessions for carers and friends of people with dementia. All education and training specifically for carers is free of charge, however, a small contribution is requested for attendance at general information sessions)	Alzheimer's Australia PO Box 108 Higgins ACT 2615	6254 4233 Dementia Helpline: 1800 639 331		www.alzheimers.org.au	lzvic@pegapc.org
Anorexia Nervosa Fellowship of Victoria (Services include speakers, videos and course materials)	1513 High Street Glen Iris 3146	(03) 9885 0318	(03) 9885 1153	www.ozemail.com.au/ ~anbulvic	anbulvic@ozemail.com.au
ANU Psychology Department (Offers practical experiments in psychology and race and ethnicity)	Burgess, Ms Nicole (Research Assistant) McGarty, Dr Craig (Social Psychology) Reader, Head of School Pammer, Dr Kris (Neuroscience)	6125 2835 6125 3094 6125 0196		www.anu.edu.au/ psychology	Nicole.Burgess@anu.edu.au Craig.McGarty@anu.edu.au Kristen.Pammer@anu.edu.au
Australian Council of Social Service (ACOSS)	Locked Bag 4777 Strawberry Hills NSW 2012 Level 2, 619 Elizabeth St Redfern	9310 4844	9310 4822	www.acoss.org.au	use the Feedback Form on the website
Australian Drug Information Network Cochrane Library	The Cochrane Library is put together by clinicians, consumers and researchers from around the world, and is a resource that can be used to support health care decisions and inform people receiving care. Although intended primarily for clinicians and researchers, the Cochrane Library contains much information that is directly relevant to consumers.			www.nicsl.com.au/ cochrane	
Australian Drug Foundation				www.adf.org.au	
Australians for Justice and Peace in Palestine	PO Box 619 Woden ACT 2606	0417 269 984		www.ajpp.canberra.net.au	ajpp_act@hotmail.com

Australian Institute of Sport	Leverrier Crescent Bruce ACT	6214 1010	6214 1932	www.ais.org.au	aistours@ausport.gov.au
Australian Psychological Society (National Office) (Excellent source for Australian journals and other publications.)	1 Grattan Street Carlton 3053	(03) 9663 6166	(03) 9663 6177	www.aps.psychsociety.com.au	natloff@psychsociety.com.au
AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies)	Lawson Cres Acton ACT GPO Box 553 Canberra ACT 2601 Australia	6246 1111	6261 4285	www.aiatsis.gov.au	web-eds@aiatsis.gov.au
Autism Association ACT	c/- S.H.O.U.T PO Box 717 Mawson ACT 2607	6286 8887 (office) 0419 223 357 (parent line) 6290 1984	6286 4475	http://autism.anu.edu.au	autismact@homemail.com.au
Calvary Hospital	Corner Belconnen Way and Haydon Drive Bruce ACT 2617 PO Box 254 Jamison Centre 2614	6201 6111	6201 6210	www.calvary.act.gov.au	helpdesk@calvary.act.gov.au
Canberra Hospital	Yamba Drive Garran ACT 2605 PO Box 11 Woden, ACT 2606	6244 2222		www.canberrahospital.act.gov.au	public.affairs@act.gov.au
Canberra Mothercraft Society Pty Ltd	Queen Elizabeth Family Centre 129 Carruthers Street Curtin	6205 2333	6205 2344	www.cmsinc.org.au	admin@cmsinc.org.au
Canberra Neuropsychological Services	Suit 1 Lidia Perin Medical Centre 12 Napier Close Deakin				

Canberra Islamic Centre	221 Clive-Steele Ave (Cnr Isabella Drive & Clive Steele Ave) Monash PO Box 186 Calwell ACT 2905	6292 0602 6291 6115	6292 0509	www.islam-australia.org	cic-anil@mail.austarmetro.com.au
Canberra Rape Crisis Centre	PO Box 916 Dickson ACT 2602	6247 2525 Crisis line - 24 hours 6247 8071 Business line	6247 2536		
Canberra Sexual Health Centre	Building 5 The Canberra Hospital Garran ACT (Entrance off Gilmore Crescent)	6244 2184	6285 3395	http://health.act.gov.au/ sexualhealth	cshc@act.gov.au
Canberra Sleep Laboratory	12 Giels Court Deakin	6282 4955			
Centacare	42 Canberra Ave Manuka	6239 7700	6239 7171		info@centacare-canberra.org
Child Abuse Prevention Service				www.childabuse prevention.com.au	
CIT				www.cit.act.edu.au	

<p>Correctional Facilities and Remand Centres</p> <p>Belconnen Remand Centre Classification Maximum (Male and Female) Remand centre for the ACT- all sentenced prisoners in the ACT are held in NSW prisons Public/Private Public</p> <p>Periodic Detention Centre Classification Minimum (Male and Female) Capacity 49 A periodic detention centre operating both during the week and on weekends Public/Private Public</p> <p>Sisters of Charity Congregational Office</p> <p>Silverwater Prison Classification Minimum (Males) Capacity 450 Includes a work release centre Public/Private Public</p> <p>Mulawa Correctional Centre Classification Maximum/Medium/Minimum (Females) Capacity 235 The principal correctional centre for women in NSW. It is divided into 12 living units, a protection/segregation area, induction unit, hospital annexe, accommodation for both sentenced and unsentenced inmates and various special program units Public/Private Public</p>	<p>Rae St Belconnen ACT 2617</p> <p>Mugga Lane Symonston ACT 2609</p> <p>Level 1, 75 Grafton Street Bondi Junction NSW 2022</p> <p>Holker St Silverwater NSW 2128</p> <p>Holker Street Silverwater NSW 2128</p>	<p>9367 1222</p>	<p>9367 1223</p>	<p>www.sistersofcharity.org.au</p>	<p>congregation@rscoffice.com</p>
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Depression – Beyond Blue	Beyond Blue: the National Depression Initiative PO Box 6100 Hawthorn West, VIC 3122	(03) 9810 6100	(03) 9810 6111	www.beyondblue.org.au	bb@beyondblue.org.au
Disability ACT	GPO Box 158 Canberra ACT 2601 Level 2, CFM Building 12 Moore Street Canberra City	6207 1086		www.dhcs.act.gov.au/ DisabilityACT	DisabilityACT@act.gov.au
Down Syndrome NSW	PO Box 717 Mawson ACT 2607	6290 0656 (Mon, Thurs, Fri)	62900656	www.actdsa.asn.au	actdsa@bigpond.com.au
The Epilepsy Association of the ACT	27 Mulley Street Holder ACT 2611	6287 4555		www.epilepsy.org.au www.epilepsyaustralia.com www.epinet.org.au	epilepsyaustralia@epilepsy.asn.au
ICAP The mission of the International Centre for Alcohol Policies (ICAP) is:				www.icap.org	
<ul style="list-style-type: none"> To promote understanding of alcohol in society and help reduce the abuse of alcohol worldwide. To encourage dialogue and pursue partnerships involving the beverage alcohol industry, the public health community and others interested in alcohol policy. 					
Koomari		6280 6143	6239 1603	www.koomarri.asn.au	administration@koomarri.asn.au
L'Arche Genesaret (L'Arche Genesaret maintains three houses and two self-contained flats in the Canberra suburbs of Chifley and Curtin, providing accommodation for 13 people with disability.)	Contact: Paula Keleher, Community Leader PO Box 734 Woden ACT 2606	6295 2627	6295 2627	www.larche.org.au/com munities/canberra.htm	larche@austarmetro.com.au

Legal Aid Office ACT - Workshops

The Legal Aid Office runs a series of talks for community workers, schools and the public. Each information session runs for approximately 1 hour.

Contact the Community Legal Education Officer on **6243 3419** to make a booking or to discuss other topics of interest to your organisation.

Workshops include:

"Young People & the Law"	On being approached by police, move-on powers, the police interview, getting legal advice and the services offered by Legal Aid ACT.
"Keep Safe"	On Protection Orders and Restraining Orders.
"Legal Aid & How to Get It"	On the structure, services, grant guidelines, complaints procedure, reconsideration & review procedures of Legal Aid ACT.
"Consumer Debt Issues"	Questions to ask before entering into a finance contract. Provides some guidelines for coping with debt problems.
"Family Law Matters"	Separation and divorce issues.
"Duty of Care"	Issues for Community Workers.

Lifeline		6247 0655 during business hours			office@act.lifeline.org.au
Marymead	PO Box 4260 Kingston ACT 2604	6162 5800	6295 9944	www.marymead.org.au	programs@marymead.org.au
Mental Health Association NSW				www.mentalhealth.asn.au	
Mental Health Coordinating Council of NSW				www.mhcc.org.au	
Mental Illness Education ACT (MIEACT)	Contact: Margy Wylde-Browne PO Box 74 Ainslie ACT 2602	6257 1195	6257 1195		wylde-browne@ozemail.com.au
Multicultural and Community Affairs Group Canberra	GPO Box 158 Canberra ACT 2601	6205 0522	6207 5862	www.cmd.act.gov.au/ community/mau.htm	multicultural@act.gov.au
NADA (The Network of Alcohol and Drug Agencies Inc)				www.nada.org.au	
Odyssey House	1st Floor 431 Elizabeth Street Sydney	9281 5144	9281 5146	www.odysseyhouse.org.au	
Red Cross Canberra	Cnr Hindmarsh Drive and Palmer Street Garran ACT 2605 PO Box 610 Mawson ACT 2607	6206 6000	6206 6050	www.redcross.org.au/act	enquiries@act.redcross.org.au
Refugee Action Committee Canberra	LPO Box 8287 ANU Canberra ACT 2601	6249 8613		www.refugeeaction.org	info@refugeeaction.org

Refugee Council of Australia	PO Box 946 Glebe NSW 2037	9660 5300	9660 5211	www.refugeecouncil.org.au	info@refugeecouncil.org.au
Relationships Australia	15 Napier Close Deakin ACT 2600 PO Box 320 Curtin ACT 2605	6122 7100 (All General & Counselling Enquiries/ Appointments) 6122 7130 (Canberra Mediation Service Enquiries/ Appointments) 1300 364 277	6122 7199	www.relationships.com.au/act/landing.asp	
Rural Australians for Refugees	Contact: Anne Coombes, RAR's Co-founder	4883 6098		www.ruralaustraliansforrefugees.org/	admin@ruralaustraliansforrefugees.org
The Spastic Centre ACT	PO Box 233 Kippax ACT 2615 Mt Rogers Community Centre 55 Crofts Cres (Curley Street Entrance) Spence ACT 2615	6258 8723	6258 6847	www.thespasticcentre.org.au	hroberts@tscnsw.org.au
Sri Lankan Buddhist Vihara	30 Jenke Circuit Kambah ACT 2902	6296 3132	6296 3132	www.slbvc.org	vihara@slbvc.org
Thai Buddhism	PO Box 4159 Manuka ACT 2603 80 Archibald Street Lyneham ACT 2602	6249 8594	6249 8594	http://wathai.net/dhammadharo	astewart@pcug.org.au
Schizophrenia Fellowship of NSW	SF NSW Inc Locked Bag 5014 Gladesville NSW 1675	9879 2600	9879 2699	www.sfnsw.webcentral.com.au	info@sfnsw.org.au
Schizophrenia Australia (SANE) (Large range of resources for sale, eg multilingual SANE. Education Factsheets Pack \$15 00. Order forms sent upon request.)	PO Box 226 South Melbourne 3205	(03) 9682 5933	(03) 9682 5944	www.sane.org	sane@sane.org
St Vincent dePaul Canberra	PO Box 642 Mawson ACT 2607	6282 2722	6281 4743	www.stvincanb.com.au	stvdpcanb@stvincanb.com.au

<p>St Vincent dePaul Society – Matthew Talbot Hostel The Matthew Talbot Hostel recognises the inherent worth and dignity of everyone. The Talbot is Sydney’s largest hostel for homeless men. Based in Woolloomooloo, the main hostel has 112 beds and serves over 700 free meals each day. For more information on volunteering please contact: Br Gerry Burke MSC - Volunteer Co-ordinator</p>	9357 1533	9358 6331			
<p>Volunteers ACT</p>	<p>cnr Chandler and Cameron St Belconnen 2617</p>	6251 4060	6251 4161	www.volunteeract.com.au	info@volunteeract.com.au
<p>Wesley Mission</p>	<p>PO Box A5555 Sydney South NSW 1235 220 Pitt Street, Sydney (Opp Hilton)</p>	9263 5555	9267 1022	www.wesleymission.org.au	wesleymission@wesleymission.org.au
<p>Woman’s Legal Centre The Legal Aid Office can provide advice and referrals on a wide range of legal issues. Legal representation is available for some legal problems for people who cannot afford a private solicitor.</p>	<p>4 Mort Street Civic, Canberra City</p>	6257 4377	6247 0848	www.aacanberra.org	

Museums in Sydney/Canberra

AIATSIS					
Australian National Maritime Museum	2 Murray Street Darling Harbour NSW 2009 GPO Box 5131 Sydney NSW 2001	9298 3655	9298 3660	www.anmm.gov.au	callen@anmm.gov.au
Goat Island		1300 361 967 for the cost of a local call within Australia (mobiles excluded) 9253 4600	9251 9192	www.npws.nsw.gov.au	info@npws.nsw.gov.au
IBM Centre for Innovation	55 Pyrmont St Sydney	132 426 and ask for services/info		www-8.ibm.com/services/au/innovation/inside_center.html	Online at website
Justice and Police Museum The Justice and Police Museum features a magistrates court, a recreated police charge room and remand cells, a gallery of mug shots of Sydney's early criminals and an array of spine chilling weapons. It also showcases weird and wonderful relics from notorious crimes such as Shark Arm Murder and the Pyjama Girl Case	Cnr Albert and Phillip Sts Circular Quay NSW 2000	9252 1144	9252 4860	www.hht.nsw.gov.au/museums/justice_&_police_museum/justice_&_police_museum	info@hht.net.au (please put 'Justice & Police Museum' in the subject line)
The Australian Museum Indigenous Collection at the Australian Museum Natural history museum with a vast collection that covers biological, botanical and geological specimens as well as an extensive collection of prehistoric items. And a section devoted to Australia's indigenous culture, particularly belief systems and religious practices.	6 College St (Cnr William St – opposite Hyde Park)	9320 6163	9320 6072	www.austmus.gov.au/visiting/education/secondary.htm#indigenous	info@austmus.gov.au

La Perouse Museum	Anzac Parade Botany	1300 361 967 for the cost of a local call within Australia (mobiles excluded) or 9253 4600	9251 9192	www.npws.nsw.gov.au	info@npws.nsw.gov.au
Macleay Museum (History of Science) Exhibition on phrenology and instruments used to test mental abilities	Gosper Lane (off Science Rd) University of Sydney NSW 2006	9351 2274	9351 5646	www.usyd.edu.au/macleay	
Mitchell Library	Macquarie St Sydney NSW 2000	9273 1414	9273 1255	www.sl.nsw.gov.au	library@sl.nsw.gov.au
Museum of Human Disease	5 th floor of the Wallace Wurth Building Department of Pathology UNSW Kensington 2033 (corner of High Street and Botany Street. Map reference C27)	9385 1522	9385 1747	www.med.unsw.edu.au/ pathology/Pathmus For more information about Museum programs, visit http://hallofhealth.med.unsw. edu.au	On-line bookings: e-mail Museum Manager – J.Horder@unsw.edu.au
National Archives The National Archives of Australia cares for Australia's valuable Commonwealth records including files, photographs, posters, maps, paintings and films. Visitors and researchers can access exhibitions, events, workshops and research facilities.	PO Box 7425 Canberra Mail Centre City ACT 2601	6212 3759	6212 3914	http://naa.gov.au	melanieh@naa.gov.au
National Library of Australia	Canberra ACT 2600	6262 1111	6257 1703	www.nla.gov.au	www@nla.gov.au
National Museum of Australia	GPO Box 1901 City ACT 2601	6208 5145	6208 5148	http://nma.gov.au	d.fowler@nma.gov.au
National Screen and Sound Archives The ScreenSound Collection documents Australia's cultural history. ScreenSound collects, preserves and shares Australia's moving images and sound recordings from the first film images to the modern classics. Schools may request particular items for screening to groups.	McCoy Circuit Acton ACT 2601	6248 2000	6248 2222	www.screensound.gov.au/ screensound/screenso.nsf	enquiries@screensound.gov. au

Nicholson Museum (University of Sydney) The Nicholson Museum is Australia's largest and most important collection of antiquities from the Eastern Mediterranean.	A14 University of Sydney NSW 2006	9351 2812	9351 4889	www.usyd.edu.au/ nicholson	
Powerhouse Museum The Powerhouse Museum is set in a converted power station. The building houses full scale displays of actual trains, automobiles, and planes. The exhibits change on a regular basis, and they focus on science, technology, popular culture, and decorative arts. The majority of the displays here are interactive.	500 Harris St Ultimo Sydney NSW 2007 Education & Visitor Services PO Box K346 Haymarket NSW 1238	9217 0222		www.phm.gov.au/	edserv@phm.gov.au
Psychology Museum Teaching and research collection; includes a series of mental tests and laboratory equipment (1,000 objects; established 1962; 0.06 staff)	Mungo McCallum Building	9351 3716	9351 7232		alisont@psych.usyd.edu.au
Quarantine Station		1300 361 967 for the cost of a local call within Australia (mobiles excluded) or 9253 4600	9251 9192	www.npws.nsw.gov.au	info@npws.nsw.gov.au
St Vincent's Hospital Sydney				www.stvincents.com.au	
Sydney Children's Museum The Sydney Children's Museum focuses on providing a number of hands-on activities for kids. Features include a television studio where children can create their own show, an exhibit on anatomy that begins with a walk through a giant mouth, an area that tests the sense of smell, and an exhibit on electricity.	Pitt St (Cnr Walpole St) Merrylands NSW 2160	9897 1414			
Sydney Jewish Museum	148 Darlinghurst Rd Darlinghurst NSW 2010	9897 1414		www.sydneyjewish museum.com.au	info@sjm.com.au
Taronga Zoo Education		9978 2455	9978 4508	tzed@zoo.nsw.gov.au	www.zoo.nsw.gov.au

Appendix V – Annotated List of Films by Topic

Ethics

Deep Blue Sea (1999) tells the story of a research scientist who finds away to enlarge sharks brains so that she can test a drug for Alzheimer's Disease. This film presents an interesting ethical situation.

Inherit the Wind (1960, with numerous TV remakes) tells the true story about the 1925 Scopes Monkey Trial, in which a teacher was arrested and tried for teaching Darwin's theory. This presents an outstanding opportunity to discuss Darwin's theory and the influence that it has had.

Junior (1994) is a comedy about a research scientist (Arnold Schwarzenegger) and obstetrician (Danny De Vito) who are working on a drug to prevent miscarriages. Their work initially involves animal research; however, when their funding is withdrawn, they decide to test the drug by impregnating Schwarzenegger's character. This film provides the opportunity to talk about ethics in research with both animals and humans.

Methods

Andromeda Strain (1971) is the film about a recovery team who uses the scientific method to identify a deadly virus that was brought to Earth by a US Army satellite.

Junior (1994) is the story of two scientists, Alex Hesse and Larry Arbogast, who test a new pregnancy drug that reduces the chances of a miscarriage by impregnating Hesse and then giving him the new drug. The movie shows research methods such as experiments and observations.

Lorenzo's Oil (1992) is the story about a boy named Lorenzo Odone who suffers from an incurable, fatal brain disorder. When Lorenzo's doctors give up attempting to find a cure for him, his family begins to research the brain disorder in an attempt to find the cure that could save his life.

October Sky (1999) is the film about a true story of a boy in the 1950s who is raised in a coal town in West Virginia. In high school, he becomes inspired by the artificial satellite Sputnik and how it was sent into orbit. He and a group of friends begin to build their own model rockets and use research methods to find the best metals and best fuels to use for their rocket.

Unbreakable (2000) is a film about a man who has superhuman power and strength and has lived through a catastrophic train crash. In the first quarter of the movie, there is discussion about how statistically unlikely it is that this man survived the crash.

The Brain

Awakenings (1991) is based on the book of the same name by Oliver Sacks (1973). Both tell the true story of a group of patients who were struck with a Parkinsonian-like sleeping sickness in the early 1900's. At the start of the movie, these patients have been in a zombie-like state for over 50 years. Sacks became convinced that there was life within these patients and thus, gave them L-dopa to try to treat the symptoms. (L-dopa crosses the blood-brain barrier and is converted into dopamine in the brain.) After beginning treatment, patients were able to walk, speak, and express all normal human emotions. Unfortunately, due to compensatory effects, the effects of L-dopa do not last. By the end of the movie, patients had slipped back into their trances. Excellent movie starring Robin Williams and Robert De Niro.

Useful in demonstrating the effects of neurotransmitters and how drugs may be used to treat brain disorders.

Fearless (1993) shows how different people can have different reactions to the same, traumatic, life-changing event (in this case, a plane crash).

Gattaca (1997) is a science-fiction movie showing a world in which a person's position in life is determined by his or her DNA, which can be read instantaneously. Because Vincent (played by Ethan Hawke) cannot have a career in this world, due to his DNA, he assumes the genetic identity of Jerome (played by Jude Law).

Lorenzo's Oil (1992) is a true story of a 7-year-old boy suffering from a rare brain disease. When nobody is looking for a cure, his parents (played by Nick Nolte and Susan Sarandon) take up the cause themselves.

Regarding Henry (1991) features Harrison Ford as a self-centered, career-obsessed lawyer who is shot in the head one evening when he goes out for cigarettes. The movie follows the lawyer's recovery process, during which he discovers that he is no longer the same person as he was before he suffered brain damage. Useful for illustrating the effects that brain damage may have on personality. (This scenario is almost the reverse of that of Phineas Gage.)

Sensing & Perceiving

At First Sight (1999) is a fictionalized true story (written about by Oliver Sacks) of a man, Virgil, who has been blind since the age of 3. His sighted fiancé persuades Virgil to attempt to have his eyesight restored. He does, and the operation is a success in that Virgil is able to see. However, this movie demonstrates that sensing (seeing) is not the same as perceiving (comprehending what you see).

The Five Senses (1999) contains five interconnected stories about how people define themselves and their worlds through their senses. For example, a gay man with AIDS cries while being massaged because no one has dared to touch him in so long; a cake maker loses her sense of taste; and an eye doctor finds out that he will lose his hearing.

La Vita e Bella (Life is Beautiful) (1997) is the story of a family who is transported to a German concentration camp. The father, played by Roberto Benigni (who won an Oscar for his performance) is supposed to translate the instructions of the German guards for his son. However, rather than repeating them exactly, he instead makes the instructions, and the entire situation at the camp, into a game, in order to protect his child from the horrors of the camp. Demonstrates top-down processing. Also resilience, creativity and the search for meaning.

The Matrix (1999) is about a computer hacker (played by Keanu Reeves) who finds that all of life on Earth may just be a façade created by computers. Demonstrates top-down versus bottom-up processing.

Consciousness

28 Days (2000) tells the story about the tolls that drugs and alcohol take on one young woman.

Altered States (1980) is the story of a professor who believes that other states of consciousness are as real as everyday reality. To explore these other states, he uses first sensory deprivation and later, hallucinogens.

Barfly (1987) is based on a real-life struggle with alcoholism. In it, the main character seems to have motivation for nothing but going to bars to drink and write poetry on napkins. Eventually

he falls in love with another alcoholic and is offered the chance to sell his poetry, which he does not take.

Clean and Sober (1988) tells the story of a cocaine addict's attempt to recovery, including several setbacks, a stay in a rehabilitation center, and a counselor who has heard all the excuses before.

Curse of the Jade Scorpion (2001) is a Woody Allen film in which two characters who hate each other are hypnotized in order to burglarize homes. In addition, they fall in love. Good example of the common beliefs about hypnosis.

Go Ask Alice (1973) is a made-for-TV (but easily available on video) movie based on the book of the same name (see above).

Insomnia (2002) is a psychological thriller set in Alaska during the summer, when the sun doesn't set. One of the two Los Angeles-based police officers sent to the scene of the crime cannot sleep without darkness. This movie vividly demonstrates the effects of prolonged sleep deprivation.

Leaving Las Vegas (1987) won actor Nicolas Cage an Oscar for his role as a man who has lost his family because of his alcoholism, been fired from his job, and goes to Las Vegas to drink himself to death. There, he meets a prostitute who is also at the depths of despair. They agree to accept each other and fall in love.

Postcards from the Edge (1990) is the true story of a dark period in Carrie Fisher's life, during which she was addicted to cocaine and struggled with her relationship with her aloof mother (Debbie Reynolds). Meryl Streep plays Fisher and Shirley MacLaine, her mother.

Shallow Hal (2001) tells the story of Hal, who is hypnotized to be able to see women's true inner beauty, instead of their exterior beauty. As a result, he falls in love with a grossly obese woman who is lovely in his eyes.

When a Man Loves a Woman (1994) is the story of how a wife's alcoholism almost destroys her family.

Learning

A Clockwork Orange (1971) tells the story of an ultra-violent adolescent. After being arrested, he volunteers for an aversion program, which cures him of his violent tendencies using behavioural principles.

Born on the Fourth of July (1989) is a real-life story of Ron Kovic, who served in the Vietnam War and later became a war protester and activist. It shows several scenes demonstrating classical conditioning. For example, when Kovic is a boy, watching a July 4th parade, an older veteran flinches at the fireworks. Later, when he is riding in a July 4th parade after serving in the Vietnam War, Kovic does the same thing. This movie is also a good illustration of Post-Traumatic Stress Disorder.

Free Willy (1993) tells the story of a young boy who trains a whale using operant techniques. The animal-training scenes are at the end of the movie (after the boy has developed a special bond with the whale).

The Miracle Worker (1962) tells how Anne Sullivan taught Helen Keller sign language, using associative learning.

What About Bob? (1991) presents a psychologist's version of systematic desensitisation through his book, Baby Steps, and therapy sessions.

Memory

Dead Again (1991) has an excellent cast and a suspenseful plot. In it, a Los Angeles detective (Kenneth Branagh) tries to find clues to the identity of a young woman (Emma Thompson) with amnesia. He seeks the help of a hypnotist, who finds that the two had connections in an earlier life. (You can use this opportunity to point out that this is not the purpose of most hypnotists). Provides material for class discussions on amnesia.

Delores Claiborne (1995) tells the story of a grown daughter (Jennifer Jason Leigh) who returns home to help defend her mother (Kathy Bates) against charges of killing her employer of 22 years. In the course of doing this, the daughter retrieves repressed memories of sexual abuse. Highly recommended.

Fifty First Dates

The Majestic (2001) tells the story of Peter (played by Jim Carrey), who loses his memory in a car accident. When he recovers his memory, he discovers that is blacklisted for UnAmerican Activity. Not as compelling as Dead Again or Memento, which also deal with amnesia, but might appeal to Jim Carrey fans.

Memento (2000) is a suspense movie in which a man, suffering from amnesia, hunts down the clues to find his wife's killer. The story is shown in reverse order, which mimics for the audience the trials of having amnesia. Provides many examples of how people cope with amnesia.

Prince of Tides (1991) is a romance starring Nick Nolte and Barbara Streisand, who plays his sister's psychologist. The two characters begin working together to determine the cause of the sister's depression. Eventually, he uncovers repressed memories of sexual abuse during childhood.

Total Recall (1990) is a suspense thriller in which the main character(played by Arnold Schwarzenegger) visits a false memory transplant service to have a virtual vacation. Excellent opening to discuss false memories and the differences between false and real memories.

Language & Thinking

Apollo 13 (1995) is the true story of the 1970 Apollo 13 space flight, which was crippled by a explosion on its way to the moon. It shows how the space and ground crews worked together to solve the problem of how to get the astronauts home alive. There are several specific scenes which would be useful to show alone (possibly during class), including a scene in which the ground crew is trying to isolate Apollo's problem and another in which they are trying to find a way to fit square canisters into round holes.

Children of a Lesser God (1986) is the love story of a hearing teacher at a school for the deaf and a deaf woman. The teacher repeatedly tries to convince the woman that she should attempt to speak. Useful in discussing whether sign language is true language and exploring whether deaf individuals should be encouraged to use additional languages.

Nell (1994) is similar to the true story of Genie, in that Nell has not been exposed to any formal language throughout childhood. Nevertheless, Nell manages to develop her own, idiosyncratic language and the researchers who are studying her gradually manage to understand it so that they may communicate with her.

Pi (1998) is the story of Max Cohen, a genius mathematician who is searching for the one number that underlies all the patterns of the world. Useful for discussions of problem-solving.

Searching for Bobby Fischer (1993) is the story of chess prodigy Josh Waitzkin. Useful for understanding the role of expertise in problem-solving abilities and for demonstrating that expertise involves repetitive practice.

Intelligence

Charly (1968) is the film adaptation of the book Flowers for Algernon(see above).

Forrest Gump (1994) tells the story of a mentally challenged but good-natured man who is (unbelievably) present through most of the major events of the 20th century. It demonstrates the importance of social support for those with mental disabilities, for despite everything that Forrest has, he is still lonely and longs for his childhood love.

Good Will Hunting (1997) is about a mathematical genius who hides his abilities while working as a janitor. When his abilities are discovered by an MIT professor, the genius must decide what he wants from his life.

Legally Blonde

Little Man Tate (1991) is the story of a single mother trying to raise a son who is identified as a genius. The mother tries to juggle her son's intellectual and emotional needs, and to keep him from being taken advantage of by people who forget that he is a child.

The Other Sister (1999) tells of a mentally retarded, but competent, young woman trying to break away from her over-protective mother. Useful for understanding the different functional levels of individuals with mental retardation.

I am Sam tells the story of a developmentally delayed father who seeks custody of his 7 year old daughter, who fakes her own development so she can stay at the same level as her father.

The Royal Tenenbaums (2001) features a family that includes three children, all of them gifted in different ways. It raises questions about the causes of intelligence.

Searching for Bobby Fischer (1993) is the story of 7-year-old Josh Waitzkin who is a chess genius. The boy's father engages a former champion to tutor Josh and enters him into high-pressure competitions. It raises the question of how the parents of gifted children can encourage without pushing and presents the juxtaposition of adult-like abilities inside a child still eager for the joyful discoveries of youth.

What's Eating Gilbert Grape? (1993) features Leonardo DiCaprio as a mentally retarded boy who lives with his father-figure brother, Gilbert, and his obese mother. Also a book (by Peter Hedges).

Emotion & Motivation

Alive (1993) is the true story of a rugby team from Uruguay, which chartered a plane to fly across the Andes in 1972. When the plane crashed, there were about 20-25 survivors (out of the original 47 passengers). After weeks without food, the survivors faced the horrible choice of eating the flesh of the victims or dying themselves. This could provide an excellent basis for discussion about what people are or are not willing to do to survive.

If These Walls Could Talk two (2000) is a trio of lesbian stories from three different time periods: 1961, 1972, and 2000. Although it was originally made for HBO, it is now available in many movie rental stores.

The Laramie Project (2002) tells the story of the murder of Matthew Shepard in Laramie, Wyoming. It combines reenactments of the crime with interviews of townspeople.

The Recruit (2003) is the story of the training of a CIA agent. It includes several excellent scenes involving lie detectors.

Schindler's List (1993) is the true story of Oskar Schindler, who saved over 1100 Polish Jews from concentration camps during World War II. It provides the opportunity to contemplate the motivations for self-sacrificing behaviors.

Personality

Paradise Road (1997) is a story about a group of women who form a choral orchestra while being held in a WWII prison camp. It provides openings for discussion about risk and resilience and locus of control.

Risky Business (1983) contains a scene in which the main character's fantasy about having sex with an attractive girl is interrupted by visions of police surrounding his house and the girl's father calling him a punk...who will never have a future. Provides opportunities to examine Freud's idea of sexual drives, intrapsychic conflict, and the effects of negative parent/child interactions. Suggested in Paddock J, Terranova S & Giles L, 2001. SASB goes Hollywood: Teaching personality theories through movies. Teaching of Psychology, 28(2), 117-121.

Sliding Doors (1998) examines how one woman's life might evolve if she catches (or doesn't catch) a train. It provides two parallel versions of this life. As a result, it provides the opportunity to ask about the role of the environment in personality formation. How is this woman the same/different in each of the two scenarios?

Trading Places (1983) presents two old men's meddling experiment to see what will happen when the lives of a criminal and an upstanding, conservative stockbroker are switched. This is an excellent examination of the roles of nature and nurture in personality formation.

When Harry Met Sally (1989) is a love story between two old friends, who have known each other for thirteen years. When they first meet, on long car ride, Harry and Sally speak about their personalities and what makes a dark side. This scene could be used alone, in eliciting student feedback about personality characteristics. Alternatively, the film could be used in its entirety as a vehicle to discuss stability of personality.

10 Things I Hate About You (1999), based on The Taming of the Shrew by William Shakespeare, is a story about teenage dating. The movie is concerning a father's choice of when to let his daughters date, and the lengths a teenage girl will go to just to get out of the house with a teenage boy.

Can't Hardly Wait (1998) is about what happens on the night after a teenager graduates from high school: a big party. Underneath this story, lies another story, of a high school boy that just wants his long-time crush to notice him, and maybe talk to him. The movie shows how good endings even happen in seemingly hopeless situations, as long as you don't totally give up.

Clueless (1995) is about how teenagers can be just that: clueless. This movie is all about teenaged troubles, even within the rich community, just to show the audience that not everyone's life can be peachy.

Cocoon (1985) shows many of the effects of aging. At the end of the movie, the elderly characteristics are forced to choose between leaving Earth for somewhere that they can be eternally young and staying on Earth.

Mean Girls

Parenthood (1989) is a hilarious film (starring Steve Martin) about four siblings and their children. Provides the opportunity to compare parenting techniques and styles, attachment types, and many other issues.

She's All That (1999) is based on teen dating. This story tells how hard it is to find a worthwhile relationship in high school, as well as stay true to your self as a teenager

Stress, Health & Coping

A Beautiful Mind tells the story of mathematical genius John Nash.

Fight Club (1999) is about a young man who is tired of his ordinary existence and the consumer culture. He begins attending various self-help groups to bond with others, feigning illnesses to fit in. Eventually, he and a friend (Tyler) begin their own group, called the Fight Club, where young men can go and beat each other to a pulp in order to cope with frustrations. Useful in discussing coping strategies and aggression.

John Q (2002) is about father who seizes control of a hospital emergency room to try to get previously denied treatment for his seriously ill son. The little boy will die if he does not get the treatment that the hospital refuses him. This movie tells the story of how far a parent will go to save his child, and how in the most extreme cases of stress, when a parent should be falling apart, that parent comes through for his child.

Multiplicity (1996) is the story of a man, Doug, who is having a hard time juggling many tasks. When the tasks become too stressful, Doug clones himself, believing that this will diminish his stress levels. Too soon, Doug finds out that doesn't work, and his life becomes even more stressful. An excellent vehicle for discussing the stress of juggling work and home life and realistic coping strategies.

Office Space (1999) is about a man named Peter who works in an office, doing the same exact thing, day in and day out. Peter's girlfriend convinces him to go see an occupational hypnotherapist to cure him of his boredom. The hypnosis works all too well and Peter begins not to let things bother him any longer. Nothing affects him, until his boss calls him in to talk about his job, and the company changes around a lot of its usual ways to accommodate Peter's advice. Useful for discussing coping strategies.

My Life (1993) is the story of a man who has just been informed that his wife is pregnant with their first child and also that has kidney cancer that has spread to his lungs. He visits a Chinese healer, Mr Ho, who encourages him to let go of his anger and fear. This story is about how Bob copes with the expected loss of his own life, while leaving a legacy of himself to his unborn child.

Psychological Disorders

Many more movies relating to a wide variety of different psychological disorders can be found at www.lmu.edu/education/edcourse/ed628/fall01/langford.htm.

As Good As It Gets (1997) is a comedy about a man who is obsessed with cleanliness, organization and odd rituals. As the movie progresses he begins to loosen up and begin the road to recovery.

Fatal Attraction (1987) is about a woman with borderline personality disorder who becomes obsessed with a man after sleeping with him. As the movie moves along she begins to stalk him, harass him and his family and is eventually driven to madness by his rejection

I Never Promised You a Rose Garden (1977) is a story based on a best seller by Joanne Greenberg. This movie tells the story about a schizophrenic patient and her struggle with the disorder. At times giving graphic accounts of events and focuses on her relationship with her psychiatrist.

It's A Wonderful Life (1946) is the story about a man who questions his importance in life and is shown what the world would be like without his influence. The movie begins with a depressed man who tries to kill himself due to a failing business.

Me, Myself and Irene (2000) is about a man who develops multiple personality disorder. Through the movie the main character battles his disorder while trying to win the love of a woman and running from a dangerous ex-boyfriend that was involved in bad business.

Therapy

Analyze This (1999) and Analyze That (2002) are both stories of gangster Paul Vitti (played by Robert De Niro) and his psychiatrist, Dr Ben Sobol (played by Billy Crystal). Useful in discussing treatment for panic disorder, confidentiality of client-therapist communications, and the therapeutic process.

Girl Interrupted

The Dream Team (1989) shows group therapy in a psychiatric facility and later, when they are taken out of the facility, in the city. Very funny performances by Michael Keaton and Christopher Lloyd.

One Flew Over the Cuckoo's Nest

Prince of Tides (1991) is the story of Tom Wingo (played by Nick Nolte), who sees his sister's psychiatrist, Dr Susan Lowenstein (played by Barbra Streisand) when his sister is suicidal. Eventually, Wingo and the psychiatrist fall in love. Ask your class what they think this therapist's theoretical orientation probably is and whether or not this is an ethical violation (as Wingo is not himself a client of the psychiatrist).

What About Bob? (1991) is the story of a psychiatrist Leo Marvin(played by Richard Dreyfuss) and his client, Bob (played by Bill Murray). Dr.Marvin has recently published a book called Baby Steps. He encourages Bob to use this therapy and gives him a copy of the book. However, Bob grows attached to the doctor and follows him on vacation. Useful for discussing ethical therapist-client relationships and the curative factors of therapy.

Social Psychology

American History X (1998) is about a man who was released from jail for committing a hate crime against an African American. He is now trying to convince his brother that discrimination is wrong.

Dangerous Minds (1995) is the true story of a teacher in an urban environment. In order to win the respect of her students she changes her clothes and way in dealing with them. In addition to providing material with which to examine impression formation, the focus on gang development is related to the topic of group formation.

Disturbing Behaviour (1998) is about a boy who moves to a new place where everyone seems to be conform. All the students dress alike, do exceptionally well in school, and get along perfectly. Now the people in his new town want to change him to be like the other members in their community.

Fight Club (1999) is about a man who starts a club where men can fight one another. The leader of the group (played by Edward Norton) creates a persona that is the embodiment of everything he would like to be. Through this character, he earns more respect than he would being the person he once was.

Pretty Woman (1990) tells the story of a prostitute who becomes involved with a businessman. When she is recognized as a prostitute, people react to her differently than they do when they think she is a friend of this wealthy man.

Remember the Titans (2000) is the true story of the integration of a Virginia high school and specifically, its football team (the Titans). The movie depicts how the team was initially broken into groups, but eventually merged into one unit through its common goal of winning at football. Excellent material for discussing stereotypes, prejudice, in groups, out groups, and how prejudice can be reduced.

12 Angry Men (1957 and 1997) shows jury deliberations. Initially, the majority is convinced of the defendant's guilt, but gradually, through one juror's refusal to comply and their reconstruction of the evidence, they find the defendant not guilty. Provides material for discussion of a number of social psychological principles, including conformity, person perception, norms, and prejudice.